



Practising CAE Speaking **Part 1**

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A. TEACHERS' NOTES

Description

Time required: 50-60 minutes

Materials required:

- CAE Speaking Test Sample Video from Teacher Support Website
- Sticks (such as lollipop sticks, nail files or pieces of coloured paper cut from cardboard)
- [Classroom Handout 1](#)
- Tapescript

Aims:

- To raise students' awareness of what makes a strong response to Part 1, with reference to language and interaction.

A1. Lesson Plan

1. In pairs or small groups, the students brainstorm "getting to know you" questions that they might ask someone the first time they meet. Students then share their ideas with the rest of the class.

Sample "getting to know you" questions:

- Do you have any pets?
- What was the last book you read?
- Do you like to cook?
- What's your favourite food?
- Are you good at cooking/swimming/etc?
- Do you have brothers and sisters?
- Are they older or younger than you?
- Do you like (sport)?
- Do you live alone?
- Have you ever lived in another country?
- Have you ever met a famous person?
- How do you spend your free time?
- How tall are you?

Timing: 3 mins

2. Give out [A2. Classroom Handout 1](#) to each student. Give the students 5 minutes to predict the question for each of the answers on the worksheet.

The students then watch the Sample Part 1 Video on the Teacher Support Website and note the actual questions used.

Timing: 10 mins



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3. Hand out copies of *A4.Tapescript*. In pairs students check and compare their answers.

Timing: 10 mins

4. In the same pairs, the students study the tapescript and decide which answers are 'strong' and which are 'weak' and why.

With the whole class, the teacher elicits "What makes a strong/weak answer?" and writes any suitable answers on the **board**.

'What makes a strong answer?' – suggested answers.

- answer the question. If the question is 'Where do you come from?', do not talk about places you have visited
- give more than a one-word answer
- offer further explanation of your answer. E.g. use 'because' or 'in order to' to expand your answer
- variety of vocabulary: using synonyms
- variety of grammar: different tenses and sentence structures
- be spontaneous. Use your intonation to show that you haven't rehearsed your answer by not speaking in a 'flat' voice
- interact with your fellow candidate. Don't ignore your partner.

Timing: 5 mins

5. Organize the students into larger groups of about 4-5. Each group is given one of the following topics, which they could be asked about in the exam:

- leisure time
- future plans
- travel and holidays
- work and study
- where you live
- friends and family.

Together they come up with 5 questions related to their topic and write them on a piece of paper.

Each group swaps its questions with another group.

Timing: 10 mins



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6. Give some sticks to each group (at least 2 sticks per person).

One student takes the list of questions and asks all the students in their group the same question. All of the students take turns answering.

The group decides which answer was the strongest based on the factors elicited in section 4. The student with the strongest answer is given a stick.

Another student takes the list of questions and asks all the students in their group the next question. All of the students take turns answering. The student with the strongest answer is given a stick.

Students then repeat the process for the other questions on their list.

At the end of the activity, the students with the most sticks are the 'winners'.

Timing: 15 mins

7. The teacher cleans the board. In pairs, students have one minute to remind each other what makes a strong answer.

Timing: 2 mins

8. The teacher sets the homework (see A5. *Suggested homework/self study activities*).



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A2. Classroom Handout 1

You will watch a video with two CAE candidates speaking in Part 1. Here are the answers. What were the questions?

1. A town near Barcelona actually.

2. I'm from Germany, from the east side.

3. I'm studying, but I finish my degree in June. So now, um, I'm here learning English, just to find a good job.

4. Now I'm here in Cambridge to improve my English skills.

5. ... if you speak a lot of languages you can travel round the world, you can find a good job as well.

6. ...because, um, provides you with a lot of advantages for your job, for example.

7. You're gonna have your dinner, then have a shower and read a little bit and go to bed.

8. I think these are good opportunities to unwind.



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A3. Classroom Handout 1 – Answer Key

1. A town near Barcelona actually.

Question: Where are you from?

2. I'm from Germany, from the east side.

Question: Where are you from?

3. I'm studying, but I finish my degree in June. So now, um, I'm here learning English, just to find a good job.

Question: And what do you do there?

4. Now I'm here in Cambridge to improve my English skills.

Question: What do you do?

5. . . . if you speak a lot of languages you can travel round the world, you can find a good job as well.

Question: What were the most useful things you learned at school?

6. ...because, um, provides you with a lot of advantages for your job, for example.

Question: If you had the opportunity to learn something new, what would you choose?

7. You're gonna have your dinner, then have a shower and read a little bit and go to bed.

Question: Which part of the day do you enjoy most?

8. I think these are good opportunities to unwind.

Question: What do you do to relax?



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A4. Tapescript

CAE Speaking Test Sample Video - Part 1 Meritxell and Stefan, filmed in Cambridge in November 2009

Interlocutor: Good afternoon.

M: Afternoon.

Interlocutor: My name is Sally Mattson and this my colleague Jenny Cook. And your names are...?

M: Meritxell

Interlocutor: And..?

S: Stefan.

Interlocutor: Can I have your marksheets, please? First of all we'd like to know something about you. Where are you from, Meritxell?

M: From Spain.Yeh from Barcelona. A town near Barcelona actually.

Interlocutor: And what do you do there?

M: I'm studying, but I finish my degree in June. So now, um, I'm here learning English, just to find a good job.

Interlocutor: Thank you. And Stefan, where are you from?

S: I'm from Germany, from the east side.

Interlocutor: And what do you do?

S: Um, this year I finished school. And now I'm here in Cambridge to improve my English skills. And um afterwards I'm going to to work in Germany. And then I want to start my ...well I want to go to University then from September.

Interlocutor: Thank you. Meritxell, what were the most useful things you learned at school?

M: I think that languages, yeh, because um if you speak a lot of languages you can travel around the world, you can find a good job as well. So, actually, maybe English is the most important ones because you can you can travel, yeh, you can study in different different themes and different topics. So I think languages is the most important thing.



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Interlocutor: Stefan, if you had an opportunity to learn something new what would you choose?

S: Oh. I'd really like, um, to speak Spanish for example, because I think it's very vital, um, to speak, um, a lot of foreign languages and to speak them perfectly because, um, provides you with a lot of advantages for your job, for example. Yeh.

Interlocutor: Meritxell, which part of the day do you enjoy most?

M: Evening, I think. Yeh, when you are at home you are tired, you're gonna have you're gonna have your dinner, then have a shower and read a little bit and go to bed. Yes, I think that is, it's the best part of the day. Yeh.

Interlocutor: And Stefan, what do you do to relax?

S: Oh, yeh I enjoy watching football for example. I enjoy doing exercises, playing table tennis, playing football. I think these are good opportunities to unwind.

Interlocutor: Thank you.



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A5. Suggested homework/self study activities

1. Find an example of an English conversation on the internet.

To find conversations that you can use on the internet, useful phrases to search for include 'English conversation', 'English conversations', 'English conversation video', 'English conversations video', 'English conversation videos'. (Note: changing a word from singular to plural (e.g. 'video' to 'videos') can make a big difference on how many useful things you find).

Searching for phrases such as 'CAE speaking video' on any search engine (or websites such as www.youtube.com) will give you lots of examples. However, please note that Cambridge Assessment cannot guarantee their quality.

2. Tell your students to watch the video and, while watching, to complete a grid like the one below to identify the strong and weak elements of the answers and any examples of good or bad language that they can identify.

Did the speakers....	Yes/ No	Example(s)
...answer the question?		
...give explanations?		
...use a variety of vocabulary?		
...use a variety of grammar?		
...sound spontaneous?		
...interact?		

3. Back in the classroom, in pairs or small groups the students compare their observations and decide which examples that they can incorporate into their own future.



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B. GUIDANCE FOR FOLLOW UP ACTIVITIES

1. Once students have got used to the idea of analysing conversations as they did in the lesson and the homework, if you feel it is suitable, you can encourage them to find their own conversations.

Once they have found a conversation, they can analyse it as they have practised and then share their findings.

Get them to complete the grid as below, with the additional information including the website address. This will make it easier to find and reuse the videos in later lessons.

Website:		
Who is talking?		
What is(are) the topic(s)?		
Did the speakers....	Yes/ No	Example(s)
...answer the question?		
...give explanations?		
...use a variety of vocabulary?		
...use a variety of grammar?		
...sound spontaneous?		
...interact?		

2. The analysis grid can also be used in speaking activities in the classroom.

When students are practising their speaking, a third student can monitor their performance, completing the grid, and give feedback.

You could also add extra categories that you or your students think of.

3. If you want to study another CAE speaking test in class, Cambridge ESOL produce a **Speaking Test Preparation Pack for CAE** which contains a DVD of a whole exam.

You can find this in bookshops or at our online shop:

<http://www.shop.cambridgeesol.org/>