

Cambridge English: First – Speaking Video Lesson



Aims:

- To review form and content of the First Speaking Paper
- To raise learner awareness of assessment areas in the speaking
- To raise learner awareness of what constitutes good performance in the speaking paper



Materials:

- Copies of Handouts for each student
- A copy of the examiner report
- Access to the video / internet

Video:

<https://bit.ly/20QcUQx>

Examiner Report:

<https://bit.ly/2KfaCdl>



Timings:

Approximately 45 minutes.



Procedure:

Before the class:

This relies on having access to the Cambridge English First Speaking video posted on You Tube by Cambridge English. If you want to show it, you will need a laptop and projector and speakers – you will also either need access to the internet and reliable connection, or a downloaded version of the video. Alternatively, you could ask learners to watch the video on their mobile devices. I would recommend headphones as well, though they can manage without. One device between two students should work.

The link to the video is given above, and also at the top of Handout #01, where it is given as a shortlink, a QR code, and as a search term for You Tube. Students can choose whichever seems easiest to access.

You will also need to download (and print?) the examiners' report on the candidates. This is freely available as a pdf, which you can access via the comments section on the You Tube video, or via the shortlink above. You should probably read this before the class, but also have it handy to refer to during feedback slots.

Lead In:

- Write the following initials on the board, randomly, around the central topic of "Speaking": I, LT, CT, D, GV, DM, P, IC, GA.
- Students work in pairs to decide what the letters stand for. Partial feedback: four of the initials refer to tasks in the speaking, the other five refer to the assessment criteria:
- I (interview – part 1), LT (long turn – part 2), CT (collaborative tasks – part 3), D (discussion – part 4).
- GV – grammar & vocabulary, DM – discourse management, P – Pronunciation, IC – Interactive communication, GA – global achievement.

Set up:

- Tell students they are going to watch a video of a speaking exam and also complete a worksheet.
- (Skip the following directions if you are displaying the video via projector)
- Give students a copy of Handout #01 and refer them to the shortlink, the QR code and the video description and ask them to find the video on You Tube.
- Make sure everyone has the correct video, featuring Victoria and Edward.



Part One:

Refer students to the part one box on handout #01.

As they watch the video, they should listen for length of answer and think about strategies the candidates use.

Students watch part one and compare their notes in pairs.

Nominate individual students to give feedback to the class as a whole.

Refer to the examiners' report to provide fuller feedback where necessary.

Extension:

Students can listen again to part one and write down the questions the examiner asks.

Students then ask each other the questions and answer, practicing speaking for an appropriate amount of time and / or using delaying strategies.

Part Two:

Refer students to the box for part two on handout #01 and ask them what the difference is between simple and complex grammar. Things to think about here may include: tenses, sentence length and conjunction, clauses and clause relations.

Also ask students to think about what an effective answer sounds like and how it might be organised.

Students then watch part two of the video and compare their notes in pairs.

Elicit group feedback, particularly on which tenses the candidates used, and what they could have done differently.

Refer to the examiners' report for fuller feedback on this.

Part Three:

The criteria here refer to aspects of interactive communication, but obviously candidates are assessed on all aspects in all parts of the test – so students should be aware that, for example, they are also assessed on grammar and vocabulary in this section!

Check students understanding of the criteria as listed in the part three box on handout #01.

Students watch part three of the video and review their ideas with their partners.

Again, refer to the examiners' report for more detailed feedback on the aspects of interactive communication.

Also ask students if they noticed anything else, in relation to the other assessment criteria and provide feedback on those comments as necessary.

Extension:

Give students a copy of Handout 3, which is a screenshot of the task used by Victoria and Edward.

In pairs, ask students to speak for two minutes and to discuss the ideas on the handout.

After approximately two minutes, interrupt the students and say "Thank you. Now you have about a minute to decide which idea would be best for the town."

Allow one further minute of discussion.

Correct any language errors and reformulate utterances as necessary.

Part Four:

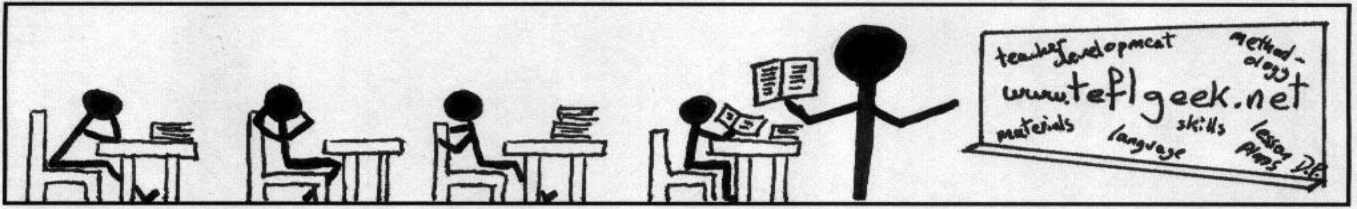
Give students a copy of Handout #02 and ask them to review the different assessment criteria. Focus them on the band three scores and ask them if they think Victoria and Edward are better or worse than these criteria. Remind them that candidates can be stronger in some criteria and weaker in others.

Allow time for students to think back over the test so far and decide on a band score for each criteria.

Now ask students to watch part four of the test and to adjust their scores as necessary, but to try and make notes on why they changed their scores (or not).

Students watch part four of the video and then compare their answers.

Provide feedback on this, referring to the examiners' report overall comments.



Handout #01

Cambridge English: First – Speaking Video Worksheet

For this task you will need access to the Cambridge English: First speaking video featuring Victoria and Edward.

You can find it via this link: <https://bit.ly/20QcUQx>

Or via the QR code on the right:

Or you can just search You Tube for:
“Cambridge English: First (from 2015), Victoria and Edward”



PART ONE: 00.25 – 02.34

In this part of the test, watch the candidates for the length of their answers to the questions. Do they speak for too long? Not long enough? What strategies do they use to give themselves time to think?

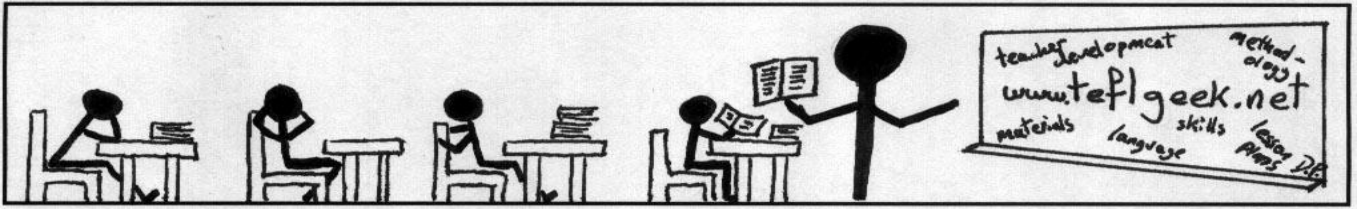
<u>Victoria</u>	<u>Edward</u>

PART TWO: 02.35 – 6.25

As you watch part two, look for the grammatical structures the candidates use. Do you think they are simple or complex? Can you note down any examples?

Also – can you think about how they organise their talk? What do they talk about first, second, etc? Do they answer the questions? How effectively do they respond to the follow up questions?

<u>Victoria</u>		<u>Edward</u>	
Simple Grammar	Complex Grammar	Simple Grammar	Complex Grammar
Organisation	Effectiveness	Organisation	Effectiveness



PART THREE: 06.31 – 10.30

For part three of the test, you need to rank each candidate for how well they do the following things. Give each candidate a score out of five, where 1 is poor and 5 is good.

<u>Victoria</u>						<u>Edward</u>				
1	2	3	4	5	staying relevant to the task	1	2	3	4	5
1	2	3	4	5	developing their ideas	1	2	3	4	5
1	2	3	4	5	asking for opinion / responding to each other / showing interest	1	2	3	4	5
1	2	3	4	5	linking what they say to what the other person said	1	2	3	4	5
1	2	3	4	5	developing the conversation and helping to reach a decision	1	2	3	4	5

Please note, while this task focuses on aspects of interactive communication, it is not the only thing you are assessed on in this section!

PART FOUR: 10.31 – 14.08

Throughout the video you have looked at different aspects of exam performance for the candidates. Now it is time to bring it all together. For each of the following criteria, give each candidate a general score out of 5 and include notes on why you think that. You can refer back to your notes in the previous parts of the test. You can also refer to the following page that gives the assessment criteria. A score of 3 is a passing grade.

	<u>Victoria</u>	<u>Edward</u>
Grammar & Vocabulary		
Discourse Management		
Pronunciation		
Interactive Communication		
Global Achievement		

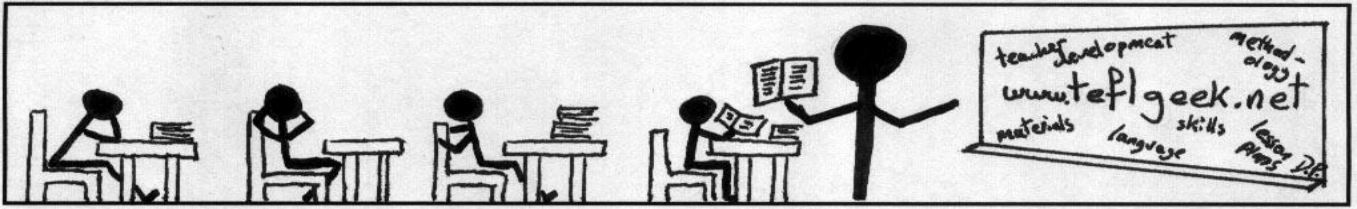


Handout #02 - Assessment Criteria:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

B2	Global Achievement
5	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	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.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	<i>Performance below Band 1.</i>

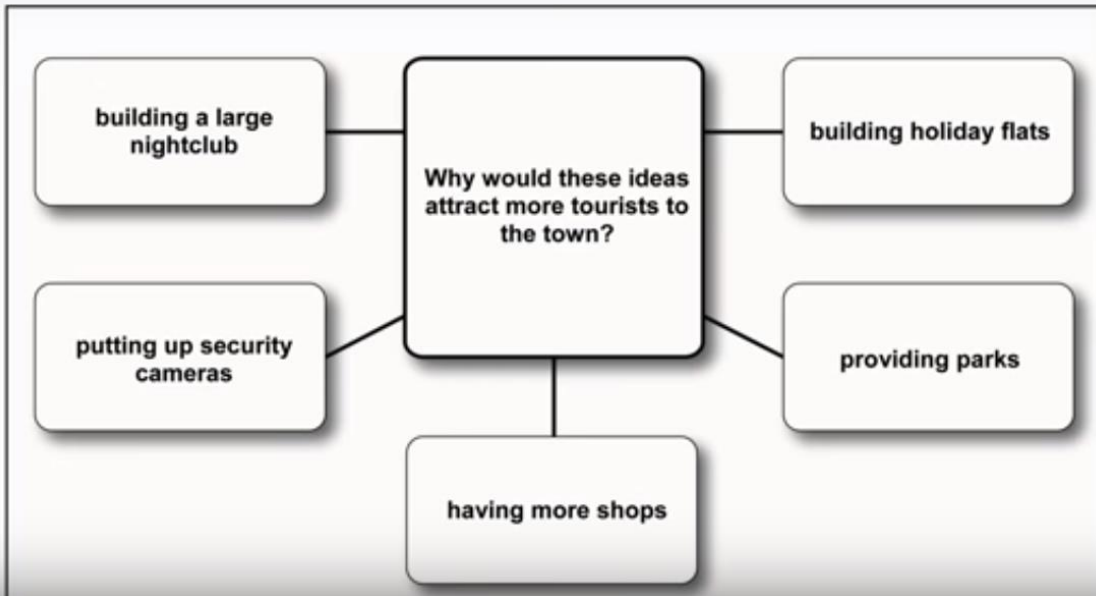
Excerpted from: Cambridge English First Handbook for Teachers, UCLES, 2014, Page 81.



Handout #03

Cambridge English: First (from 2015), Victoria and Edward

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Handout #03

Cambridge English: First (from 2015), Victoria and Edward

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