

# Exam focus

## Paper 5 Speaking: collaborative task/ discussion (Parts 3 and 4)

**About the exam:** In Paper 5, Part 3, you and your partner discuss a situation or task outlined by the interlocutor. You are given some pictures to base your discussion on, and asked to reach a decision. In Part 4, you and your partner discuss questions from the interlocutor which extend the topic of Part 3.

### Suggested procedure

- 1 Listen carefully to the instructions for Part 3. If you don't understand what you have to do, ask the interlocutor to repeat the instructions.
- 2 Discuss the visuals with your partner. Remember the task you have been given – it will also appear as prompts on the visuals sheet to remind you. As you have to talk for about three minutes, you should discuss each visual in turn in some detail, and don't reach a decision too quickly. You don't have to agree with your partner, but remember to take turns when you discuss and to use a range of language.
- 3 In Part 4, try to initiate discussion as well as answer the interlocutor's questions.

**1** You will hear two students doing part of a Part 3 task.



**1** Look at the pictures on page 180 and listen to the interlocutor's instructions. What two things do the students have to do?



**2** Now listen to the students, Pascale and Fernando, doing part of the task. Which one:

- a) initiated discussion as well as responding?
- b) used the best range of vocabulary and grammar?

## **2**

**1** Work in groups of three.

Student A is the interlocutor. Turn to page 182 and read the interlocutor's instructions.

Students B and C are the candidates. Look at the pictures on page 180. Remember to keep to the time given by the interlocutor.

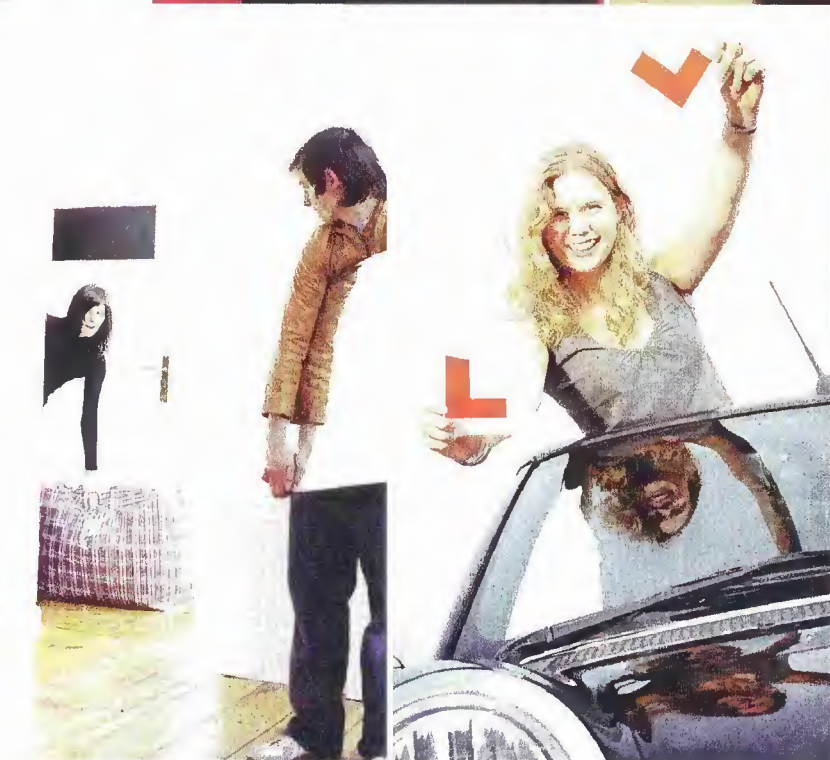
**2** Discuss the activity. How well did the candidates perform? What did they find difficult?

**3** Form new groups, change roles and do the task again.

**Unit 6 Exam focus: Paper 5 Speaking: collaborative task/  
discussion (Parts 3 and 4)**

**Exercises 1 and 2, p.71**

- How do these things reflect changes in family life?
- Which picture best shows the biggest impact on family life?



## **Unit 6 Exam focus: Paper 5 Speaking: collaborative task/discussion (Parts 3 and 4)**

### **Exercise 2, p.71**

**Student A (interlocutor)**

**Part 3 (collaborative task)**

**Say to Students B and C:** 'Now I'd like you to talk about something together for about three minutes. Here are some pictures showing different things that can have an impact on family life. First, talk to each other about the positive and negative impact on family life reflected in these pictures. Then decide which picture best shows the biggest impact on family life today. All right?'

**After about three minutes, say** 'Thank you' and stop the discussion.

**Part 4 (discussion)**

Ask Students B and C some of these questions, in any order. Stop them after about five minutes. You may not need to use all the questions if the students have a lot to say.

- 1 What do you think is the best age for young people to leave home and live by themselves?
- 2 What makes it easy or difficult to get on well with siblings?
- 3 Do you think that parenting should be taught in schools? Why?/Why not?
- 4 How easy is it for children to understand their parents? What can help them to do this?
- 5 How important is it for parents to establish rules for their children?