

Peter Travis

ROADMAP TO CAE SPEAKING SUCCESS!

Be your best in the C1
Advanced (CAE) Speaking
exam!





Peter Travis
Splendid Learning
a division of Flo-Joe

Dear CAE Exam Candidate

Getting an advanced grade in the C1 Advanced (CAE) exam is a tremendous achievement and is not something that comes without a great deal of effort.

And for many students, the Speaking exam is the most difficult to prepare for. What will the examiner be grading you on? Which aspects of speaking do you need to improve? How can you get the practice you need?

Well, I've written a free mini-course to help you organise your time and take practical steps to improve your English proficiency. This course is suitable for students aiming for a top grade in the CAE Speaking exam. It will help you:

- 1) know exactly what to expect in the CAE Speaking exam
- 2) understand how you'll be assessed
- 3) identify areas that you need to work on before the Speaking exam
- 4) prepare effectively for the big day.

Improve your chances of passing the CAE Speaking exam with top grades!

Try the tasks we suggest and I'm sure your chances of passing the Speaking exam with the grade you're hoping for will improve significantly.

Best wishes

Peter Travis
Splendid Learning (A division of Flo-Joe)



Step 1: Take up the Challenge

Time to improve your Speaking skills

If you're reading this the chances are you're facing the CAE Speaking exam and want to make sure you're successful on the big day.

What can you do in the time available to increase your chances of passing with the highest possible grade? Well, three things are essential:

Goal 1: Make sure you know what to expect in the exam so you can prepare effectively and avoid any nasty surprises on the big day.

Goal 2: Be aware of your strengths in speaking English and the areas you need to work on.

Goal 3: Take every opportunity to develop your English!

Speaking is often the one skill many students get the least amount of practice in. Why?

Let's imagine you're currently living in a non-English speaking country and you're lucky enough to be attending a weekly one-hour Speaking lesson in a class of 12 students - that's 60 minutes.

Take off ten minutes for late arrivals, greetings and administration at the start and end of the lesson - that's 50 minutes left.

TASK 1

This task is an easy one to start with but important nonetheless.

1. How much time can you put aside each week to prepare for your Speaking exam? List times in the week you can do some self-study. Put them in your diary.
2. Do something to remind yourself of your commitment ... putting some stickers around the apartment/house with 'Speak English' written on them will do for a start!

* Watch out for our 'Step 1' email for tips on giving full answers to questions.

If you work in pairs for the entire lesson that's about 17 minutes speaking time for you each lesson. If you work in small groups of three for the entire lesson that's about 11 minutes speaking time for you! In a whole-class discussion for the entire lesson that means you have about 3 minutes speaking time!

The likelihood is you'll take part in a variety of speaking tasks so the figures will be somewhere in between. However, there'll also be lots of interruptions, questions and sometimes someone else who talks a lot the times above are probably a little generous! This is why your teacher will advise you to take EVERY opportunity to speak English, both in class AND in your own time.

And this mini-course will make exactly the same recommendations. To get the most from the time that remains until your exam day, you'll need to commit to practising your English speaking skills. I'm pretty sure if you make this commitment and try the tasks I suggest in these 10 steps, your chances of passing the Speaking exam with the grade you're hoping for will improve significantly.

This is what we'll be covering:

Step 1: Take up the challenge. (See 'Task 1' on the left)

Step 2: Get to know the Speaking exam with our '10-Question Quiz'.

Step 3: Understand assessment: find out exactly what the examiner wants from you.

Step 4: Know yourself: learn what you do well and where you need to improve.

Step 5: Grow your vocabulary: raise your vocabulary to an advanced level.

Step 6: Polish your grammar: learn how to showcase your use of English.

Step 7: Focus on fluency: try our tips to help you to keep talking.

Step 8: Fine tune your pronunciation: check out the key areas to focus on.

Step 9: Be clear and coherent: develop your discourse management skills.

Step 10: Work with your partner: try our tips for great interactive communication.

Step 2: Get to Know the Speaking Exam

Be sure what will happen on the big day

Welcome to Step 2 of 'Roadmap to CAE Speaking Success'. Hopefully you're now surrounded by stickers at home reminding you of your commitment to speaking English. (See yesterday's lesson if you have no idea what I'm talking about!) Let's go back to yesterday and get a reminder of the first of the three goals we identified:

Goal 1: Make sure you know what to expect in the exam so you can prepare effectively and avoid any nasty surprises on the big day.

Knowing your Speaking exam 'inside out' will increase your confidence and enable you to prepare effectively. In today's task, you'll become totally familiar with the structure of your exam with our ten-question quiz. (In Step 3 we'll look at assessment and what the examiner will be expecting from you.)

TASK 2

1) Go to the Cambridge English website and download the C1 Advanced (CAE) handbook. The Speaking section starts on page 75
<https://www.cambridgeenglish.org/Images/167804-cambridge-english-advanced-handbook.pdf>

2) Using this information, answer the questions on Page 5.

* Watch out for our 'Step 2' email to learn how to showcase your English.

The CAE Speaking Exam

1. How many officials will be present?
2. Are you interviewed alone or with a partner?
3. How many sections are there in the Speaking exam?
4. How long is each section?
5. What's the focus of each section? Answering questions? Making a short talk?
6. What kind of questions are you likely to be asked in the 'getting-to-know-you' section?
7. What do you have to do in the Part 2 long-turn?
8. Part 2 is mainly about describing what you see in photos. True or False
9. Do you have to reach agreement with your partner in the collaborative task?
10. Does the interlocutor take part in the discussion?

(Answers on Page 32)



Step 3: Understand Assessment

Know what the examiner will be looking for

Welcome to Step 3 of 'Roadmap to CAE Speaking Success'. Today we'll look at how you'll be assessed.

If you've had the chance to look at the handbook for the exam you'll know that each section of the Speaking Paper has a particular focus. For example, during the opening 'getting-to-know-you' phase the focus is usually on how well you use language for social purposes, such as making introductions and answering questions. In the long turn section the focus will be on skills such as being able to speak at length clearly, using language to state an opinion, being able to describe, compare and contrast and speculate etc. In the collaborative, discussion stages you'll need to show you're able to keep a discussion going, give opinions, agree and disagree, develop comments made by the examiner and generate new ideas.

How well you do in these tasks will depend on your proficiency in English and your general communication skills. The examiner will use the following criteria to grade you:

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

TASK 3

It's important that you understand what all these criteria mean so that you have a clear idea of how you'll be assessed - which brings us to the Step 3 task.

1) For an idea of what these criteria refer to check out Pages 85-87 of the CAE Handbook on the Cambridge English website:
<https://www.cambridgeenglish.org/Images/167804-cambridge-english-advanced-handbook.pdf>

then try our quiz on Page 8.

* See our 'Step 3' email for help with structuring your Part 2 Long Turn.



Get practical help with assessment

Learn from other advanced CAE students and from our feedback based on the CAE assessment criteria.

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm

In the Spotlight: Feedback

Instructions

You are now going to listen to Edyta's Part 1 interview in full. What is your impression of Edyta's use of English?

Click the 'Listen' tab below.

Click the other tabs below for feedback.



Listen

What was good

Areas for Improvement

2) Read the following statements made about different speakers and decide which of the following criteria they relate to.
(Answers on Page 32):

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

A) The speaker repeated the same words and expressions too often.

B) The speaker made very little use of intonation or stress to express feelings or emotions.

C) The speaker was able to express himself even when the exact word or expression was unknown.

D) The speaker spoke very hesitantly with constant pauses.

E) The speaker's statements were rather confused and didn't seem to flow logically.

F) The speaker was very good at getting her partner to offer an opinion.

G) The speaker was only able to use simple structures to describe their opinions and feelings.

H) The speaker showed interest in her partners contributions.

Step 4: Know Yourself

Learn what you do well and what needs improving

Welcome to Step 4 of 'Roadmap to CAE Speaking Success'. If you've completed the previous steps you now have a clear idea of the structure of the Speaking exam and how the examiner will grade you. Here's a reminder of the second goal we identified in Step 1:

Goal 2: Be aware of your strengths in speaking English and the areas you need to work on.

There's no short cut to improving your general proficiency in English as measured by your use of grammar, vocabulary, pronunciation and fluency. Your English is currently at a particular level and this will only improve over time depending on the amount of practice you put in. This is why you need to take every opportunity both in class and during self-study to improve your English Speaking skills. This will come about by practising ALL skills, not just speaking. Your vocabulary will grow the more you read in English, the more you listen to spoken English the better your pronunciation will become.

But what other steps can you take to improve your spoken English in preparation for the exam?

Start by looking at your own habits when speaking English. For example, do you worry a lot about making mistakes and therefore speak slowly and deliberately? Do you wait to be asked for your opinion before saying anything during a discussion? Do you find yourself hesitating a lot when speaking at length? Habits like these mean you're not making the most of your opportunities to speak English.



TASK 4

Read the statements below, some of which appeared in the earlier assessment quiz. Grade yourself from 1 to 5 on each one. (1 = Often, 5 = Never)

Self Assessment

- A) Do you tend to focus too much on speaking accurately at the expense of your fluency skills?
- B) Do you speak very quickly with little concern for accuracy?
- C) Do you often answer questions briefly with little detail?
- D) Do you find it difficult to deal with comments or questions you don't understand?
- E) Do you wait to be asked questions rather than initiating conversation yourself?
- F) Do you spend most of the time talking and rarely ask questions?
- G) Do you often repeat the same words and expressions instead of using a variety of vocabulary?
- H) Do you find it difficult to find the words or grammar to explain what you mean?
- I) Do you run out of things to say when making a long turn before the time's up?
- J) Are your long turns rather disorganized?
- K) Do you hesitate a lot during long turns?
- L) Do you find it difficult to vary your intonation?
- M) Do you find it difficult pronouncing certain sounds such as vowels, diphthongs or consonant clusters?

If you scored too many 1s and 2s, set yourself the task of improving at least one grade in all areas during your exam preparation. Your English proficiency will improve when you change habits that slow down the development of your spoken English.

CHUNKS

Here are some 'chunks' or expressions on the subject of 'work'

- to be called for an interview
- to be your own boss
- a dead end job
- to do a job share
- a good team player
- a heavy workload
- a high-powered job
- holiday entitlement
- job satisfaction
- maternity leave
- to meet a deadline
- a nine-to-five job
- a perk of the job
- to run your own business
- to be self employed
- to be stuck behind a desk
- to take early retirement
- to work with your hands

Step 5: Grow Your Vocabulary

Grow your vocabulary to an advanced level

Welcome to Step 5 of 'Roadmap to CAE Speaking Success' where we'll turn our attention to the third goal we identified in Step 1:

Goal 3: Take every opportunity to develop your English

The most important thing you can do over the coming months is to increase your use of English vocabulary. There's no way of knowing which subjects you'll be asked to talk about in the exam. It's therefore very important you're able to use vocabulary to talk about a range of common topics such as 'sport', 'education' or 'travel'.

Try keeping records of new words or expressions organized around topic areas. Grouping words in categories like this can help you remember them.

When keeping records of new vocabulary remember: words aren't used in isolation and will often form part of an expression or fixed set of words. It's therefore important at advanced level to show you're able to call on 'chunks' of vocabulary rather than just individual words.

Take the word 'thing' for example. We know 'thing' means a nameless object, such as in the expression: 'a thing for peeling potatoes'. However, you'll also find the word used in ready-made phrases, such as 'the thing is', 'all sorts of things' and 'there's no such thing as' - three very common chunks that are well worth remembering.

What kind of chunks should you look out for? Chunks appear in all sorts of ways: as collocations and idioms, in set phrases such as 'I was wondering if' and 'all the best' and what teachers call 'discourse markers' like 'as I was saying' or 'as far as I know'. Let's look at each of these in more detail.

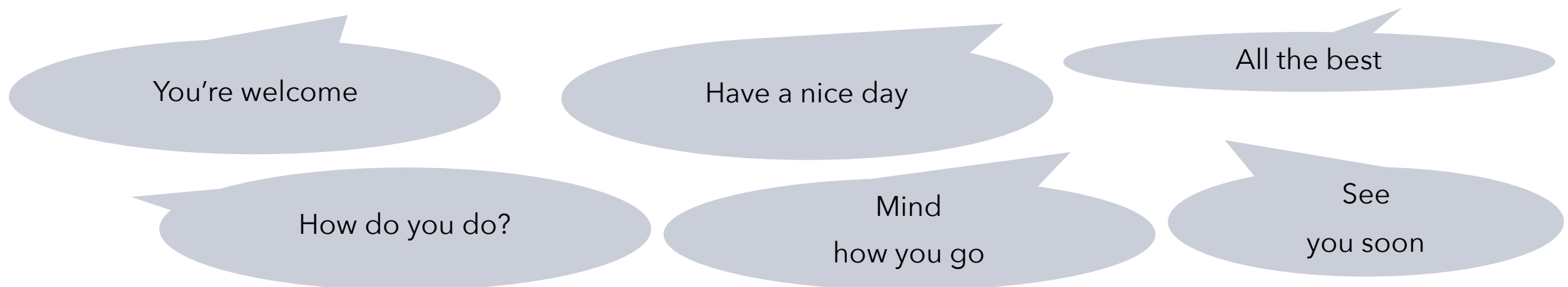
1) Collocations and idioms

Chunks include common collocational phrases (words that go together), idioms and phrasal verbs. For example, which prepositions are missing from the sentences below? (Answers on Page 32)

- a) I was the impression the class had been cancelled.
- b) You're not old and you really shouldn't think that you're the hill at 60.
- c) The thief made with valuable personal possessions and a great deal of money.

2) Common sets of polite expressions

Chunks like 'See you later' or 'Take a seat' are often used in everyday communication and learning them can help you improve English fluency. Which of the following do you regularly use?



3) Discourse markers

Discourse markers are used in both written and spoken English to link what has come before to what comes next. You'll already know of discourse markers used in written English such as 'on the one hand', 'turning now to' or 'in conclusion'. Typical single word discourse markers in spoken English include 'now', 'so', 'actually' and 'well'. As your English fluency skills improve you'll find yourself using informal discourse markers such as the following more often:

- 'I see what you mean but'
- 'By the way'
- 'Sort of'
- 'Mind you'
- 'Let's see'

How can you learn expressions like these? First of all you'll need to notice them. Read interviews in English magazines which feature direct speech and make a note of any you come across. You'll discover that the most frequent - and therefore most useful - expressions will often consist of common words you're probably already familiar with. Try grouping new chunks into categories depending upon how you would use them. For example, the following can all be used to show that you have something else to say:

By the way

While I remember

And another thing is

Before I forget

Say the expressions out loud to get a feel for the rhythm. For example each chunk below has two stressed syllables:

By the **way**

While I **remem**ber

And a**n**other thing **is**

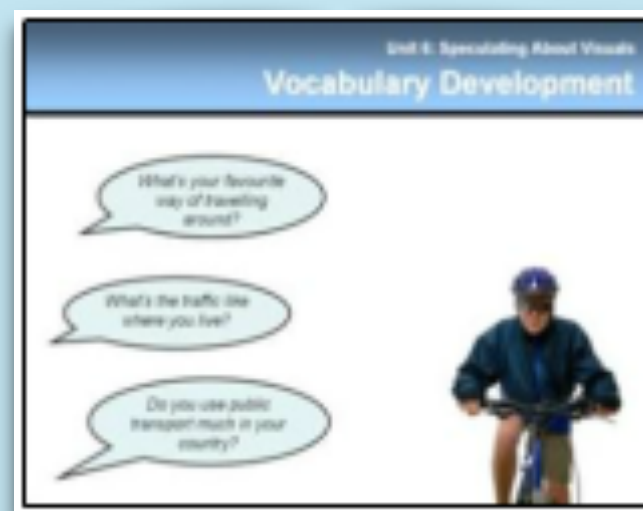
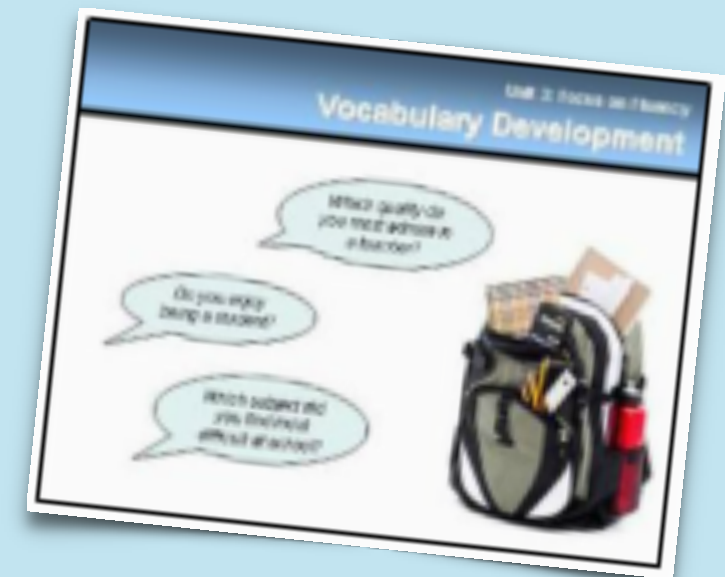
Be**fore** I fo**ret**

TASK 5

- 1) Keep a written record of any new chunks you come across.
- 2) Try to use any new chunks you find in your Speaking practice.

* Watch out for our 'Step 5' email for tips on commenting effectively in Part 2.

Get your vocabulary up to scratch with CAE Speaking Success!



Want to develop your vocabulary to help you talk about food, travel, hobbies and other common topics that come up in the CAE Speaking exam? Find out more about CAE Speaking Success!

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm

Step 6: Polish Your Grammar

Learn how to showcase your use of English

Welcome to Step 6 of 'Roadmap to CAE Speaking Success'. We now turn our attention to a subject that often causes students lots of sleepless nights: grammar!

To start with, it's worth remembering that spoken English differs from the written form of the language – when we speak we don't have the time to form very complex sentences in the same way we would when writing. However, on the exam day your language skills will be assessed and you'll want to impress the examiner with your use of English.

So how can you go about working on this area of English beforehand?

1) Start by learning the functional language you'll need to respond fully to the Speaking tasks. Things like 'narrating past events', 'speculating' or 'stating opinions' are the kind of functions you'll be required to carry out and focusing on your ability to use these is a good starting point for your grammar revision.

The kind of functions that are used regularly during the Speaking test include:

Providing personal information

Narrating

Providing non-personal information

Summarising

Comparing

Expressing and justifying opinions

Explaining

Conversation repair

Suggesting

Expressing a preference

Speculating

Some of these functions are rather general. For example, 'providing personal information' could include using a wide range of grammar to talk about yourself.

However, others are more specific and can be easily matched to particular grammar areas. For example, 'contrasting' includes the ability to use comparative and superlative forms, 'speculating' will mean being able to use conditionals appropriately and of course 'narrating' will mean using past tenses effectively.

It's also worth remembering that a lot of these functions rely on some of the set expressions or 'chunks' we were looking at in Step 5. For example, justifying opinions can be done with the use of phrases like 'If you ask me' or 'As far as I'm concerned'. 'Contrasting expressions' include phrases like 'On the one hand', 'In comparison' and 'In contrast to'.



Identify common mistakes made by CAE students

As well as specific grammar lessons, CAE Speaking Success looks at the typical mistakes made by advanced students of English.

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm

In the Sp

Instructions
Here are some of the mistakes that were made in Nadya's long turn.

i

Hover over the red icons for a hint to help you notice the mistake. Click the icon for the answer.

+

it's funny how they look like

+

the man in picture 3 who is far from going into retirement

+

concentrated on their subject

+

to have ... an access to the Internet

+

the clerk or boss immersed into his daily routine

TASK 6

1) Research your typical mistakes when speaking or writing in English. Come up with a list of areas to revise.

2) Practise your spoken grammar by keeping an audio diary:

- Record yourself in the morning talking about your plans for the day (an opportunity to practise future tenses and speculating)
- Record yourself at the end of the day outlining what you did or could have done during the day (your chance to practise past tenses and conditionals).

* See our 'Step 6' email for help with managing the Part 3 task.

2) Another starting point in your grammar practice is to identify areas of weakness. Perhaps you have problems with articles (a/the) or using correct verb forms such as suggest + ing, or 'rather + infinitive'. Make a point of identifying YOUR typical mistakes.

3) During your preparation, practise identifying the grammatical structures each task invites you to use in the Speaking paper. For example, pay attention to the tenses used in the Part 1 questions. The likelihood is you'll need to use the same tense in your answers. For example:

"Where do you live?" (Present)

"Did you go on holiday last year?" (Past)

"How long have you been studying English?" (Present perfect)

A typical instruction in Part 2 might be:

"I'd like you to compare two of the pictures, and say why the people might be doing these things together, and how the people might be feeling."

In addition to describing what you can see, this task also requires you to be able to use language to compare and contrast and most importantly, the ability to speculate in response to the final prompt 'how the people might be feeling'

- Comparing and contrasting? Make sure you're able to use comparative and superlative forms effortlessly. Brush up your use of contrastive discourse markers like 'while', 'whereas', 'in contrast to' etc.
- Speculating? Be sure to practise the use of modal auxiliary verbs such as 'must', 'may', 'might', 'could', 'should' and 'will' and be sure you can use them to refer to the past present or future. Revise your use of conditional forms in case you need an 'if', 'provided' or 'unless' statement!

Step 7: Focus on Fluency

Try our tips to help you keep talking

Welcome to Step 7 of 'Roadmap to CAE Speaking Success'. We'll now look at fluency, a skill which is often held back by the fear of making mistakes.

For many students, this fear often leads to them speaking very deliberately and sometimes rather hesitantly. However, if this applies to you, remember; one key criteria in the CAE assessment is your ability to speak fluently and so you'll need to practice this area of English before the exam.

What easier way to start than speaking to yourself? OK, not in public or you may get some strange looks, but when you find yourself alone you have the perfect opportunity to practise speaking fluently without worrying about making mistakes.

1) Try an oral diary - see Task 6 - at the end of each day talk about 2 things that happened you feel good about, 2 things you wished you'd done better. This is good practice in past tenses and in speculating with the use of conditionals and modals such as: 'I wish ...', 'If only ...' 'I should have ...'.

2) There's a popular radio show called 'Just a Minute' where guests have to speak for one minute on a given subject. Try this yourself - it's great practice in timing yourself ready for the exam and will give you lots of practice in speaking at length on a subject. Write a series of statements on different cards. For example:

Everyone should become a vegetarian.

People are too materialistic.

Describe the best place you've ever visited.

You could also come up with very general terms to talk about such as: 'skateboards', 'happiness', 'window shopping' etc.

With the timer ready, pick a card at random and get speaking!

3) Practise describing graphics from magazines or newspapers. Give your talk a simple structure:

- Introduce the photo(s) with a statement on the general theme or subject matter. For example, 'This/These photo(s) show(s)'
- Describe what you can see. For example, 'in the foreground ...', 'in the background ...', 'on the left ...'.
- Practise speculating on what might be going on or what might have led up to the scene(s). For example: 'The people might be ...', 'It's possible that ...'.

TASK 7

1) Record yourself Speaking English. Listen to the recording and concentrate on the pauses that occur in your statements. If your fluency level is good they will occur after each content chunk, for example:

I live in Birmingham (pause) it's England's second main city (pause) it's in the Midlands (pause) about an hour on the train from London.

If your fluency levels are at a lower level pauses will occur in a more haphazard way as you think of words or structures. For example:

I sometimes (pause) take part in (pause) performances in our local theatre (pause) I really like (pause) acting and I hope to join a course in (pause) drama at college.

2) Remember that learning and using chunks of vocabulary in set expressions or functional phrases will improve your 'words-per-minute'!

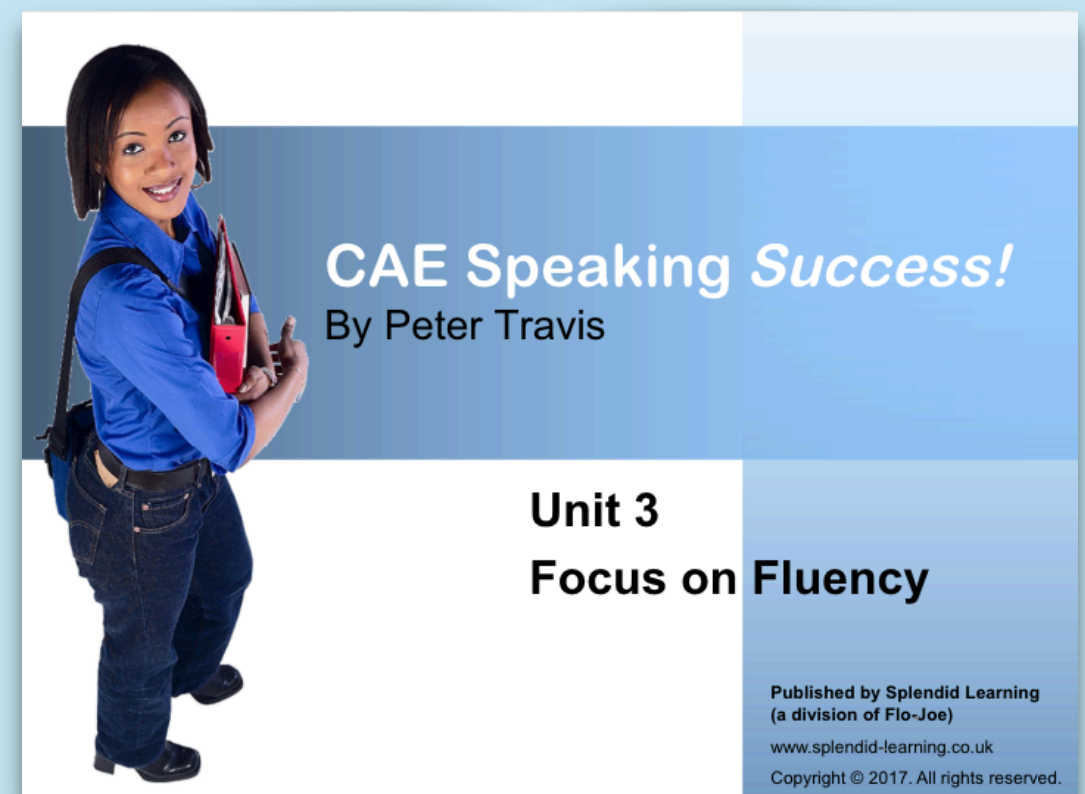
* See our 'Step 7' email for suggestions on working with your partner.

Discover our 3 steps to fluency

Learn our three key areas to improve your English fluency skills and listen to students putting them into practice.

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm



Step 8: Fine Tune Your Pronunciation

Check out the key areas to focus on

Quite understandably, students often aspire to speak 'perfect English', including using pronunciation that doesn't identify them as a non-native speaker. But what is perfect pronunciation?' Are we talking about the Queens English or a national or regional variation?

The good news is the assessor will not be expecting 'perfect' pronunciation. You'll simply need to show you can speak clearly, pronounce individual sounds such as vowels and consonants accurately and make use effectively of stress and intonation patterns. If you manage all this, whether with a French, Brazilian, Chinese or German accent, you'll score well in the Speaking paper.

To work on pronunciation, start with a progress check and identify your strengths and weaknesses - if you have any! Let's look at the main areas to focus on:

- individual sounds of vowels, consonants, and diphthongs
- word stress
- sentence stress
- features of connected speech
- intonation

Understanding how these areas impact on clear speech will help you to measure your own ability and the areas you might need to work on. Let's look at each of these areas in more detail.

1) Individual sounds

As an advanced student, you'll already be aware of any problems you have with individual vowel or consonant sounds, perhaps ones common to speakers of your first language. For example, Spanish students may have problems with short vowels, elongating them so that some words cause confusion, such as 'hit' x 'heat' or 'put' x 'pull'. They may also have difficulties with consonant sounds like /dʒ/ and /j/ as in 'jot' and 'yacht'.

Then there are consonant clusters, groups of consonants together like those that begin a word as in 'place' and 'trace', those within a word such as 'control' and those at the end as in 'desk' or 'tourists'.

2) Word stress

English is a stress-timed language, where words with more than one syllable will have certain syllables stressed. For students whose native language is syllable-timed, such as French or Japanese, and who give each syllable equal emphasis, some English words can be mispronounced. Common examples of this are in the words 'PHOtograph', 'phoTOgrapher' and 'photoGRAphic'. Sometimes this can lead to confusion where incorrect word stress can mean a different word is pronounced such as 'REcord' and 'reCORD'

Here are some expressions used to talk about travel. Where is the stress on each phrase? (Answers on Page 33)

- A. charter flight
- B. departure lounge
- C. holiday destination
- D. wildlife safari
- E. self catering

3) Sentence stress

Just as individual syllables are stressed in multiple syllable words, certain words are stressed in a sentence whilst others are unstressed. It can help understand how this works if you consider the difference between 'structure' words and 'content' words. Structure words like prepositions, articles and pronouns are often there to give the sentence grammatical structure whilst content words provide the meaning. Take away the structure words and you would probably still understand what is being said. For example if you omit the unstressed words from the following statement, the meaning is still clear.

I've GOT a TICKET for the PLAY if you WANT it

There are exceptions to this of course, for example if we want to emphasise a point, structure words might become important, content words as in:

It was HIS fault, not YOURS.

The book is ON the table no UNDER it.

Practise sentence and word stress together by identifying and then reproducing the rhythm of a statement. Repeat the following again and again, stressing the correct word or syllable and you will hopefully hear the rhythm in each statement.

o o O o O o O o O o

The departure lounge was full of people.

o o O o o O o o O o o o O o

There are breathtaking views in some parts of my country.

4) Intonation

Closely related to the stress of certain words within a statement is the rise and fall of speech. Intonation can have a huge impact on communication. The same statement can express anger, confusion or relief or a whole host of other emotions depending on the intonation used. It can also make you sound more interesting to listen to in your exam compared to a candidate that uses 'flat' speech without any intonation. There are various general patterns to be aware of:

Falling intonation at the end of an utterance

- in general statements
- in 'wh' questions
- question tags for confirmation
- in commands

Rising intonation at the end of a sentence

- yes/no questions
- question tags expressing uncertainty

Rising and falling intonation

- when talking about lists
- when presenting options

Let's practise! Say the student's statements out loud using the correct intonation. (Answers on Page 33)

a) Interlocutor: Where you're from?

Student: I'm from Lisbon. The capital of Portugal.

b) Interlocutor: Have you been to any other countries?

Student: I've been to Spain, Italy, France and Germany.

c) Interlocutor: What job do you want to do when you finish university?

Student: I'd like to go into finance or marketing.

d) Student A (to Student B): Would you like to start?

e) Student A (to Student B): Which of the options is the most important?

f) Student A (to Student B): You said you work in this industry, didn't you? (Certain)

g) Student A (to Student B): You said option A was the most important, didn't you? (Uncertain)

TASK 8

Try the following to practise pronunciation:

1. Record short (20 second) sections of spoken English from the radio or online and identify the various features we've looked at in this section: individual sounds, word stress, sentence stress and intonation.
2. Transcribe the recording and repeat the statements yourself, trying to use the same features. Record yourself doing this so you can compare your pronunciation to the original.

* See our 'Step 8' email for tips on finishing the exam in style!

Step 9: Be Clear and Coherent

Develop your discourse management skills

Welcome to Step 9 of 'Roadmap to CAE Speaking Success'. In this section we'll look at what the examiner is assessing in terms of 'discourse management'.

Don't be put off by the technical sounding term! Discourse management basically refers to your ability to speak at length without unnecessary hesitations, without repeating yourself or saying things that aren't really relevant to the topic and speaking in a way that is easy for the listener to follow. In other words your contributions are clear, to the point and well organised.

We looked at 'fluency' in Step 7 and the issues identified there along with regular practice will enable you to avoid hesitations. In this section we'll focus on the need for clarity and organisation in your spoken language.

In many cases, the answer lies in your use of discourse markers, or words and expressions that signpost to the listener the direction of your statements.

In Part 3 and 4 where you're interacting with your partner, you might need to indicate you are giving an example. The use of expressions like 'Take ... for example', or 'An example of what I mean is ...' are therefore useful! You may need to show you are going to contrast two ideas and expressions and 'On the one hand...' will indicate you are going to do this. You might be offering a short list of points, so using signposting words and expressions like 'To begin with ...', 'As well as that ...' will make this clear.

FUNCTIONS

This task is an easy one to start with but important nonetheless.

- Likes and Dislikes
- Expressing Opinions
- Stating a Preference
- Speculating
- Negotiating and Suggesting
- Apologising
- Comparing and Contrasting
- Explaining
- Reporting
- Agreeing and Disagreeing
- Conversation Repair
- Interrupting and Interruptions
- Confirming Understanding
- Showing Interest
- Fillers
- Summing Up
- Cause and Effect
- Reason and Result
- Sequencing

Discourse management is of particular importance in Part 2, where you have to speak at length and without any interruptions from the interlocutor or your partner.

The list on the left outlines common functional language areas. Some of these will provide you with useful discourse markers or signposts for the Part 2 long turn, such as describing, comparing and contrasting, expressing opinions and speculating.

For example, let's imagine you've been asked to talk about two of the following photos:



TASK 9

Starting today, and using the list of functional areas on the previous page, keep a record of the expressions you come across. For example under 'Giving an Opinion' you could list the following:

- It seems to me that
- As far as I'm concerned
- As I see it
- Speaking for myself
- If you ask me
- To my mind
- In my view
- Personally speaking
- From my perspective
- From my point of view

* See our 'Step 9' email for troubleshooting advice!

Examiner: Here are your pictures (Candidate A). They show people in different educational settings. I'd like you to talk about two of these photos and compare the settings and say how the students may be feeling in each one.




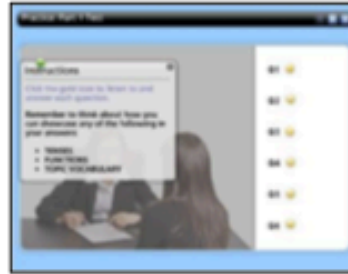
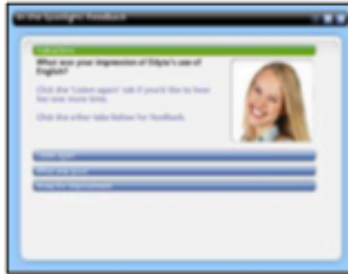



Simple discourse markers like 'On the one hand', 'Comparing Picture 1 to Picture 2 ...' or 'In contrast to Picture 1 ...' will help you signpost the comparative section of your talk.

When it comes to the important speculating section of the task 'say how the students may be feeling ...', the following expressions will signpost the fact that you are about to hypothesise:

- I daresay
- I doubt whether
- I get/have the impression
- I suppose/expect/imagine
- It looks like
- There's a chance
- It looks as if
- I get/have the feeling
- ... bound to be ...
- In all likelihood/probability
- I wonder
- It's (un)likely that
- There's no way
- I don't suppose
- I'd be surprised if ...

Remember that the assessor will be looking for your ability to use advanced vocabulary effectively. Practise stretching yourself and use expressions like these rather than keeping to 'safer' alternatives like 'I think', 'maybe' and 'perhaps'.

Organise your talks with functional language

Unit 1: Giving Full Answers			
Contents			
			
Objectives	Lead In	In Context	Practice
			
In the Spotlight	Language Awareness	Functions Toolkit	Vocabulary

Each of the 12 Units in CAE Speaking Success includes our 'Functions Toolkit', exercises dedicated to practising functional language.

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm



Step 10: Work with your Partner

Try our tips for great interactive communication

Congratulations on getting to Step 10 on your roadmap to CAE Speaking Success! This final step looks at how you can work with your partner in a way that will foster a great conversation AND impress the examiner in the process; what the assessment criteria refers to as 'interactive communication'.

Let's clear up one thing first though. Many students are concerned that their partner may in some way affect their own grade in the exam, worrying that they might be at a higher level or that they might talk too much or not enough. Rest assured that the assessor is highly experienced and will assess you on YOUR abilities throughout the exam, not on those of your partner.

Having said that, you will impress the assessor if you are able to show your ability to work with your partner effectively, whether that means showing interest in your partner's contributions, being sensitive to turn-taking, negotiating effectively, dealing with interruptions or leading the discussion to a successful conclusion.

I suggest a two-fold approach to developing your interactive communication skills:

A) During conversations, whether in English or in your own language, try to observe, as well as take part in, the interaction. Think about the following questions. Are you contributing equally? Are you able to illicit opinions from your partner? Do you respond to what your partner says or do you only respond with a view of your own? How well do you deal with interruptions? Are you able to interrupt when necessary?

B) Remember to keep that record of functional language (Task 9) and pay attention to expressions that will enable you to interact in English as effectively as you do in your own language. For example:

Negotiating and suggesting

Can I make a suggestion?
May I suggest ...
Why don't we ...
What about ...
How about ...
We could always ...
Have you thought about ...

Confirming understanding

I'm afraid I didn't catch that.
So what you're saying is ...
If I understand you correctly ...
Do you see what I mean?
Do you get my point?
Does that make sense?
Do you follow me?

Interrupting and interruptions

If I could just butt in ...
Sorry to butt in ...
Sorry to interrupt but ...
Before you continue ...
Anyway, where were we?
Getting back to the question of ...
Let's return to the issue of ...

The more you use expressions like these the quicker they will become part of your active vocabulary. Come the exam day, you'll be using them effortlessly!

TASK 10

Find some Speaking partners!

- 1) If you don't already have an account with an online communication tool such as Skype, sign up for an account. Visit the 'Support' page on the Skype website: <https://support.skype.com/en/skype/all/>
- 2) Join our CAE Page on Facebook and post a welcome message:
<https://www.facebook.com/Flo-Joe-for-CAE-Certificate-in-Advanced-English-185563932264/>

* See our 'Step 10' email for the chance to try a Part 2 practice test.

Tips for the Big Day!

That's it ... we've come to the end of your 10-step mini- course. I hope you've found it useful and I've encouraged you to practise your speaking skills as often and as efficiently as possible.

Please get in touch if you have questions about anything I've covered ... or anything I haven't. And let me know how you do in your exam - I love to hear from our visitors. To finish, here are some final tips for the exam day:

In general

- 1) Listen carefully to instructions and questions.
- 2) Don't be afraid to ask for clarification if you don't understand something.
- 3) Smile and make frequent eye-contact with the interlocutor and your partner if you have one.
- 4) Avoid nervous habits like playing with your hair or biting your lip.
- 5) Don't apologise for feeling nervous! Be positive!

Conversations and discussions

- 1) Give full answers to questions when appropriate and avoid unhelpful 'yes' and 'no' responses.
- 2) When giving an opinion back it up with an example or justification.
- 3) Work with, not in competition with, your partner. You'll be assessed on your interactive communication skills so be prepared to initiate conversation, take turns and show an interest in your partner's contributions.

Long turns

- 1) Listen carefully to the instructions
- 2) Keep to the topic.
- 3) Structure your talk and use signposting words and expressions to guide the listener through your talk.
- 4) Deliver the talk with passion and conviction, using examples or a (short) personal anecdote to make a point.
- 5) We often speak quickly when we're feeling nervous so try to focus on speaking clearly and take time to pause for breath.

A blurred background image showing three people in conversation. On the right, a woman with dark, curly hair is smiling and looking towards the left. In the center, a woman with blonde hair is looking forward. On the left, the side of a man's head is visible. The overall tone is professional and positive.

Face the Speaking exam with confidence!

Finally ... discover an easier and more effective way to improve your speaking skills and confidence as the exam day approaches?

CAE Speaking Success!

https://www.flo-joe.co.uk/cae/students/speaking/cae_speaking_success.htm

Answers

Step 2 Speaking Quiz

- 1) There are two officials present. The interlocutor and the assessor.
- 2) With a partner. In centres with odd numbers there may be three candidates.
- 3) There are 4 sections.
- 4) Part 1 = 2 minutes. Part 2 = 4 minutes. Part 3 = 4 minutes, Part 4 = 5 minutes.
- 5) Part 1 = interview. Part 2 = long turn. Part 3 = collaborative task. Part 4 = discussion.
- 6) Getting to know you questions.
- 7) An individual 'long turn' for each candidate with a brief response from the second candidate .
- 8) False. You are also required to speculate.
- 9) No, but you need to show you are working towards reaching a decision.
- 10) Yes. The interlocutor will ask questions.

Step 3

- A Lexical resource
- B Pronunciation
- C Lexical resource
- D Discourse management
- E Discourse management
- F Interactive communication
- G Grammatical resource
- H Interactive communication

Step 5

- a) **under** the impression
- b) **over** the hill
- c) made **off** with

Answers

Step 8

- A. CHArter flight
- B. dePARture lounge
- C. HOLiday destiNAtion
- D. WILDLife saFAri
- E. self CAtering

a) I'm from Lisbon. The capital of Portugal.

b) I've been to Spain, Italy, France and Germany.

c) I'd like to go into finance or marketing.

d) Would you like to start?

e) Which of the options is the most important?

f) You said you work in this industry, didn't you? (Certain)

g) You said option A was the most important, didn't you (Uncertain)