



## CAE Speaking Part 2 Long turn - teacher's notes

### Description

In this activity, students familiarise themselves with the format and instructions for Part 2 of the CAE Speaking test. They can then practise doing a Part 2 task.

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**Time required:** 30 minutes

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**Additional materials required:**

- Handout, key, CAE handbook

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**Aims:**

- To familiarise students with Part 2 of the CAE Speaking test through an analysis of an example task.

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### Procedure

1. Divide your class into pairs. If there is an extra student, make one group of three.
2. Give out student's worksheet and ask the students to look at exercise 1. The aim here is to make sure that students know what they have to do in CAE Speaking Part 2. Remind them that they can look at the whole sample Part 2 task in exercise 2 if they'd like to. Ask them to discuss questions 1–7.
3. Go through the answers, making sure that all the students know what they have to do. There is further information in Additional information below, which might help you answer any other questions that come up.
4. In exercise 2, question 1, the students' attention is drawn to the detail of the instructions. Ask them to match each part of the instructions to its purpose. Check the answers.
5. For activity 2, question 2, ask the students to work in pairs. One student is the interlocutor and the other is a candidate. Point out that they are only going to role-play the long turn. In the exam there will be two candidates and the second candidate will be asked a question after the first candidate's long turn. Monitor the students as they work. Don't worry about keeping to the time limit because the focus is on understanding and fulfilling the instructions.
6. Ask the students to look at the second set of visuals for 'pointing at things'. Tell them they are going to write instructions for these pictures. Each student should keep a copy of the instructions they have written. This activity helps students remember that they must compare and then talk about another aspect of the pictures.
7. Elicit some of the instructions that have been written and discuss as a class.
8. Re-group the students, so that each student is working with a different student. They should take it in turns to give their instructions for 'pointing at things'. The 'candidate' can begin to answer but the main focus here is on understanding the task.



### **Additional information**

In Part 2, candidates are given the opportunity to speak for 1 minute without interruption. Each candidate is given a different set of three pictures and asked to comment on and react to two of them. A prompt is given to the candidates in the form of two direct questions; these are written above the pictures. Candidates are asked to compare, express opinions and speculate about two from a set of three pictures.

Candidates have the opportunity to show their ability to organise their thoughts and ideas and express themselves coherently in appropriate language. The listening candidate is also asked to comment briefly (for about 30 seconds) after their partner's long turn. They should not, however, speak during their partner's long turn.

Candidates will always be asked to speculate about something which relates to the focus of the visuals. They will never be asked to merely describe the visuals.

### **Part 2 Preparation**

See the CAE Speaking Advice for Teachers section on the Teacher Support website. This contains useful general suggestions for preparing your students, and in addition some tips for approaching the specific tasks in Activity 2 (below).

### **Suggested follow-up activities/questions (and answers)**

In groups of three the students could role-play the whole of the first Part 2 task.



## CAE Paper 5 Part 2 Long turn - answer keys

### Key to Classroom Activity 1

1 Do both candidates get their pictures at the same time?

**No, the interlocutor gives one candidate a set of pictures to talk about first. After the first candidate has spoken and the second candidate has answered a question related to those pictures, the second candidate is then given a different set of pictures.**

2 Who speaks first?

**The interlocutor will name the candidate who has to speak first, saying, e.g. *Maria, it's your turn first.***

3 How long do candidates have to talk for?

**The candidate who is speaking about the pictures speaks for 1 minute. The second candidate has 30 seconds to answer a question about the picture.**

4 Do candidates just have to describe all the pictures?

**No, they have to compare two of the pictures and talk about the second point given in the interlocutor's instructions.**

5 What should a candidate do if they forget the instructions?

**They should look at the top of the pictures where there are two questions which remind them of the interlocutor's instructions.**

6 What does the candidate who is listening have to do?

**Listen carefully because they will be asked a question related to the first candidate's pictures after the first candidate has finished speaking.**

7 Can the candidates talk together?

**No, the aim of this task is to give each candidate an opportunity to produce a longer piece of English on their own and without being interrupted. If a candidate dries up and there is a very long silence, the interlocutor may repeat the instructions.**

### Key to classroom Activity 2

2.     1 B  
       2 A  
       3 C

4. (This is the instruction from the original activity but accept any reasonable suggestions from students.)

I'd like you to **a) compare two of the pictures**, and say **b) what the people might be pointing at, and why they might be doing this.**



## CAE Paper 5 Part 2 Long turn - Student's Worksheet

### Exercise 1

Work in pairs and answer these questions about CAE Speaking Part 2. Look at the sample Part 2 task in Activity 2 to help you.

- 1 Do both candidates get their pictures at the same time?
- 2 Who speaks first?
- 3 How long do candidates have to talk for?
- 4 Do candidates just have to describe the pictures?
- 5 What should a candidate do if they forget the instructions?
- 6 What does the candidate who is listening have to do?
- 7 Can the candidates talk together?

### Exercise 2

1. Work in pairs. Look at these instructions for Part 2.

Instructions for Part 2

- 1 In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.
- 2 (*Candidate A*), it's your turn first. Here are your pictures. They show **people dressed in special clothes for different reasons**.
- 3 I'd like you to compare two of the pictures, and say **why the people might have chosen to wear these clothes, and how they might be feeling**.

2. Match each part of the instructions 1–3 with its purpose A–C. Write your answers in the box in the Parts column.

Parts	Purposes
1 .....	A. to say which candidate should speak and to give the context for the pictures
2 .....	B. to explain what happens in this part of the test
3 .....	C. to give a two-part instruction to the candidate who is going to speak



3. Role-play this Part 2 task. One of you is the interlocutor and the other is the candidate. In the exam Candidate B will get a new set of pictures to talk about after Candidate A has talked about his/her pictures.

**1 Special clothes**  
**2 Pointing at things**

**Part 2**  
4 minutes (6 minutes for groups of three)

**Interlocutor** In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people dressed in special clothes for different reasons.**

Place **Part 2** booklet, open at **Task 1**, in front of Candidate A.

I'd like you to compare two of the pictures, and say **why the people might have chosen to wear these clothes, and how they might be feeling.**

All right?

**Candidate A**

🕒 1 minute .....

**Interlocutor** Thank you.

(Candidate B), **who do you think took the longest to get dressed? ..... (Why?)**

**Candidate B**

🕒 .....

approximately  
30 seconds

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.



- Why might the people have chosen to wear these clothes?
- How might they be feeling?

4.





Work in pairs and complete **a)** and **b)** in the instructions.

**3 Special clothes**  
**4 Pointing at things**

**Part 2**  
4 minutes (6 minutes for groups of three)

Now, (*Candidate B*), here are your pictures. They show **people pointing at things**.

Place **Part 2** booklet, open at **Task 2**, in front of *Candidate B*.

I'd like you to **a)** ..... two of the pictures, and say **b)** .....

.....

All right?

**Candidate B**

1 minute .....

**Interlocutor** Thank you.

(*Candidate A*), in which situation do you think the information would be the most useful?..... (Why?)

**Candidate A**

.....

approximately  
30 seconds

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

5. Work with two new students and take turns to be the interlocutor and candidate. Use the instructions you wrote.



- What might the people be pointing at?
- Why might they be doing this?

