

Examinations

UNIVERSITY OF OXFORD
Oxford Junior Local Examination

CAE Speaking Part 2 Practice

Interlocutor: In this part of the test I'm going to give each of you the chance to talk for about a minute, and to comment briefly after your partner has spoken. First, you will each have the same set of pictures to look at. They show people at a party. (Candidate A) It's your turn first. I'd like you to compare and contrast two or three of these pictures, saying what feelings are being expressed, and what might have made people feel like this. Don't forget you have about 1 minute for this. All right? So (Candidate A), would you like to start now, please?

Candidate A: *Approximately 1 minute*

Interlocutor: Thank you.

Interlocutor: Now, (Candidate B), can you tell us which picture you think shows the person's feelings most clearly?

Candidate B: *Approximately 20 seconds*

Interlocutor: Thank you.



Examinations

UNIVERSITY OF OXFORD
Oxford Junior Local Examination

Interlocutor: Now I'm going to give each of you another set of pictures to look at. They show children doing different activities. (Candidate B) It's your turn. I'd like you to compare and contrast two or three of these pictures, saying why children enjoy activities like these, and what children might learn from them. Don't forget you have about 1 minute for this. All right? So (Candidate B), would you like to start now, please?

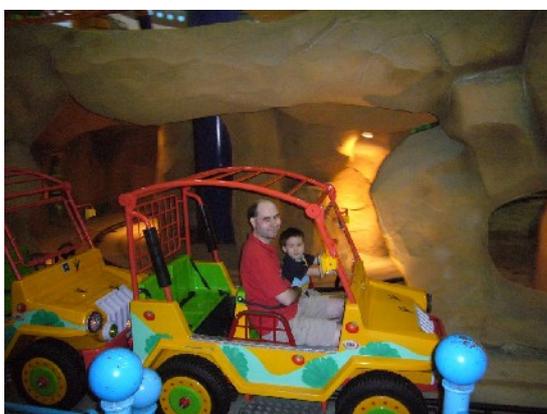
Candidate B: *Approximately 1 minute*

Interlocutor: Thank you.

Interlocutor: Now, (Candidate A), can you tell which activity you think the children seem to be enjoying the most?

Candidate A: *Approximately 20 seconds*

Interlocutor: Thank you.



Examinations



Teaching Ideas

Firstly and I am sure this is obvious, but these are in the **style** of the speaking exam. There is information on the assessment criteria, format and classroom ideas at:

<http://www.cambridgeesol.org/teach/cae/speaking/>

The reason I created it is because students get very nervous about the exam and most of the time when we show them pictures they find it difficult to relate to them. With this resource they can pretend to be the interlocutor and practice with each other. It also helps that the pictures feature people they know. So here's a few ideas as to what you can do with this resource:

1. Use it as it is to run a mock test.
2. You can encourage the students to role play with each other taking it in turns to be the examiner.
3. You can cut out the instructions and use your own pictures.
Set A – People showing different emotions
Set B – Children playing games and/or doing activities
4. You can encourage students to create their own practice sets of material.