

## FCE Speaking- Whole Exam Revision

*Students play a question and answer game which gives lots of interesting discussion and also covers most of the topics and functions they will need to master for the Speaking exam.*

**Part of Exam-** Whole of Paper 5

**Language/ Skill Practiced:** Common topics of the exam (e.g. Crime, TV- see Worksheet for full list). 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. (Optional) 1 instruction sheet per group. (Optional) materials for a full speaking exam (taken from past papers or exam practice books).

**Time:** 25-40 minutes plus exam practice.

**Preparation:** This is a revision lesson for when students have already seen the various parts of the speaking exam. It can either be used on its own when students are so close to the exam that actual exam practice will make them more nervous, or as part of a lesson where they run through the whole speaking paper for the first time. Alternatively, a very disciplined group could play this game in groups as you (or another teacher) take students out in pairs to do mock exam speakings.

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

**Procedure:**

**Part One: (Optional) Running through full Speaking paper**

- Tell students they are going to do the whole speaking test for the first time without stopping. Check they know it will take (pretty much exactly) 14 minutes.
- The teacher runs the whole class through the whole exam, reading straight from the examiner's script. Be very strict on timings and make sure all groups start and finish at the same time. As the teacher can hardly interact with all the groups at the same time, they will need to listen to you and then speak to their partner.
- When it finishes, get their feedback on how it felt for them.
- Give positive feedback. You might want to give some tips/ do some practice on 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 a possible exam question or two onto the board for each of the likely topics they mention. Tell them they are going to play a speaking game, which will prepare them to talk about most of the topics, which generally appear in the exam.
- Explain the rules of the game (see Worksheet) or give out the rule sheets. Pick a card yourself 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, stirring up controversy if possible. 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 vocab they seem to be lacking to talk about these topics. Occasionally a combination of dice and topic card will come up which is almost impossible to make an interesting question out of. If this happens, allow them to roll the dice again or pick another card. Don't let them avoid all difficult questions (like the one above) however, especially if they are a strong class that needs stretching. Some of the examiner's questions can also sometimes be on things you've never really thought about before.
- **Feedback-** especially on common vocabulary for the various topics (e.g. 'graduate' and 'degree' for education, and 'to be keen on' and 'collection' for hobbies).