CAE Speaking Part 2 – Teacher’s Notes

## First Attempt

Choose a set of part 2 pictures from your text book, put students in pairs and have them record themselves comparing two of the pictures for a minute. Give students no guidance as to the language they should use. While they are doing this, monitor them and make a note of the structures they are using.

Now have students listen back to their recording in pairs and evaluate it. This is likely to make them a little uncomfortable, no one likes the sound of their own voice recorded, but tell them to go for it.

## Language Focus

Follow the exercises below, which are focused on improving students’ performance in this task.

**Project “CAE part 2 pictures” onto the board. Have “CAE Speaking part 2 audio” ready to play.**

## Comprehension

*Listen to the candidate talking completing part 2 and answer the questions:*

**Play audio through once and have sts answer in pairs.**

1. Which two pictures does he talk about?
2. What does he say the people in the pictures are doing?
3. How does he think they are feeling?
4. Which situation does he prefer?

## Text Completion

*Listen again and complete the text.*

**Play audio through once, then again, stopping after each gap to check understanding.**

In the first picture **at the bottom** we can see a couple who **seem to be** camping. Maybe up a mountain, they seem to have a camp fire and their tent set up and I think they’re roasting marshmallows. They **definitely seem to be** having a good time. They **might have been** walking all day and then they’ve finally finished and set up their tent, now they’re sitting down to enjoy some nice hot food.

**In contrast**, in the other photo we can see a man who seems to be working. I think he’s a builder, it **looks as if he’s** helping to build a house. His feelings are probably quite different to the couple in the other photo because he’s at work obviously so it’s probably **nowhere near as** enjoyable as the activity the other couple are doing.

But maybe working outside **isn’t as bad as** working in an office so he **might be** happy about that. For me personally, I’d **rather be** with the couple here camping on the mountain than at work definitely.

## Pronunciation – Connected Speech

**Play audio of individual sentences; have sts practice repeating them in pairs.**

*Listen to the expressions again and practise saying them with a partner*

* **It looks as if he’s** helping to build a house.

**Looks as if he’s -** /lʊks əz-ɪf-iːz/ - all connected and “h” from “he’s” disappears

* **They might have been** walking all day.

**Might have been -** /maɪt əv bin/ - “have” very weak /əv/ “been” sounds like “bin”

* A couple who **seem to be** camping

**Seem to be** - /siːm tə bi:/ - weak form of “to” /tə/

## Second Attempt

Now students attempt the task again, recording themselves a second time. Again monitor and make a note of the structures. Then have students compare their two attempts. Board all of the language from the two attempts and encourage students to notice the changes.