

## FIRST (FCE): SPEAKING

- Task:** Candidates need to be able to talk for an extended time, but not from memorized pieces that have been pre-learnt. A good way to practice this is by writing a short sentence on the board and then asking students to suggest words to add to the sentence to give more detail. For example: *The house is modern. The house which I bought last year is modern. The house which I bought last year is both modern and large.* See how far around the class you can go. Then start with another sentence beginning from the other end of the class.
- Task:** Getting the candidates to practice turn-taking is important for **Parts 3** and **4** of the Speaking test. They can learn set phrases to introduce their ideas such as: *'Personally, I think'; 'In my opinion/view'; 'As far as I am concerned'; 'To be honest'* and practice responses such as: *'What do you think?'; 'Are you sure?'*. Give them a timed example of **Part 3** and show them how long they will need to talk. Initially, they will find this quite demanding but with practice it will become easier.
- Task:** Tell the first part of an anecdote, but leave the ending incomplete and ask the students within their groups to complete the ending then present it to the class. This is a good way of introducing discourse linkers: *then, after that*, etc. It could also be finished as a writing homework assignment. Students could also be asked to think of an anecdote of their own to tell the class.
- Task:** Speaking in class in front of peers can be quite intimidating if they do not know each other. Encourage the students to speak loudly and clearly and soon their fears will disappear. In this way, when they come to the exam, they will feel less stressed.
- Task:** Use actual YouTube™ videos of exams. Get students to comment on how well they think candidates did. This activity is always very well received by the students and helps them to become confident speakers.