



CAE Speaking Part 3 Collaborative task – teacher’s notes

Description

In this activity, students analyse instructions for Part 3 of the Speaking test in order to understand what is required of them and how to go about doing the task. They then practise a Part 3 task.

Time required: 30 minutes

Additional ▪ *none*

**materials
required:**

Aims: ▪ *To introduce students to what is required of them in Part 3 of the Speaking test.*

Procedure

1. Give out copies of student’s worksheet. Ask students to read the two different examples of Part 3 instructions and to discuss the questions 1–3.
2. Go through the answers, eliciting the similarities and differences between the two tasks, what candidates have to do and whether the questions are factual or conceptual.
3. Now ask students to look at the corresponding visuals for the instructions. Ask students to discuss questions a–d. When students have had enough time, go through the answers. Use the information in Additional information below to make sure that they know what is expected of them in Part 3.
4. Once the students feel they have understood the task, get them to do one of the two tasks they have looked at in pairs. Set a time limit of about five minutes. (In the exam they will have about 3 minutes for pairs and 5 minutes for groups of three). Monitor the students as they work.
5. Get feedback from the class on what they found difficult/easy, how they felt, what some of the problems might be, and any other comments they would like to make.

Additional information

In Part 3, candidates are given oral instructions and provided with a visual stimulus (several photographs or pieces of artwork) to form the basis for a task which they carry out together. They are expected to discuss each visual, expressing and justifying opinions, evaluating and



speculating, in order to work towards a negotiated decision towards the end of the task. The instructions make these two parts of the task clear: 'First, talk to each other about ...'; 'Then decide ...'. The decision should only be made after the candidates have explored each of the issues as illustrated by the pictures, and they are assessed on their ability to use the language of negotiation and collaboration while doing this. However, they are not penalised if they fail to reach a negotiated decision.

Written prompts, in the form of questions, appear above the visuals on the candidates' sheet to help them focus on the task.

There is no right or wrong answer to the task. The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately.

Part 3 Preparation

See the CAE Speaking Advice for Teachers section on the Teacher Support website. This contains useful general suggestions for preparing your students.



CAE Paper 5 Part 3 Collaborative task – answer keys

Key to exercise 1 Question 2

Point out the similarities between the two tasks. They both have the same format.

Scene/context – *Here are some pictures showing/which illustrate ...*

Discussion task – *Talk to each other about ...*

Decision – *... and then decide which ...*

Elicit the differences:

Task 1 topic: computers and their effect on our lives. Candidates have to talk about different roles of computers today and decide which picture reflects the difference computers have made to our lives.

Task 2 topic: a school wants to organise events to raise money for a new library. Candidates have to talk about different suggestions for events and decide which would be most successful.

Key to exercise 1 Question 3

Candidates have to talk together for three minutes; the focus is on sustaining interaction; exchanging ideas, expressing and justifying opinions, agreeing/disagreeing, suggesting, speculating, evaluating and negotiating. They should talk about as many of the small visuals as possible in the time and work towards reaching a decision. However, they are not penalised for not coming to a conclusion.

Key to exercise 1 Question 4

Topics can be conceptual or factual. There are always several (usually 6–8) pictures or drawings illustrating the topic. These can be people, items or situations.

Key to exercise 1 Questions “a” to “d”

- a. three minutes for pairs, five minutes for groups of three
- b. Yes, all, or at least most, of the visuals should be discussed.
- c. In fact, the conclusion usually becomes apparent during the discussion so the task can be fulfilled without actually reaching a conclusion. What is very important is to make the discussion move towards a conclusion.
- d. Candidates must discuss each visual in terms of the characteristic asked for, for example 'effectiveness', 'usefulness', 'importance', 'level of difficulty', 'desirability', etc. They should not come to any conclusion at this stage. Only by talking about the different aspects of each visual will they be able to fulfil the task and demonstrate their language ability effectively. They should only move on to the final decision when they have discussed all or most of the visuals.

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CAE Paper 5 Part 3 Collaborative task– Student’s Worksheet

- 1 Look at the instructions for the two Part 3 Speaking tasks below.
- 2 Compare Task 1 and Task 2 below; what’s the same, what’s different?
- 3 What do candidates have to do?
- 4 Are the topics factual or conceptual?

Task 1

Now I’d like you to talk about something for about three minutes.

Here are some pictures showing different ways in which computers affect our lives.

First, talk to each other about how these pictures show the role of computers nowadays.
Then decide which picture best reflects the difference computers have made to our lives.

Task 2

Now I’d like you to talk about something for about three minutes.

I’d like you to imagine your school wants to organise an event to raise money for a new library. Here are some pictures of the events that have been suggested.

First, talk to each other about how difficult it would be to organise these events. Then decide which two would be the most successful in raising money.

- 1 Now look at the visuals for these two tasks and discuss these questions.



- How do these pictures show the role of computers nowadays?
- Which picture best reflects the difference computers have made to our lives?

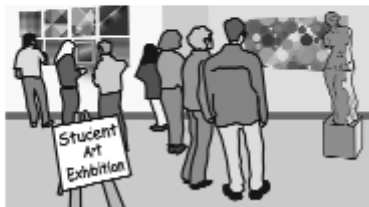
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- How difficult would it be to organise these events?
- Which two would be the most successful in raising money?

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- How long do you have for this discussion?
- Do you think you should discuss all of the small visuals?
- Do you have to reach a conclusion?
- Do you think it would be better to give your opinion straight away or to discuss different aspects of each visual first? Why?

3 In pairs, choose either Task 1 or Task 2. Read the instructions again and do the task.