

## Cambridge Proficiency Speaking Part Three on families and relationships Updated 28 July 2017

*In groups of three or four, take turns setting the other students tasks below, using the script on this page to help.*

### CPE Speaking Part Three Examiner's script

"Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, *(name of Candidate A)* I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you *(name of Candidate B)*. Remember, you have about two minutes to talk before we join in."

*(After two minutes)* "Thank you."

*"(Name of Candidate B) wh.../ how/ do/ are/ is/ should...?" (question about the same general topic as Candidate A spoke about, but not usually related to what they said)*

*"(Name of Candidate A) what do you think/ do you agree/ how about you?"*

*(After about one minute)* "Thank you" *(taking back the cards)*

"Now, *(name of Candidate B)*, it's your turn to be given a question. Here is your card, and a copy for you *(name of Candidate A)*.

Remember *(name of Candidate B)*, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?"

*(After two minutes)* "Thank you."

*"(Name of Candidate A) wh.../ how/ do/ are/ is/ should...?" (question about the same general topic as Candidate B spoke about, but not usually related to what they said)*

*"(Name of Candidate B) what do you think/ do you agree/ how about you?"*

*(After about one minute)* "Thank you" *(taking the cards back)*

"Now, to finish the test, we are going to talk about *(the topic they both just spoke about)* in general."

*(The examiner asks a discussion question on the topic to Candidate A)*

*(The examiner turns to Candidate B and asks them to comment on what Candidate A said, asks them the same question, or asks them a different question).*

*(The examiner asks Candidate B a new question, if the previous question was not new).*

*(Continue alternating which candidate gets new questions, with some questions thrown out to both candidates, for up to four minutes).*

**CPE Speaking Part Three prompt cards on families and relationships  
based on real CPE Speaking exam tasks**

What helps people get on better with their families?

- activities
- attitudes
- personality

How important is it to socialise with your colleagues?

- communication
- unwinding
- team building

Is it better to pay children to do housework or just to make them do it?

- getting the housework done well and efficiently
- conflict
- their future lives

What are the advantages and disadvantages of living near your parents?

- supporting each other
- conflict
- dependence and independence

What can be gained by children moving away from home to go to university?

- life skills
- relationships
- studying

How easy is it to get a group of people to work together smoothly?

- team building
- roles
- rules

What part should a couple's parents play in their marriage?

- advice
- practical help
- finances

What are the most important qualities needed to be a good father?

- character
- attitudes
- actions

Which is preferable in a family, each children having their own bedroom as soon as possible, or a child sharing a bedroom with someone else?

- sharing
- conflict
- using the space in the house

How much influence does money have on people's marriages and other romantic relationships?

- choosing a partner
- have a happy relationship
- ending a relationship

Why is it important for people to get married instead of just living together?

- the law
- finances
- society

What creates a successful relationship with a boss?

- respect
- management skills
- company policies

Why do some people never have children?

- beliefs
- choices
- circumstances

What responsibilities do grandparents have towards their grandchildren?

- financial
- practical
- emotional

*Take turns asking the other two or three students questions about families and relationships made from these question stems:*

- At what age...?
- Do ... need to...?
- Do you think it is true that...?
- Do you think men and women...?
- How can people...?
- How do... benefit from...?
- How important do you think... is?
- In a global world, should...?
- In the past,... Is this a good thing do you think?
- In what ways do people need to...?
- Is it better to... or...?
- Is it easier to... or...?
- Is it more important for children to... or...?
- Is it more important for... to... or...?
- Is it natural for... to...?
- Is it sometimes good to...?
- Should (all) children be expected to...?
- Some people say that... What do you think?
- Sometimes... What do you think about that?
- Today,... Is this a good thing in your view?
- What can... learn from...?
- What do you think is the best... for...?
- What is the appeal of...?
- What is the best way to...?
- What makes some people...?
- What role does... play in...?
- What... has had the greatest impact on...?
- Why are so many people interested in...?
- Why can...?
- Why do some people prefer not to...?
- Would... be better if...?

*When your teacher stops you, ask about any questions above which you couldn't understand, couldn't make questions out of, couldn't answer, etc, working together to come up with suitable questions and answers each time.*

*Take turns asking the other two or three students questions about families and relationships from here:*

- At what age would you say it is best to leave home?
- Do people need training in how to be parents?
- Do you think it is true that leadership skills are innate and can't be learnt?
- How can people improve a bad relationship with their in-laws?
- How do children benefit from helping out around the house?
- How important do you think people's extended families are nowadays?
- In our hyper-connected world, are school friends as important as they once were?
- In the past, people tended to live closer to their families. Was this a good thing, do you think?
- In what ways do people need to change in order to have successful relationships at work?
- Is it better to become a parent when you are still quite young or to wait until you are older?
- Is it easier to find a life partner nowadays, or was it easier in the past?
- Is it more important for young children to spend their free time with their friends or family?
- Is it natural for teenagers to rebel against their parents?
- Is it sometimes good for families to spend their vacations separately?
- Should children be expected to buy some things with their own money?
- Some people say that children should be forced to look after their parents when they get old. What do you think?
- Sometimes people try to find alternatives to normal households such as multiple-family households. What do you think about that?
- Today, more and more people are divorcing rather than continuing with unsatisfactory marriages. Is this a good thing in your view?
- What can children learn from having siblings?
- What do you think the best advice is for someone who has reached middle age without meeting "the right person"?
- What is the appeal of having a big wedding?
- What is the best way to make friends?
- What makes some people better at mixing at parties than others?
- What role could the government play in boosting the birth rate?
- Why are so many people interested in the love lives of famous people?

*When your teacher stops you, ask about any questions above which you can't understand, couldn't answer, etc, working together as a class to come up with good answers each time.*

*Change groups. Ask the same questions as above, but in exam style with one examiner and two or three candidates for the normal length of time. Sometimes ask the next student the same question, sometimes ask "What do you think?" or "Do you agree?" and sometimes asking a different question.*

*Write more presentation tasks and discussion questions like those above on a different topic like major life events, the future, nature, food and drink, consumerism, music and decisions.*