



Speaking: Whole paper revision

Overview: Students play a question and answer game which provides a lot of interesting discussion and covers many topics and functions they will need for the speaking exam.

Part of Exam: Speaking (Paper 4)

Language/Skill Practised: common exam topics; giving personal information; comparing and giving opinions; asking questions.

Materials: 1 dice and 1 cut-up set of topic cards per group of 3 or 4 students, one instruction sheet per group, materials for a full speaking exam (from past/sample papers or exam practice books).

Time: 25–40 minutes plus exam practice.

Preparation

This is a revision lesson to be used after students have practised all parts of the speaking exam. It can either be used on its own instead of doing exam practice, or as revision to complement a lesson where students run through the whole speaking paper for the first time.

You will need to photocopy and cut up the topic cards worksheet.

You may find it useful to look at the Cambridge ESOL website for examples of the questions used in the speaking paper: www.cambridgeenglish.org/exams-and-tests/first/exam-format

Procedure

Part One: Running through the full speaking paper (optional)

- Tell students they are going to do the whole speaking test for the first time without stopping. Check they know how long it will take (14 minutes). Hand out exam papers (either past/sample exam papers or papers from exam practice books) and put them in pairs. Nominate one student to be the examiner and one to be the candidate.

- Run through the exam with the class, reading from the examiner's script. Be strict on timings. Make sure all groups start and finish at the same time. Monitor the students. Take notes where necessary but don't interrupt.
- When they have finished, get feedback on how they felt it went. Write up some mistakes you heard on the board and encourage peer correction. Make sure that students write down the mistakes they made as well as the correct answers.
- Give positive feedback. You could offer tips and give practice on positive body language if it's a problem (see Tips).

Part Two: Question and answer game

- Try to elicit what topics students have talked about in the practice exams they have done, and any other topics they expect to come up. Brainstorm some possible exam questions on the board for each of the topics they mention. Tell them they are going to play a speaking game, which will prepare them to talk about the topics which generally appear in the exam.
- Explain the rules of the game (see Worksheet) or give out the instructions. Pick a card and roll the dice. Brainstorm possible questions, and take an informal class vote on the most interesting (e.g. 'How do the hobbies of this generation compare with those of their parents?').
- Answer the question yourself. Then ask the person who came up with the question you answered to take the next card and roll the dice. Repeat as in the last stage.
- Split the class into groups and get them to play the game. Monitor for interesting questions and for any vocabulary they seem to be lacking to talk about these topics. Don't let students avoid difficult questions (like the one above) however, especially if they are a strong class that needs challenging. Some of the examiner's questions can also sometimes be on things they may not have encountered before so it is important to be prepared for difficult questions.
- • Feed back, especially on common vocabulary for the various topics (e.g. 'graduate' and 'degree' for education, and 'to be keen on' and 'collection' for hobbies).



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Tips

Tip 1 Make sure that students are familiar with what happens in each part of the test. Remind them that each part of the test requires different skills.

Tip 2 Students should listen carefully to the instructions and questions during the test and respond appropriately. They need to answer the questions that are asked and try not to deliver a rehearsed answer.

Tip 3 Students should ask for clarification of instructions or a question if they are not sure. If they do not understand the question, they should ask for it to be repeated or paraphrased. It is a good idea for students to practise questions like 'Could you repeat that, please?' and 'Could you rephrase that, please?' so they are comfortable if they need to use them in the exam.

Tip 4 Occasionally, three students have to do the speaking exam together instead of two. Each student will still have exactly the same amount of time. In this case the test will take 20 minutes rather than 14.

Tip 5 Students should speak clearly, so that both the interlocutor and the assessor can hear them. They should use all the opportunities they are given in the test to speak, and extend their responses whenever possible. Students should be prepared to initiate discussion as well as responding to what their partner says.

Tip 6 Grammatical accuracy is only one part of the mark. Fluency is just as important. However, if students realise they have made a mistake, they should correct themselves appropriately.

Tip 7 Students should listen to their partner when it is his/her turn to speak. Students can show they have done this by reacting to and commenting on what they say. For this they should practise expressions like 'As Javier said...' and 'Like Javier was saying...'

Tip 8 Students should not worry about being interrupted by the examiner. This shows they have spoken enough. The examiners have to keep to the time limit for administrative reasons.

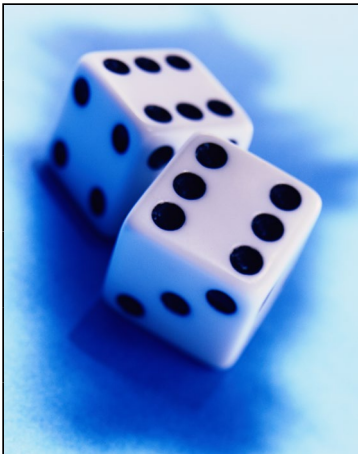
Tip 9 Students should try to be confident and act naturally. If students talk just like they talk to their classmates during pair work, they will have no problem.



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Instructions

1. Cut out the cards on the following pages. Put them into a pile face-down so that you can't see what is written on them.
2. One student takes a card from the top of the pile and throws the dice. The numbers on the dice represent:

	1 = compare
	2 = opinion
	3 = yourself
	4 = your family
	5 = your town
	6 = your country

3. Other group members ask questions about the topics represented by the dice and card. For example, if the 'Crime' card was taken and the number six rolled on the dice ('Your country'), the question *What kind of crime is the biggest problem in your country?* could be asked. If the 'Environment' card was picked and the number four rolled on the dice ('Your family'), the question *Does your family do a lot of recycling?* could be asked, etc.
4. If the topic is interesting or you want more information, feel free to extend and open up the discussion.
5. When the discussion has come to a natural end, the next student takes a card and throws the dice. Repeat.



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Worksheet



TV



Sports



Nature



Fast food



Future



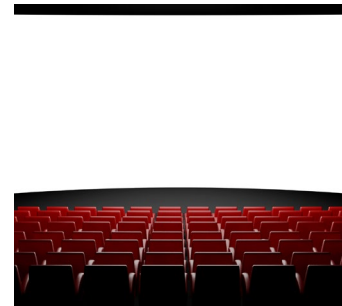
Health



Holiday



Car(s)



Cinema



Punctuality



Clothes



In 5 years



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Worksheet



Exercise



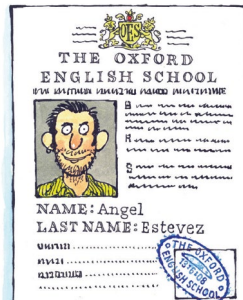
Celebrations



Marriage



Education



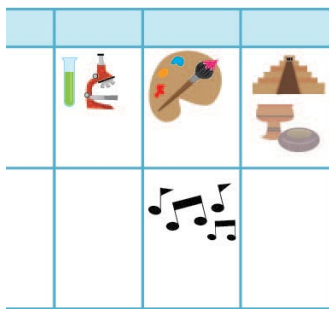
Qualifications



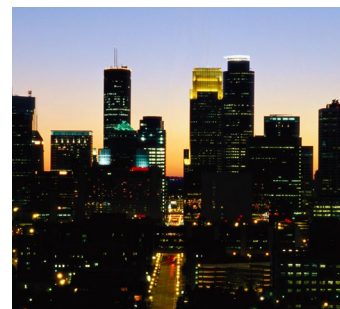
Newspapers



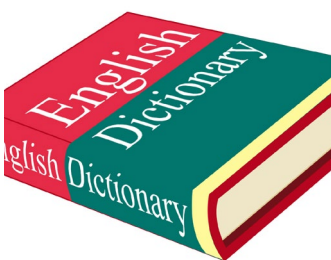
Birthday



School subjects



Evenings



English



Music



Hobbies



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Worksheet



In 20 years



Jobs



Plans



Travel



Enjoy



Crime



Weather



Festivals



Environment



Keeping fit



Photos



Party