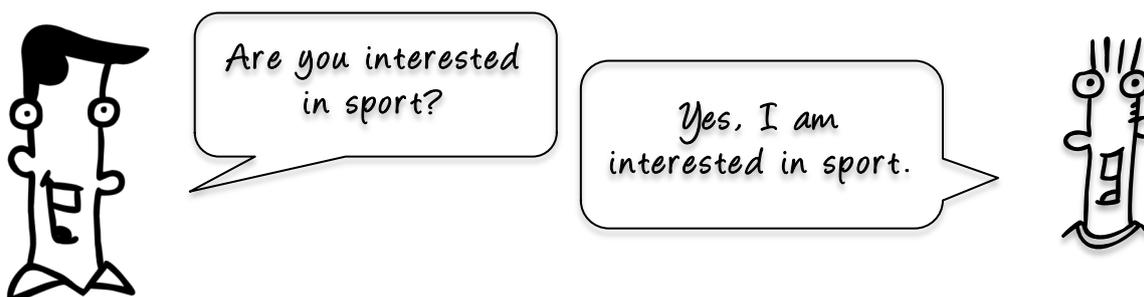


FCE Speaking Part 1

 2 minutes

 **Part 1** gives candidates the opportunity to show their ability to use general social and interactional language and to give basic personal information about themselves. The questions asked relate to the candidates' own lives and focus on areas such as work, leisure time and future plans. Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner has to say. The candidates are not actively invited to talk to each other in this part of the test.



The candidate has just repeated the same words that were used in the question. He/she should try to paraphrase, e.g. interested in = keen on, love, really like, etc. The candidate should expand upon their answer, making more informative, interesting, etc – this also gives them the opportunity to demonstrate a wider range of grammar and vocabulary.

Why? *Enjoy watching & practising sport, entertaining, to keep fit, be healthy, make friends, disconnect, be competitive, relax, etc*

What? *Prefer football, support local football team, etc.*

Where? *Play basketball at school, go to the local gym for Zumba classes, travel to other towns for matches or competitions, etc*

When? *Every weekend, on Fridays, after school, etc*

Who? *Favourite player is Messi, skillful and successful, admire Teresa Perales, overcome obstacles, etc.*

How? *How often? Usually three times a week. How does it make you feel? Satisfied, fulfilled, proud, frustrated, annoyed, etc.*

Answer these questions

1. Do you like going to the cinema? *I love it, I usually go on Saturdays with my friends. Last week we saw a really scary movie called The Ring. Not, really I prefer watching films at home because it's more comfortable – you can stop the film when you want, you can talk and also it's cheaper.*
2. What's the most interesting place you've visited? *Last year I went to Rome on a school holiday, we spent two days sightseeing and taking hundreds of photos. I found it fascinating seeing all those old buildings that the Romans had built – you could almost imagine you were living there thousands of years ago.*

3. What kind of work would you really like to do in the future? *I'm not really sure, probably something like engineering. At school I've chosen to take many science subjects and I'm really good at Maths. I've always dreamt of being a doctor – I like helping people and taking care of them.*
4. Do you prefer working on your own or with other people? *It depends – when I have to study for an important exam I'd rather study on my own as I can concentrate more and go at my own rhythm. But, on the other hand, when we have to do a project for class it's easier and more productive to work in a team. You can share ideas and the work! Also, we've all got different skills – so we can help each other.*
5. Tell me about your best friend. *I think my closest friend is Sally. We've known each other since infant school – we were in the same class. We really get on well because we have the same sense of humour and like doing the same things, going to the cinema, playing basketball, listening to music, etc. She is very outgoing and generous – and she's always there when I need a friend. I remember last year I was having problems with a girl in Biology class and she listened to me and gave me support and some useful advice.*

Learners' strategies for Part 1

- It is important for candidates to remember that the examiners are listening out for good examples of grammar, vocabulary and discourse management; therefore, if candidates only speak briefly, the examiners will be unable or less likely to award marks for these areas.
- If candidates make a mistake with grammar or vocabulary, they should show that they have recognised their mistake and correct themselves, if this can be done quickly and immediately. But going back and correcting errors highlights the errors for examiners and interrupts the flow, which will affect interactive communication and discourse management marks. So this should be done sparingly.
- It's best for candidates not to rehearse extended stretches of speech. This is because there is a danger that their rehearsed speech will not be directly relevant to the interlocutor's question, and relevancy is an area that's assessed. Furthermore, candidates often use unnatural intonation and voice range patterns when they are giving a speech.
- Instead, candidates should prepare by practising the language forms that they are likely to use in the test (e.g., present simple and used to for routines, or structures such as 'interested in + -ing' or 'prefer + object + to + object'). Similarly, they should know and be able to pronounce vocabulary associated with their studies or job and general interests and use correct tenses. Note recurrent errors as they speak, and highlight them.
- Finally, candidates should be reminded that they should be using conversational English during the test.