



Cambridge Assessment
English

Authorised Platinum Exam Centre

Enhancing Speaking Performance from B1 to C2

Fernando Capó

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fcapo@anglo.edu.uy



Aims of the seminar

to share practical ideas for developing speaking skills in class in order to prepare students for their tests.

From B1 Preliminary to C2 Proficiency

What are the two types of task all the exams have in common?

- Individual long turn
- Collaborative task

What are the challenges for students?



- ***Individual Long turn***
 - fill up the given time
 - find ideas
 - structure their speech
 - say sth coherent
 - find the language to express their ideas
- ***Collaborative task***
 - fill up the given time
 - find ideas
 - structure their speech
 - say sth coherent
 - find the language to express their ideas
 - involve their partner
 - exchange views
 - reach an agreement (?)

Step 2. Let's improve interaction

Students have to bring each other into the conversation by using these questions:

What do you think about this?

What's your opinion on this?

How do you feel about this?

Do you agree/disagree?

<https://www.youtube.com/watch?v=yTPpW3qND8Y>



B1 Preliminary Part 2

Q&A



What do you think? (x2)
I agree with you...
What do you think about the book?
What is your opinion?
Do you think the same?

B2 First: individual long turn (part 2)

(Candidate A), it's your turn first. Here are your photographs. They show **different means of transport** . *(hand over photographs)*

I'd like you to compare the photographs, and say **why people choose these means of transport**.

All right?

Why do people choose these means of transport?



Read the exam task. Which two things should you not do?

- Compare the pictures
- Describe the pictures in detail
- Speculate about the question
- Give your own opinion of the photos

Speculating about the pictures and question

B2 First: individual long turn (part 2)

(Candidate A), it's your turn first. Here are your photographs. They show **different means of transport**. *(hand over photographs)*

I'd like you to compare the photographs, and say **why people choose these means of transport**.

All right?

Why do people choose these means of transport?



- Think of reasons why people need transport.
- Think of 3 reasons to use a bike/ a bus.
- Compare advantages and disadvantages of using these means of transport.

C1 Advanced: individual long turn (part 2)

(Candidate A), it's your turn first. Here are your pictures. They show **people making preparations**.

Hand over pictures 3A.

I'd like you to compare two of the pictures, and say **how important it is for these people to make preparations and which situation will be most memorable**.

All right?

- How important is it for these people to make preparations?
- Which situation will be most memorable?



C1 Advanced: individual long turn (part 2)

Similarities and differences with B2 First part 2?

- ***B2 First***
 - 1 minute long turn
 - 2 pictures
 - 1 question
 - More concrete topic
- ***C1 Advanced***
 - 1 minute long turn
 - 3 pictures to choose from, 2 to talk about
 - 2 questions
 - More abstract topic

B2 First: collaborative task (part 3)

Examiner: Now, I'd like you to talk about something together for about three minutes.

(Place question sheet in front of candidates)

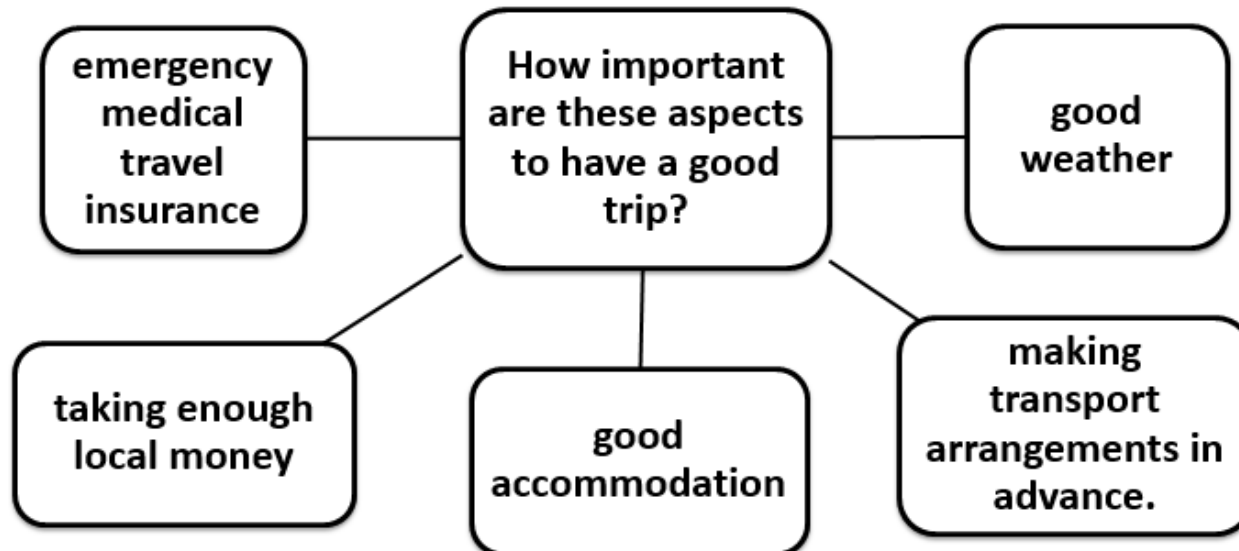
I'd like you to imagine that a friend of yours has just finished university and is going on a one-year trip around the world. Here are some aspects to consider during long trips and a question for you to discuss. First you have some time to look at the task.

(Place question sheet in front of candidates. Allow 15 seconds)

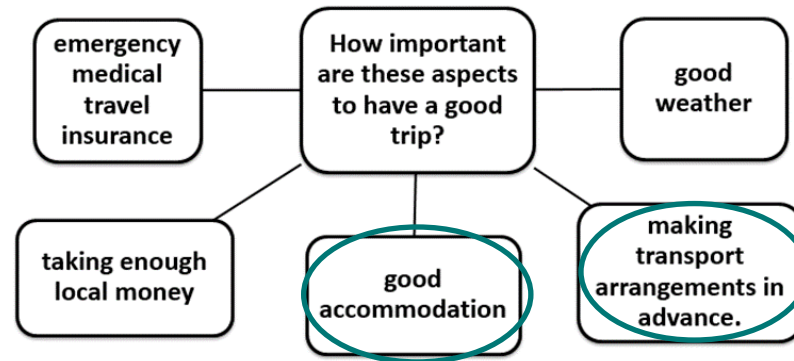
Now, talk to each other about **how important these aspects are to have a good trip.**

.....
Candidates A and B (2 minutes)

Thank you. Now you have about a minute to decide **which two aspects are the least important.**



Brainstorming ideas



- Find 1 positive and 1 negative aspect for each prompt

Good accommodation

+ you rest - expensive

Transport arrangements in advance

+ sense of security - you get to know fewer places

Language

Make students aware of functions for part 3

- Agreeing
- Disagreeing
- Asking for opinion
- Accepting opinion
- Moving the conversation on

Language

Make students produce language for part 2

- Agreeing > *I see what you mean*
- Disagreeing > *I'm sorry but I don't think so*
- Asking for opinion > *what are your views on...?*
- Accepting opinion > *that's a good idea*
- Moving the conversation on > *Now, let's consider...*

C1 Advanced : collaborative task (part 3)

Examiner: Now, I'd like you to talk about something together for about three minutes.

I'd like you to imagine that you are writing an article on the importance of doing things carefully.

Here are some ideas that you can use for the article and a question for you to discuss. First you have some time to look at the task.

(Place task sheet in front of candidates and allow 15 seconds to read it)

Now, talk to each other about **why these activities need to be done carefully**.

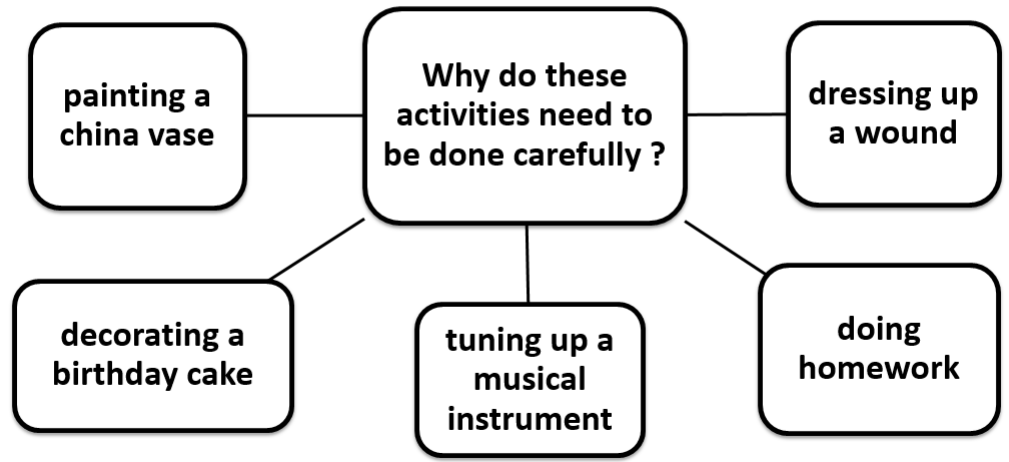
.....

(2 minutes)

Thank you. Now you have about a minute to decide **which two ideas you would choose for the article**.

All right?

Part 3
Set 2
Candidates
A and B

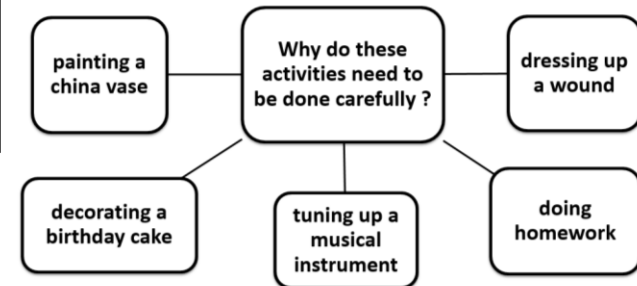


C1 Advanced : collaborative task (part 3)

Hidden tasks

CANDIDATE A You must do this during part 3	<input checked="" type="checkbox"/>
Ask for more information/details	
Answer a question with another question	
Interrupt	
Agree	

CANDIDATE B You must do this during part 3	<input checked="" type="checkbox"/>
Disagree	
Ask for clarification	
Interrupt	
Make a comment	



C2 Proficiency: individual long turn (part 3)

So (*Candidate A*), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Why is music important to people
around the world?

- Traditions
- Entertainment
- Emotions

C2 Proficiency: individual long turn (part 3)

Give students questions without bullet points.

Ask them to work in pairs and produce their own prompts.

Why is music important to people around the world?

- Celebration
- Sense of identity
- Fun
- Socialising
- Culture

Is change always a good thing?

- Social change
- Changes of look
- Technological development
- Personal change
- Radical change

Structuring long turn

- Opening statement of topic
- Using appropriate language for the task.
- Closing the talk.

Generating ideas

Unit 6 Discursive Essays



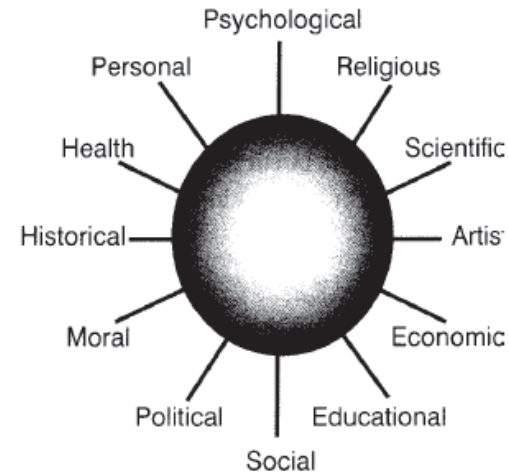
The Discussion Clock

- When considering a topic you may refer to the discussion clock, which will help you think of ideas when planning your essay.
- Referring to the discussion clock is a useful "brainstorming" technique, as it helps you examine a topic from various viewpoints and decide on ideas/points to include in your essay.
- Keep in mind that a topic may not relate to all the aspects presented in the discussion clock.
- Remember that for each viewpoint you have thought of, there is usually an opposing argument. Think of the opposing arguments when planning your essay.

8 Match each of the following viewpoints with the corresponding opposing argument.

Viewpoints

- 1 From a political point of view, space exploration enables superpowers to demonstrate their level of technical advancement.
- 2 From a scientific standpoint, space exploration has been responsible for rapid developments in materials and processes which have also been of benefit to people on earth.
- 3 From an economic standpoint, the investment of time and money in space exploration could, in future, repay humanity many times over. The discovery of resources in outer space could be of great benefit to our planet.
- 4 Regarding the social implications of space exploration, there are those who argue that the potential that other planets hold for colonisation could prove to be the salvation of the human race.



9 Read the points below, and looking at the discussion clock identify the aspect each viewpoint relates to.

- 1 As far as is concerned, allowing cigarettes to be advertised is extremely damaging, since cigarette smoking causes cancer and heart problems, as well as affecting unborn babies.
- 2 From a standpoint, it may be argued that the individual faces such problems as depression, anxiety and attempted suicide, as a result of the pressures of modern life.

Speaking Homework

<https://vocaroo.com/>

CPE: 2 min individual long turn

How does the weather affect society?

- **People's moods**
- **Economic activity**
- **Holidays**



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Resources:

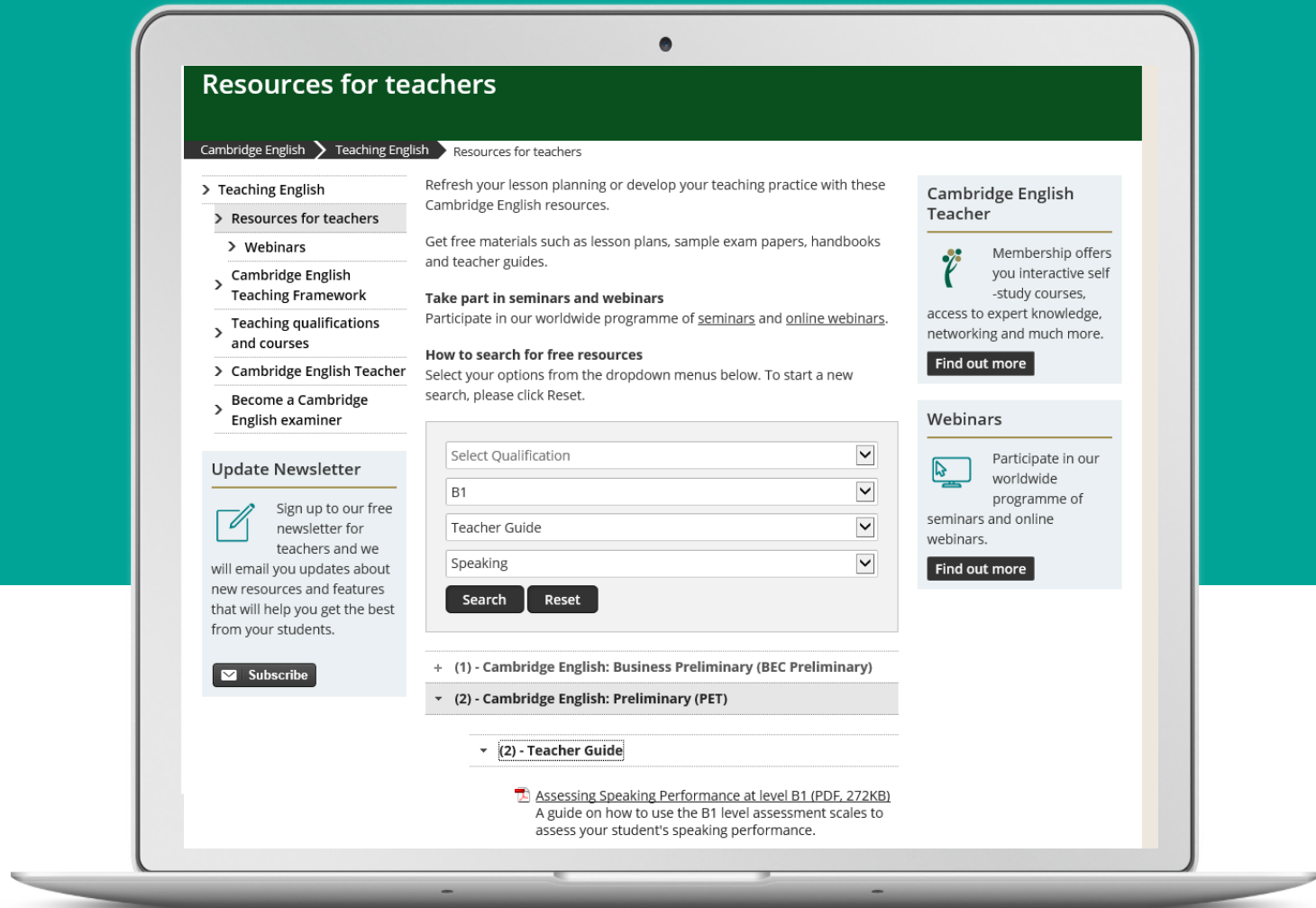
<https://vocaroo.com/>

<https://www.youtube.com/user/cambridgeenglishtv/featured>

<https://www.youtube.com/watch?v=iTdte3pksBs>

Tips in coursebooks

Assessing speaking performance



Teaching English



Free resources for teachers

Sample papers, handbooks, lesson plans and teacher guides



Teaching Qualifications

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Teaching Framework

Helps you assess which stage you are at in your professional development and work out where you want to get to next



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85

YEARS