



- Speaking Exam Review
- Assessment
- Global Achievement
- Grammatical and Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication



Speaking Exam Review

What are the four parts of the C1 Speaking exam?

What do candidates have to do in each part?

What aspects of speaking are being assessed at in the Speaking Exam?

How are these graded?



Speaking Exam Review

The C1 Advanced Speaking test consists of four parts and lasts about 15 minutes for a pair or 23 minutes for a group of three. The timing is adjusted for groups of three so that candidates have the same opportunities to speak.

Part	Timing	Interaction and task types	What do candidates have to do?
1	2 minutes for pairs 3 minutes for groups of three	A conversation on familiar topics. The interlocutor asks each candidate questions in turn.	Respond to questions using general interactional and social language.
2	4 minutes for pairs 6 minutes for groups of three	Each candidate gets three photos and talks about two of them for 1 minute. The other candidate gives a 30-second response to a question about the topic of the photos.	Organise a larger unit of discourse; compare, describe, express opinions and speculate.
3	3 minutes for pairs 6 minutes for groups of three	The candidates discuss a topic using spoken instructions and written prompts for 2 minutes. Following the discussion, there is a decision-making task (1 minute).	Sustain an interaction, exchange ideas, express and justify opinions, agree and/or disagree, suggest, speculate, evaluate, and reach a decision through negotiation, etc.
4	5 minutes for pairs 8 minutes for groups of three	A conversation related to the topic in Part 3 with spoken questions from the interlocutor.	Respond to the questions by expressing and justifying opinions, agreeing and/or disagreeing and speculating.

What aspects of speaking are being assessed at in the Speaking Exam?

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication

How are these graded?

Examiners give a mark between 0 and 5 (Bands) for each of these areas based on detailed descriptors.

We will look at these descriptors in more detail.



Global Achievement

Have a look at the Assessment Scale descriptors for Global Achievement.

Underline the differences between a Band 3 and a Band 5.

C1	Global Achievement
5	<ul style="list-style-type: none"> • Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. • Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	<ul style="list-style-type: none"> • Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. • Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	<ul style="list-style-type: none"> • Handles communication on familiar topics, despite some hesitation. • Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
0	<i>Performance below Band 1.</i>

To achieve Bands 3-5, it is not enough for candidate to be able to discuss *familiar* topics. They should also demonstrate an ability to discuss *unfamiliar* and even *abstract* topics.

Top Tip

We should provide plenty of opportunities for students to practice speaking about *unfamiliar* and *abstract* topics in the classroom.



Topic Type Examples

Familiar	Unfamiliar	Abstract
How do you typically use social media in your daily life?	How does advertising on social media influence people's behaviour?	In what ways has social media changed the nature of personal relationships?
Do you find it difficult to achieve a good work-life balance?	Do you think that people have more time for leisure now than in the past?	To what extent does a person's job define who they are?
What do you do in your daily life to reduce environmental damage?	How effective are government policies in dealing with climate change?	Who should be responsible for addressing climate change?
What local traditions or festivals are important in your culture?	What are the benefits of learning about other countries and cultures?	What factors shape a person's cultural identity?
How have your school experiences influenced you?	What are the pros and cons of using mobile phones in the classroom?	What should be the main purpose of education in modern society?



Grammatical Resource & Lexical Resource

Have a look at the Assessment Scale descriptors for Grammatical Resource and Lexical Resource.

Underline the differences between a Band 3 and a Band 5.

To achieve Bands 3-5, candidates need to be able to draw upon a *wide range of complex* grammar and a wide range of vocabulary.

TASK Language Upgrade

- To raise awareness of grammatical and lexical range
- To practice using complex grammar and less frequent vocabulary

How could you add range and complexity to the following sentences?

1. Social media can have a negative effect on people, especially if they use it too much.

Social media can have a detrimental effect on users, particularly when overuse leads to unhealthy behaviours

2. Many people find it difficult to balance their work and personal life
3. Schools are important because they help people gain knowledge and skills
4. Technology has made people's lives easier, but it also has some negative effects
5. More people are trying to buy products that are environmentally friendly or fair
6. Social media has changed the way people communicate with their friends.



Discourse Management

Have a look at the Assessment Scale descriptors for Discourse Management.

Underline the differences between a Band 3 and a Band 5.

To achieve Bands 3-5, candidates need to be able to provide contributions that are *coherent* and *varied* using a wide range of *cohesive devices* and *discourse markers*.

TASK Discourse Marker Input

- To raise awareness of cohesive devices and discourse markers
- To practice using extended stretches of language.

Choose one of the discussion topics to talk about for one minute.

You will have a minute to think about what you want to say.

While you are talking, try to use as many of these discourse markers as possible.

Clarifying	Developing	Contrasting
<ul style="list-style-type: none"> • in other words • to put it another way • 	<ul style="list-style-type: none"> • what's more • not only that • 	<ul style="list-style-type: none"> • conversely • having said that •
Supporting	Generalising	Structuring
<ul style="list-style-type: none"> • to illustrate this • for instance • 	<ul style="list-style-type: none"> • broadly speaking • in many respects • 	<ul style="list-style-type: none"> • to begin with • all things considered •

While listening to your partner, tick the discourse markers they use.

Can you think of more discourse markers in each category?



Pronunciation

Have a look at the Assessment Scale descriptors for Pronunciation.

Underline the differences between a Band 3 and a Band 5.

To achieve Bands 3-5, candidates need to be able to use features of pronunciation like *sentence stress* and *intonation* to convey and enhance meaning.

TASK Role Play

- To raise awareness of how sentence stress and intonation can change meaning
- To practice using features of pronunciation to enhance meaning

Intonation

How would you say 'hello' in the following situations?

- You bump into an old friend that you haven't seen for a long time.
- You answer the door to accept a parcel from the friendly postman you see every day.
- You are looking for someone in an apparently empty shop. You are not sure if there is anybody there.

Sentence Stress

What are the possible contexts for the following sentences?

- a. What are you doing here?
- b. What are you doing here?
- c. What are you doing here?

Role play

You will be given a role. Practice saying the dialogue using intonation, and emphasis to show who you are and how you feel.

A: Hello.
B: Hi.
A: What are you doing here?
B: Waiting for somebody.
A: Have you been waiting for long?
B: About half an hour.
A: Why don't you sit down?
B: I'm ok. I don't mind standing.

Listen to the other groups act out their roles. Can you guess the relationship between speakers?



Interactive Communication

Have a look at the Assessment Scale descriptors for Interactive Communication.

Underline the differences between a Band 3 and a Band 5.

To achieve Bands 3-5, candidates need to be able to *maintain, develop* and *widen the scope* of an interaction.

TASK Observation Task

- To raise awareness of ways to maintain and develop an interaction
- To practice developing an interaction

You will be in a group of three.

Two of you will have a discussion for about two minutes while one does an observation task.

Choose one of the questions to discuss.



Observation Task

While you are listening to the discussion, tick when you hear the speakers do the following things:

	Speaker 1	Speaker 2
Maintaining the interaction		
The speaker explicitly refers to the previous speaker's idea (e.g. <i>"I see what you mean about..."</i>)		
The speaker acknowledges the other speaker before adding their own idea (e.g. <i>"That's a good point, however..."</i>)		
The speaker checks understanding or invites confirmation (e.g. <i>"Would you agree that...?"</i>)		
Developing the interaction		
The speaker reformulates or rephrases another speaker's idea (e.g. <i>"So what you're suggesting is..."</i>)		
The speaker elaborates using reasons, consequences, or examples		
The speaker connects two earlier ideas together (e.g. <i>"This links to what you said earlier about..."</i>)		

For more information about the C1 Speaking Exam click [here](#).

