Unit 9 Speaking Part 3: Long Turn

learning a language

_____?

- _____
- _____
- _____

cultural misunderstandings

_____?

- _____
- _____
- _____

public funding of the arts

_____?

- _____
- _____
- _____

media influence

_____?

- _____
- _____
- _____

international relations

_____?

- _____
- _____
- _____

art in education

_____?

- _____
- _____
- _____

the value of museums

_____?

- _____
- _____
- _____

technological advances

_____?

- _____
- _____
- _____

Useful language

Signposting phrases	Hedging	Speculating about the future
a case in point is ... *moving on ...* *first and foremost ...* *now, turning to ...* *for instance ...* *to start off with ...* *in summary ...* *to recap ...*	*I suppose it's conceivable / possible that ...* *I'm no expert, but maybe ...* *I (kind of / sort of) feel that ...* *it's not up to me but maybe ...* *if I had to hazard an opinion / guess ...* *it's pure conjecture, but ...* *this is just speculation, but ...* *I wouldn't like to say for sure ...* *it's certainly not clear cut, but ...* *I'm inclined to think / believe...*	*it may well be ...* *it's highly likely that ...* *is bound to be ...* *is on the verge of being ...* *will be having ...* *will have had ...*

Unit 9 Speaking Part 3: Long Turn

Activity

In groups of three: writing and speaking

Aim

To give students the opportunity to design their own Speaking Part 3 long turn task and then practise the task

Exam Focus

Speaking Part 3: Long turn

Preparation

Make one copy of the worksheet and cut up the topic cards, then make one copy of the 'Useful language' box at the bottom for each group.

Time

25 minutes

Teaching notes

Procedure

› Tell your students that they are going to design their own 'long turn' task like the first part of Speaking Part 3. Once they have finished, they will practise their task with their partners.

› Before you begin, ask if anyone can explain what happens in the first part of Speaking Part 3. Then project example tasks.

› Now walk your students through the task: the first candidate is given a task comprised of a question about a topic and three bullet points related to that topic. The first candidate is given ten seconds to think about the question, then they talk about it for two minutes; they may or may not choose to talk about the bullet points, but what they do talk about must be relevant to the question.

› When the first candidate has finished, the second candidate is given up to a minute to respond to a related follow-up question. When they have finished, the first candidate is asked to respond to the same question with a phrase such as '*What do you think?*' or '*Do you agree?*'

› Now put your students in groups of three, and have each group select a topic from the topic cards. They are to write a Speaking Part 3 task using this topic. The question can be as specific or general as they want, as long as it is somehow related to the topic. Tell them they have ten minutes to come up with a question, three bullet points, and a follow-up question.

› While your students write their tasks, circulate and provide support.

› After ten minutes, check that each group has successfully completed the task. Then ask each group to decide who will be Student A, who will be Student B, and who will be the interlocutor. Explain that Student A will do the long turn, Student B will answer the follow-up question, and the interlocutor will ask the questions.

› Finally give each group a copy of the 'Useful language' box; encourage the students to use some of it when appropriate.

› Now let the Speaking task begin. Monitor carefully, ensuring that the interlocutor is managing the task correctly and also taking note of language to provide feedback on later.

› When this first round is finished, have the groups exchange their Speaking tasks. Then instruct the groups to change roles – Student A is now Student B, Student B is now the interlocutor, the interlocutor is now Student A – and do the Speaking task again with the new task.

› The process repeats one more time, so that each group has done three long turns, and each student has performed all three roles.

Extension activity

Show your students examples of questions that might be asked in the second part of Part 3. Make sure each group has one of the questions they created, and ask them to work together to create six general questions that might be asked in the final section of the exam. Note that the questions should be related to the topic of the first section of Part 3 but not to the specific questions that were asked.