



Practising CAE Speaking Part 2

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A. TEACHERS' NOTES

Description

Time required: 50 minutes

Materials required:

- One copy per student of Classroom Handout 1
- a photograph of an everyday object taken from an unusual angle OR an unusual object
- a dictionary for each pair of students (either mono- or bilingual)

Aims:

- to review and practise the language of speculation as used in Part 2 of the CAE Speaking test
- to review adjectives to describe feelings
- to encourage students to use a variety of language

A1. Lesson Plan

1. With the whole class, brainstorm

- the content of Part 2 of the Speaking test
Answer: Individual 'long turn' (1 minute) for each candidate with a brief (30 second) response from the second candidate. Each candidate is given three pictures and chooses two to talk about.
- the type of language that the candidate will need to use
Answer: comparing, describing, expressing opinions and speculating.

Tell the class that in this lesson they will

- review and practise language for speculating
- review some adjectives to describe feelings
- practise using a variety of both of these in a Part 2 activity

Timing: 5 mins

2. With the whole class, elicit language that can be used in speculating.

To do this, use an object that is not immediately recognisable such as

- a photograph of an everyday object taken from an unusual angle. (see right)
- an unusual object or tool from school or home
- an unusual object from a foreign country



In pairs or small groups the students discuss 'What is it?', 'What is it for?'.

Possible responses: It might be....., it could be....., I think it's..... etc.

Timing: 5 mins



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3. While the students are doing stage 2, on the board draw two columns like this:

<i>Unsure</i>	<i>Sure</i>

When they have finished, with the whole class, brainstorm what phrases they used in stage 2 to show whether they were sure or unsure and write them on the board.

Ask them if they can think of any more.

Suggested answers

<i>Unsure</i>	<i>Sure</i>
<i>I think...</i>	<i>I'm certain ...</i>
<i>Maybe...</i>	<i>I'm positive...</i>
<i>Perhaps...</i>	<i>It's definitely...</i>
<i>It possible that...</i>	<i>I'm sure...</i>
<i>It's possibly...</i>	<i>It must be...</i>
<i>It might be ...</i>	<i>It can't be...</i>
<i>It may be...</i>	<i>It must have been</i>
<i>It could be ...</i>	<i>It can't have been</i>
<i>It might have been...</i>	
<i>It may have been...</i>	
<i>It could have been...</i>	

Timing: 10 mins

4. Give out *A2 Classroom Handout 1*.

In pairs or small groups the students do Exercise A.

Monitor the groups and correct as necessary.

Make sure that each group or pair students has access to a dictionary. A monolingual dictionary is preferable, but a bilingual dictionary would be fine for this activity.

Go through the answers with the whole class.



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Exercise A answers:

Positive Feelings	Negative Feelings
amused	annoyed
cheerful	angry
comfortable	awful
determined	confused
fine	embarrassed
satisfied	frightened
thoughtful	helpless
thankful	weary

In the same pairs or small groups the students do Exercise B.

Monitor the groups and correct as necessary.

As a whole class share any new additional adjectives from the students and write the appropriate ones on the board for everyone to copy into their tables.

Timing: 20 mins

- Remind the class that in Part 3 of the test they will be asked to choose 2 photographs compare them and answer two questions on them.

On the board write:

Compare two of the pictures

- **Why might these people be talking to each other?**
- **How might they be feeling?**

Tell the students that these are questions to go with the pictures in *Classroom Handout 1*.

In pairs, the students take turns to speak for one minute about the answers to the questions and the pictures.

Tell the students

- that they should use a variety of language of speculation
- that they should give reasons for their speculations
- that they should use a variety of adjectives of feeling

While their partner is speaking, the second student should listen carefully and make a note of the language of speculation and the adjectives of feeling that their partner uses.

When both students have spoken they can compare notes to check if they were using a variety of language.

Timing: 10 mins



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A2. Classroom Handout 1

Exercise A

Here are some adjectives to describe feelings. Decide whether they describe positive or negative feelings and put them in the appropriate column below

amused	comfortable	fine	satisfied
annoyed	confused	frightened	thankful
awful	determined	furious	thoughtful
cheerful	embarrassed	helpless	weary

Positive Feelings	Negative Feelings

If you are unsure what any of these adjectives mean, check with your partner and in the dictionary.

Exercise B

Look at the pictures below. Which of these adjectives in Exercise A could be used to describe the people? Can you think of any more adjectives to describe the people? Add them to the table.





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A3. Suggested homework/self study activities

1. In stage 2 we suggested using a photo or real object to elicit the language.
Using real objects in this manner is an excellent way to increase students' interest.
Get the students to take their own pictures or bring to school their own unusual objects from home.
These can be used to practise the language of speculation in a follow up or review lesson.
2. In order to build on the list of adjectives of feeling,
 - the students can look at any pictures of people that they find in books, newspapers, the internet etc. They should brainstorm in their own language what emotions they think the person is feeling. They can then look these words up in a bilingual dictionary and record them in their vocabulary notes
 - ask the students to find the antonyms (opposites) of these words and those in *Class Room Handout 1*. They can do this by looking them up in a thesaurus. If they do not own one, there are many free on the internet.

The students bring these to class to share and be checked by the teacher.



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B. GUIDANCE FOR FOLLOW UP ACTIVITIES

1. In the homework and *Classroom Handout 1*, we encouraged the students to use dictionaries.

At this level, using a monolingual dictionary would normally be the recommended approach. Two advantages for this are that monolingual dictionaries contain a lot more words and definitions than a bilingual dictionary and this type of dictionary will help the students to get in the habit of thinking in English.

However, using a bilingual dictionary can also have its advantages. In this lesson, the words are quite unambiguous. Therefore, using a bilingual dictionary will enable the student to *quickly* find adjectives for feelings that they know in their language.

2. In this lesson we used a table to build a set of adjectives to describe feelings.

You can use the same procedure as stages 4 & 5 for any set of pictures from past papers or your own sources.

3. Once the students have built a set of words, they need to practise and review them regularly. This can be done in an exam practice. However, it is also a good idea to mix serious activities with lighter ones to help the students to retain the words.

For adjectives, there are many games that can be played with synonyms and antonyms. As well as finding these in vocabulary activity books, you can find some ideas in our resource *Vocabulary Games and Activities* on the Teacher Support Website.