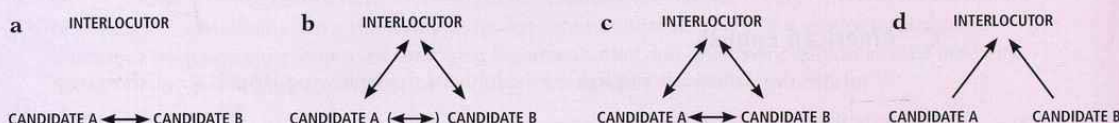


### Introduction

Paper 5, the Speaking Test, consists of four separate parts and lasts about 14 minutes. You will probably take the test with another candidate, though it is possible to be part of a group of three. There are two examiners: the Interlocutor, who conducts the test and asks the questions, and the Assessor, who listens to the test and assesses your performance. The Interlocutor also assesses and contributes to your final mark.

- 1 Read the descriptions of the four parts of the Speaking Test below and match each one to a diagram a–d. The arrows (↔) show who is speaking to whom.



#### Part 1: Interview

**Total time: 3 minutes**

The Interlocutor asks you questions which require you to give basic personal information about yourself. You may speak with your partner in this part if you want to, though you do not have to.

#### Part 2: Talking about photographs

**Total time: 4 minutes**

You have one minute to compare two photographs and add some further comment about them. You also have up to 20 seconds to comment on your partner's pictures. You do not talk to your partner in this part.

#### Part 3: Collaborative task

**Total time: 3 minutes**

The Interlocutor listens while you and your partner perform a speaking task together. You may be asked to try to agree or reach a decision by the end of the task.

#### Part 4: Further discussion

**Total time: 4 minutes**

The Interlocutor asks further questions related to the topic introduced in Part 3. As well as responding to these questions you should also interact with your partner and comment on what he or she says.

- 2 The following comments were all made by students who had just taken the Speaking Test of the First Certificate exam. Look at each one and answer these questions:

Does the student set a good example to follow in the Speaking Test? Why/Why not? If not, how would you avoid making the same mistake?

- Part 1**
- a 'The examiner asked us some really simple questions at the beginning of the exam. So I just gave some short, simple answers, as I would in my own language.'
  - b 'Before the exam, my partner and I learnt and rehearsed some nice long answers to all the typical questions they ask you about yourself in the exam. We knew exactly what we were going to say to each other.'
  - c 'I was a bit nervous in this part, but the questions were not difficult so I tried to answer them as fully and as naturally as I could, as if I was talking to someone I knew. It helped me to relax for the rest of the test.'
- Part 2**
- a 'I used some really good vocabulary to describe in detail what everyone in the pictures was wearing, what they were doing and so on.'

- b** 'The examiner stopped me after about a minute and I hadn't finished what I wanted to say!'
- c** 'I was concentrating so much on the pictures when the examiner gave them to me that I forgot to listen to the instructions! I had to ask her to repeat them.'

- Part 3**
- a** 'I did really well in this part of the exam. I had lots of ideas and I seemed to be speaking for most of the three minutes. My partner was a bit quiet, though.'
- b** 'We had to agree on the three most important qualities of a good language learner. It was easy – we did it in about two minutes.'
- c** 'We had to choose two designs for a new set of postage stamps. We found one we both liked but when the examiner stopped us after three minutes we were still trying to agree on the second.'

- Part 4**
- a** 'The examiner didn't really say very much in this part. We did most of the talking.'
- b** 'My partner said that computers would eventually replace books. "Nonsense," I said, "you must be mad." I thought that was really good – an expression of disagreement and a modal verb of deduction in one sentence!'
- c** 'We had to talk about the environment, which I don't know much about, so I changed the topic of conversation to pets; I've got two dogs and a hamster, you see.'

**Part 1: Interview**      **Total time: 3 minutes**

- 1** Choose three of the following categories and for each one write three questions you could ask another student.


work/study	sport/keeping fit	family	travel/holidays
future plans	English	animals	music
fashion	going out	friends	

Begin your questions with the following words:

What... ?	Where... ?	Who... ?	Why... ?
When... ?	How... ?	How long/often/much... ? etc	

If you write a question which only requires a short answer, write another which will encourage the other student to say more.

**Example:** *Where do you live? What do you like about living there?*

- 2** Work with another student. Interview each other using the questions you have prepared. Develop your answers, making sure they are relevant to the question.
- 3**  **2.44** Listen to two students, Christina and Paolo, doing Part 1 of the Speaking Test and answer the following questions.
- Does the interlocutor ask any of the same questions you prepared?
  - Why does the interlocutor interrupt Christina at the beginning?
  - What advice would you give to Paolo to help him improve his performance?

**Don't forget!**

- Do not learn long pre-prepared answers for this part of the exam. They may not be entirely appropriate to the question you are asked and they will probably not sound very natural.
- Do, however, make sure you know individual items of vocabulary which are relevant to yourself. For example:

Your hobbies and interests.  
*'I'm really keen on rock climbing and walking.'*  
 The course you have decided to study.  
*'I would like to study for a degree in aeronautical engineering.'*  
 What your parents do.  
*'My mother's a systems analyst.'*

Part 2: Talking about photographs

Total time: 4 minutes

Useful language

'Fillers' are words or phrases which enable you to think while you are speaking. Look at the following examples and think about the equivalent expressions you would use in your own language.

**Buying time**

Well...  
Let me see...  
What else (can I say)?  
Is there anything I can add to that?

**Gathering your thoughts**

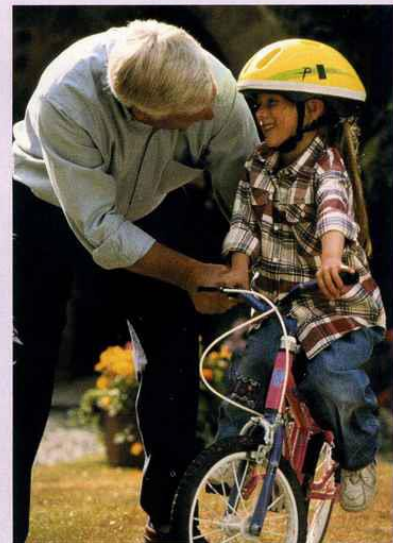
I'm not quite sure, but I think...  
I haven't thought about it before, but perhaps...  
I don't really know, but I imagine...

**Don't forget!**

- Do not describe the photos in detail.
- Make sure you address both parts of the instructions.


**Student A:** Look at these two photographs. They show grandfathers with their grandchildren. Compare these photographs and say how important grandparents can be in situations like these.

How important can grandparents be in situations like these?



**Student B:** When your partner has finished, say if an older relative has taught you to do something. (20 seconds)

For Student B's photographs, turn to page 201.

 **2.45-2.46** Listen to Christina and Paolo doing the Part 2 task. Paolo's two photographs are on page 201. How well does each person compare the photographs?

**Part 3: Collaborative task** Total time: 3 minutes

The History Museum in your town would like to attract more visitors and various ideas have been put forward. First, talk with your partner about the proposals shown below saying how they might appeal to different people. Then choose two which you think would be the most successful in attracting new visitors.

**How to go about it**

- When talking about the different people each activity might appeal to think about: people of different ages, people with different interests and people with different personalities.
- For each activity you could also mention what type of people the activity would not appeal to.
- You will gain marks for using a range of vocabulary. What other words do you know with a similar meaning to these adjectives? *interesting boring good*
- Use some of the useful language and expressions of agreeing and disagreeing from page 123 in Unit 10.
- Involve your partner in the interaction, asking questions if necessary.

- How might the proposals appeal to different people?
- Which two would be the most successful in attracting visitors?



**2.47** Listen to Christina and Paolo doing Part 3 and answer questions 1–3.

- Which activities do Paolo and Christina choose?
- At what point in their conversation do they make their decision?
- How does Christina encourage Paolo to talk?

**Part 4: Further discussion** Total time: 4 minutes

Now discuss the following questions with your partner.

**Don't forget!**

- Develop your answers, justifying your opinions and giving examples if necessary.
- Interact with your partner, listening and responding to each other's comments.

- What do you think makes a good history museum?
- How could the teaching of history in schools be improved?
- Do you agree that learning about the past is important for our future?
- What was the most important moment in the history of the twentieth century?
- What has been the most important moment in your life so far?
- What items from our lives today will be in the history museums of the future?

**2.48** Listen to Part 4 and answer the following questions.

- How well do Christina and Paolo interact with each other:
  - in the first half of Part 4?
  - in the second half of Part 4?
- Who helps the interaction more, Christina or Paolo?

## Ready for Speaking: Part 2, page 198

**Student B:** Look at the two photographs below. They show people in an emergency situation. Compare these photographs and say how serious you think each of the situations looks.

How serious do you think each of the situations looks?



**Student A:** When your partner has finished, say if you think you could be a policeman/woman. (20 seconds)