

Cambridge English

Cambridge English: Advanced

Lesson Plan: Speaking

This lesson plan accompanies *Cambridge English: Advanced 1* Speaking Test 4 Parts 1, 2, 3 and 4

This lesson is suitable for students in the middle and towards the end of their *Cambridge English: Advanced* course. This lesson may be suitable for any upper intermediate course to get students to talk freely in a formal speaking situation. The whole of this lesson can be repeated from time to time with different material taken from magazines, practice material from your exams department or the Internet.

The analytical scales are given to students to refer to at the end of each activity. This is for students to develop awareness of how they will be assessed and also the parts of the test they may need to practise more. If the tutor feels the use of these scales is impeding confidence and fluency it could instead be referred to as part of a whole class discussion or used as a tutor resource for providing feedback. Students should be reminded that they will be given a global score based on the analytical scales rather than a score for each task.

Resource 2 could be given to students in advance of the session.

Lesson Goals

1. To outline the structure of the Cambridge English: Advanced Speaking exam and how it will be assessed
2. To develop confidence and fluency in the range of Cambridge English: Advanced Speaking tasks, promoting awareness of the language skills required for each section

Activity (see brackets for resources required)	Time needed	Interaction
Warmer (Resource 1 for individuals)	10 mins	
<ul style="list-style-type: none"> • Cut up Resource 1. Ask students to match Parts 1, 2, 3 & 4 to the correct description and timings. • Elicit examples of key words in the description (i.e. information about themselves, long-turn talk, comment briefly, basis for discussion and general discussion). Briefly discuss or elicit what these mean. 	5 mins 5 mins	S S-T

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Main activities (Resource 2 for individuals, Part 1 for individuals or pairs, visual material for the speaking test, copy of Part 2, 3 & 4 for tutor, recording devices if available)	30-35 mins	
<p>Part 1</p> <ul style="list-style-type: none"> Refer students to Part 1 of the speaking paper. Put them into pairs to ask and answer the questions in a mock style examination. Monitor as they do this and give feedback using Resource 2. <p>Part 2</p> <ul style="list-style-type: none"> Write 'being careful in certain situations', 'how important it is to be careful' and 'what might happen if they made a mistake' on the board and elicit what kind of grammar and vocabulary would be useful with this topic (i.e. crossing the road, need to be diligent, recognising danger, you may risk your life, if they made a mistake, people would..., etc.) Pair students (or put students into groups of three) to speak for about a minute each using visual material C10 and C11 prompts (use another if you have a group of three). Listening partner(s) can give feedback using worksheet 2. Ask the round-up questions to one or two students <p>Part 3</p> <ul style="list-style-type: none"> Write 'things that contribute to a healthy life' on the board, put students into groups and ask them to predict the things that could appear in the exam material. Elicit their ideas and then display visual material C12. Write the interlocutor's prompt question on the board (i.e. 'now you have about a minute to decide which of these things can benefit people the most'.) Pair or group students to answer the prompt questions for two minutes (or three minutes with a group of three). Before they start the task, decide which of the exam descriptors you want to focus on and give feedback accordingly. Alternatively, use a recording device to record them doing this Part and ask them to rate their own conversations using Resource 2. <p>Part 4</p> <ul style="list-style-type: none"> Select three questions from those given in the interlocutor's frame for Part 4. Write them on the board or direct your students' attention to them. Pair students to ask and answer while you monitor. If there is no time, this activity could be done as the extension activity, with a focus on accuracy and range of both grammar and vocabulary. 	<p>10 mins</p> <p>5 mins</p> <p>5 mins</p> <p>5 mins</p> <p>5 mins</p>	<p>S-S</p> <p>T then S-T</p> <p>S-S then T-S</p> <p>T then S-S then S-T</p> <p>T-S then S-S</p> <p>T then S-S</p>

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Extension activity	15 mins	
<p>Part 3</p> <ul style="list-style-type: none">• Write 'things to take on a camping holiday' on the board and brainstorm some ideas such as penknife, torch, tent, etc. Pair or group students to answer one of the following questions:<ul style="list-style-type: none">○ How can these things contribute to a successful camping holiday?○ Which of these things are the most useful on a camping holiday? <p>Part 4</p> <ul style="list-style-type: none">• Brainstorm some possible questions on the topic (e.g. what age is the best age to go camping.....Why? Should schools offer free camping holidays to all teenagers...Why? Camping is the best way to discover nature...Why?) Pair or group students to discuss these questions.	7mins	T then S-T then S-S
	8mins	S-T then S-S

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Resource 1

Part 1	2 minutes	The interlocutor asks you and your partner a few questions. The interlocutor asks the candidates for some information about themselves, and then widens the scope of the questions by asking about more familiar topics such as daily life, studies, leisure activities, etc. Candidates respond to the questions and listen to what their partner says.
Part 2	1 minute plus 30 seconds	You talk for about a minute (long-turn talk) using a set of pictures as a stimulus. The interlocutor then asks your partner to comment briefly when you have finished speaking. Your partner is then given another set of pictures which he/she talks about. You are then asked to comment briefly when your partner has finished speaking.
Part 3	4 minutes	You and your partner talk together. The interlocutor gives both of you some text prompts which provide the basis for discussion.
Part 4	5 minutes	The interlocutor asks some further questions, which leads to a general discussion of what you had talked about. You may comment on your partner's answers.

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Resource 2

Grammar	5	Uses a full range of structures accurately and appropriately. Makes mistakes characteristic of native speakers.
	4	Uses a wide range of structures with some flexibility. Occasional mistakes may persist.
	3	Uses a limited range of structures, and there may be comprehension problems.
	2	Uses basic sentence forms, but errors are frequent and may lead to misunderstanding.
	1	Makes numerous errors except in memorised phrases.
Lexical Resource	5	Uses a wide range of vocabulary, including idioms, naturally and accurately to discuss all topics.
	4	Uses range of vocabulary, with some inappropriate choices, to discuss a variety of topics.
	3	Can talk about basic topics, but range is limited and there are errors in word choice.
	2	Uses simple vocabulary to give personal information, but there is not enough vocabulary for unfamiliar topics
	1	Produces a few words or phrases
Discourse Management	5	Participates fully and effectively in conversation and discussions
	4	Participates in conversation and discussions
	3	Participates in the conversation with limited flexibility
	2	Limited participation in the conversation overall
	1	Largely remains mute
Pronunciation	5	Easy to understand throughout. First language accent has a minimal effect on understanding.
	4	Can be understood throughout, although a rare mispronunciation may cause a slight misunderstanding.
	3	Can be understood easily, though mispronunciation may cause occasional misunderstanding and a little difficulty for the listener.
	2	Pronunciation control is limited and there is difficulty for the listener to understand.
	1	Speech is unintelligible
Interactive Communication	5	Tasks could not be completed more fully and effectively.
	4	All the tasks are completed, with minor deviations.
	3	Tasks are completed, but the interaction between the participants could be managed more effectively.
	2	Some, but not all of the tasks are completed adequately.
	1	None of the tasks are completed

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SPEAKING (15 minutes)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner a few questions. The interlocutor asks candidates for some information about themselves, then widens the scope of the questions by asking about e.g. candidates' leisure activities, studies, travel and daily life. Candidates are expected to respond to the interlocutor's questions and listen to what their partner has to say.

Part 2 (a one-minute 'long turn' for each candidate, plus a 30-second response from the second candidate)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of pictures and asks you to talk about them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The interlocutor places a some text prompts on the table between you. This stimulus provides the basis for a discussion. The interlocutor explains what you have to do.

Part 4 (5 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Test 4

Note: In the examination, there will be both an assessor and an interlocutor in the exam. The visual material for **Test 4** appears on pages C10 and C11 (Part 2) and C12 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague,

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all we'd like to know something about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

Select one or more questions for each candidate, as appropriate.

- Are you the kind of person who can do two things at once?
- How do you usually like to spend your free time?
- Are you planning to do any courses in the near future?
- If you could go anywhere in the world, where would you go?
(Why?)
- Do you use social networking sites a lot? (Why? / Why not?)
- What would your ideal job be? (Why?)
- Do you like to give yourself aims or targets?
(Why / Why not?)
- Would you enjoy preparing food for a large number of people?

Part 2 4 minutes (6 minutes for groups of three)

Being careful

Competitions

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people being careful in different situations**.

Indicate the pictures on page C10 to the candidates.

I'd like you to compare **two** of the pictures, and say **how important it is to be careful in these different situations, and what might happen if they made a mistake**.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), in which situation do you think it is most important to be careful? (Why?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, *(Candidate B)*, here are your pictures. They show **people in different competitions**.

Indicate the pictures on page C11 to the candidates.

I'd like you to compare **two** of the pictures, and say **why the people might have entered these competitions, and how they might be feeling**.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), in which situation do you think winning is most important to the people? (Why?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Part 3 4 minutes (6 minutes for groups of three)

Part 4 5 minutes (8 minutes for groups of three)

A healthy life

Part 3

Interlocutor: Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some things which can all contribute to a healthy life and a question for you to discuss. First you have some time to look at the task.

Indicate the text prompts on C12 to the candidates.

Now, talk to each other about **how these different things can contribute to a healthy life**.

Candidates: [*2 minutes (3 minutes for groups of three)*]

Interlocutor: Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide **which of these things can benefit people the most**.

Candidates: [*1 minute (2 minutes for groups of three)*]

Interlocutor: Thank you.

Part 4

Interlocutor: *Use the following questions, in order, as appropriate:*

- Some people believe we should just enjoy ourselves and not worry about our health. What do you think?
- Do you think health care should be freely available to everybody? (Why?)
- At what age do you think schools should start educating children about healthy living? (Why? / Why not?)
- Do you think our attitudes to healthy living change as we get older? (Why? / Why not?)
- Do you think it's good for our health to take regular holidays? (Why? / Why not?)
- Some people say that that laughter is sometimes the best form of medicine. How far do you agree? (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

Thank you. That is the end of the test.

Visual materials for the Speaking test

- How important is it to be careful in these different situations?
- What might happen if they made a mistake?



C10

Visual materials for the Speaking test

- Why might the people have entered these competitions?
- How might they be feeling?



