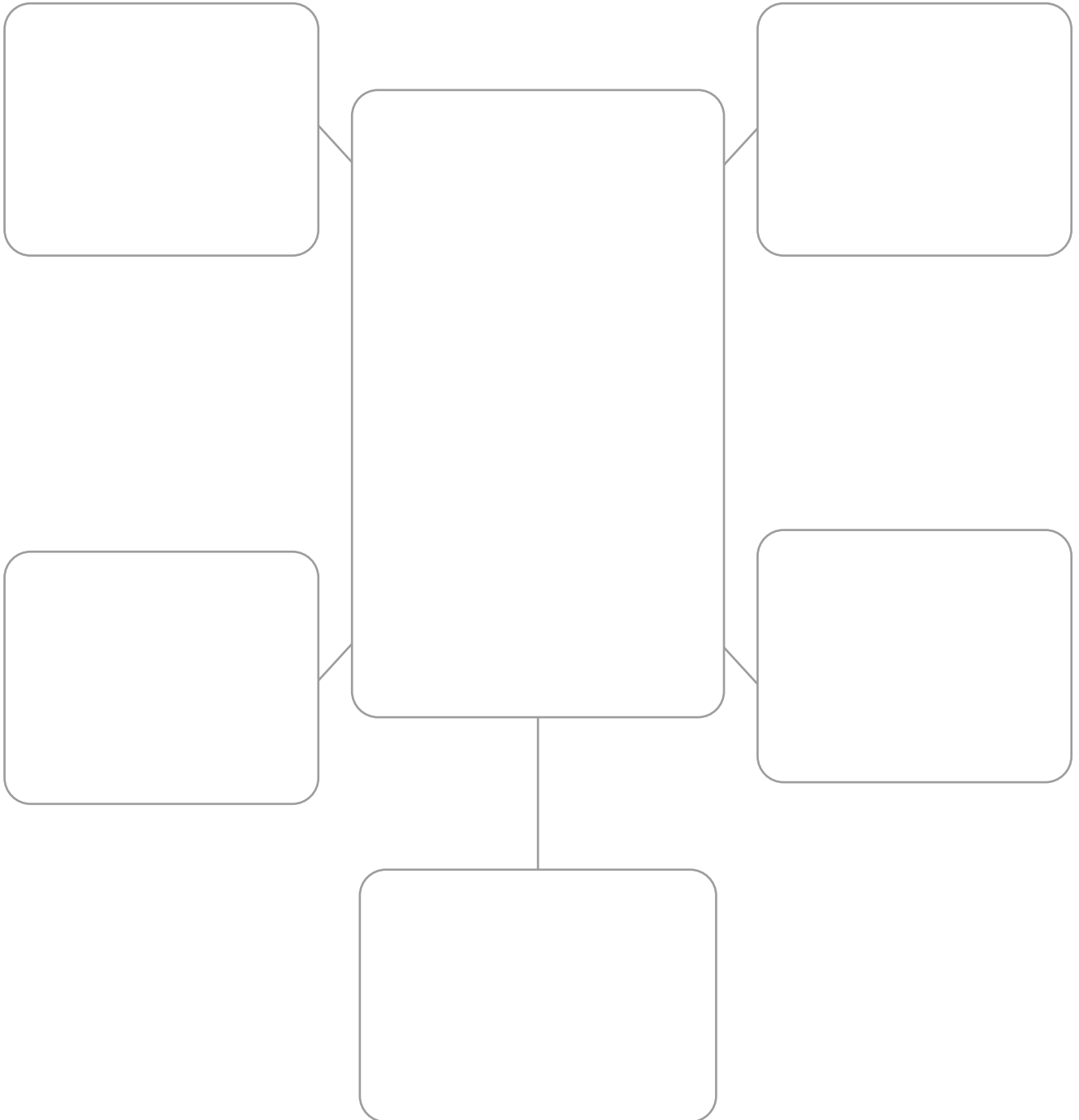


Unit 11 DIY Speaking Part 3

You are an official exam writer for Cambridge who has been asked to create a new Speaking Part 3 task from scratch. For activity 1 write a discussion question and five prompts. Then complete the sentence in activity 2 so that it fits with your topic.

- 1 **SPEAK** Here are some _____ and a question for you to discuss. Talk to each other about _____.



- 2 Now you have about a minute to decide _____.

Activity

Group work: writing and speaking

Aim

To reflect on the nature of Speaking Part 3 exam tasks, how they work in practice and the thinking behind them

Exam skill

Speaking Part 3

Preparation

Make a copy of the worksheet for each group of three or four students.

Time

35–40 minutes

Lesson link

Unit 11, page 166

Teaching notes

Procedure

- › Organise the students into groups of three or four.
- › Tell the class they are official exam writers for Cambridge who have been asked to create a new Speaking Part 3 task from scratch.
- › To thoroughly familiarise the students with Speaking Part 3, have them look at a number of exam tasks and discuss what they have in common. This could be done by having the students look through the tasks that appear in *Ready for B2 First*, for example, the task on page 166. Alternatively, a number of different exam tasks from past papers could be put up on the classroom walls or displayed with a projector. Ask the students to answer the following questions:

How do the discussion questions usually start? (Often with a question word or an auxiliary like *do* or *are*. Question words are often followed by modal verbs, for example, *Why might ...? Why would ...?*) *Does the question have a right or wrong answer?* (no) *How many prompts are candidates given to discuss?* (five) *What do the prompts consist of?* (individual words or short phrases) *Why do you think these prompts are provided?* (to give the candidates ideas to discuss) *What does the examiner ask you to do in the second part of the task?* (decide on one or two of the best options) *Why is the second part included in the task?* (to encourage candidates to summarise their discussion and to work towards a negotiated decision) *Do candidates lose points if they can't reach a decision?* (no)

- › Hand out a copy of the worksheet to each group. The students first brainstorm possible discussion questions and prompts. They then write a task. Circulate and make sure their discussion questions are short and clearly written and not too easy or too difficult. Also, make sure there is enough variety in the prompts.
- › Once the groups have finished, they exchange with other groups and role-play the tasks. One acts as the examiner, keeping the time and reading the rubric. This ensures the practice is as close to the exam day as possible. Write or project the following language on the board to help structure the role-play:

Now, I'd like you to talk about something together for about two minutes.
(three minutes for groups of three)

Here are some ideas to think about and a question to discuss.

First you have some time to look at the task. (15 seconds)

Now, talk to each other about ... (two minutes for pairs, three minutes for groups of three)

Thank you. Now you have about a minute to decide ... (one minute)

- › Tell the students you will not offer any support during this activity, to give them practice being 'in the deep end' like they will be on the day of the exam.
- › While the students do the activity, make a note of any errors you would like to address later.