

FCE Speaking Part Four- 3-Way Conversation

Part of Exam: Speaking Part Four- where the examiner asks questions that expand on the joint discussion in Part Three.

Language/ Skill Practiced: Mainly giving opinions/ turn taking.

Materials: One copy of exam Part Three visual prompt per two students. One copy of Worksheet per group of three or four students.

Time: 50 to 75 minutes

Preparation: Cut up the Worksheet into packs of cards. You might want to alter the Worksheet to include the exam topics you use in Part 2 below. This lesson can only be done after Speaking Part Three has already been covered.

Procedure:

Part One: Warmer- Difficult question!

- Ask students to pick any letter from the alphabet, e.g. 'Q'. Brainstorm 10 words beginning with this letter onto the board. Either ask them to pick a number again (or use a children's choosing rhyme) to choose one of the words, e.g. 'Quiz'. Put students into pairs and ask them to discuss this topic in pairs for 4 minutes. If they have difficulty starting, you might want to brainstorm some questions or sub-topics, e.g. 'Do you ever watch TV quiz shows?'
- Stop them after the allocated time. Prompt any groups that stop before then with gestures or suggestions for further questions.
- Tell them that if they managed that they will have no problems with Speaking Part Four.

Part Two: Exam task

- Give out the Speaking Part Three visual prompts to the pairs of students. Ask them what part of the exam it comes from. Tell them that Part Four is basically an extension of Part Three, so they need to do Part Three first. Read out the exam task, check they understand it and leave them speak in pairs for 3 minutes.
- Ask students what the general topic of the task they have just completed is, e.g. if they just talked about what birthday gifts to give certain members of their family the general topic could be 'gift giving' or 'celebrations'. Tell them that Part Four will be discussion of questions the examiner will ask them on that topic. Brainstorm as many possible examples as possible onto the board, using the real exam ones as

examples/ prompts- e.g. 'When do you give gifts in your country?'/
'What do you prefer- giving or receiving gifts?'

- Split the class into threes. Nominate an examiner in each group. Ask them to make the other two students speak for 4 minutes by prompting them with the questions on the board.
- Stop the class after 4 minutes and feedback, especially on the functional language they used.
- **NB.** The 'examiner' in each group will often ask whether they should ask their questions to the two candidates together or to individual students. Leave dealing with this question until the feedback stage. The answer is 'it depends'- different examiners seem to do different things, although if one student has dominated Part Three examiners will often nominate the other student to speak slightly more in Part Four to make up for it.

Part Three: Opinion Game

- Leading on from feedback above, brainstorm language for giving and asking for advice, e.g. 'Do you think that...?'/ 'In my opinion...'. You might also cover language of agreeing and disagreeing.
- Ask students if they thought the opinion questions in Part Two above were actually interesting. Tell them that they can't complain about difficult or boring questions in the next activity, as they will be making the questions.
- Pick a card from the pack you have prepared and write the word(s) on the board, e.g. 'capital punishment'. Brainstorm interesting questions using this word/ about this topic. Choose an interesting one, e.g. 'Do you think capital punishment cuts down on crime?'.
- Take out a coin and elicit the terms 'heads', 'tails' and 'toss a coin'. Tell them that in this game 'heads' = 'ask' and 'tails' = 'tell'. Toss the coin yourself. If you got heads you can direct your question at any member of the class, but if you got tails you must answer it yourself.
- Choose a student, e.g. the one that just asked the last question, and get them to take a card, make a question and toss the coin. If they have difficulty making a question, let the other students help them.
- After the relevant person has answered the question, check everyone understands the rules and then split the class into teams of three or four. Give them a pack of cards and a coin per group, and let them start.
- Monitor, especially for the use of opinion forms, and feedback as a class after 20 to 30 minutes of the game.

Worksheet

Capital punishment	Corporal punishment	Compulsory military service	Age of consent	Abolish
Ban	Smoking	Cannabis	Hard drugs	Traffic
Pollution	Globalisation	Microsoft	Public transport	Retirement age
TV	The press	Computer games	Exams	Illiteracy
The 3 rd world	Mobile phones	Taxes	Marriage	Divorce
Immigration	Diet	Gay	Fashion	Trade unions

Modern art	Exercise	Alcohol	Teenagers	Pornography
Hollywood	Unemployment benefit	The environment	Materialist	The future