

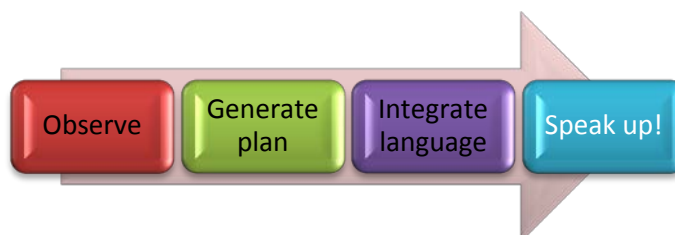
Speak up!

Cambridge C1 Advanced speaking task: COMPARING PHOTOS

Focus skill: producing fluent and organised speech

Full speaking test video available here: <https://www.youtube.com/watch?v=5nGESyDgmdw>

Main lesson steps:



Lead-in:

Watch video clip 1 (Raphael). Raphael has to compare 2 photos speaking fluently and coherently for 1 minute. Discuss: how well does he do? What could he improve? What challenges would your students see in this task? Explain that the main challenge is to speak fluently, with very short preparation (while examiner is delivering the instructions), for 1 minute, while also organising ideas and answering the question. Elicit from students their own ideas on how to prepare for such a task. See official comments on the whole speaking test video here: <http://www.cambridgeenglish.org/images/173976-cambridge-english-advanced-examiners-comments.pdf>

Generate plan of ideas:

Hand out Worksheet 1. Working in pairs they should come up with ideas as to what they might say about the photos. Then ask them to group their ideas and produce a plan (i.e. what they would say first, what next etc). Depending on which photos are chosen, common things could be learning in a school environment (photos 1,2), or learning in a group (photos 2,3). Differences may refer to benefits related to learning alone vs in a group, learning environment (indoors vs outdoors, classroom vs library or park), presence / absence of teachers, type of activities (studying alone vs receiving input vs learning a practical skill hands-on) etc.

Integrate language:

Worksheet 2: ask them to return to their plan of ideas and work in pairs to make short notes about language they will need for each section of their mini-presentation. Useful language is provided at the end of this lesson material.

Speak up:

Now they can rehearse the speech to each other, in their pairs. Let them go on as long as they can (some may stop earlier, others may speak longer). Collect feedback when both students in each pair have finished. Now you can show video clip 2 (Maude) speaking about the pictures on Worksheet 1. Elicit comments.

Hand out in each pair of students Student A's photos (Worksheet 3). Tell them the pictures show people dressed in special clothes. Give them 30-60 seconds to prepare their ideas. They can put down 1-2 key words if they wish. Call time up and all student A's start speaking at the same time. You may choose to set time limits (1 minute), or you may allow them to take the time they need. After the student A has finished, the second provides feedback. Then hand out student B's photos, showing people pointing at things, and repeat procedure.

Possible follow-up / homework: use Flipgrid <https://info.flipgrid.com/> to send photos to students, each student records themselves comparing them.

Worksheet 1

Here are three photos showing students doing different activities. Compare two of them, saying how students can benefit from doing these activities, and how helpful these activities might be in preparing them for their future lives.

Don't describe each picture separately!

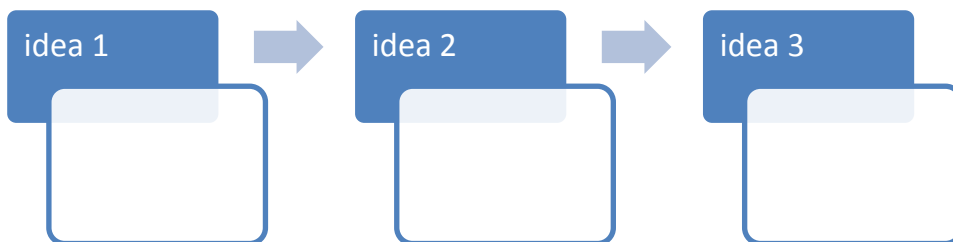
- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2



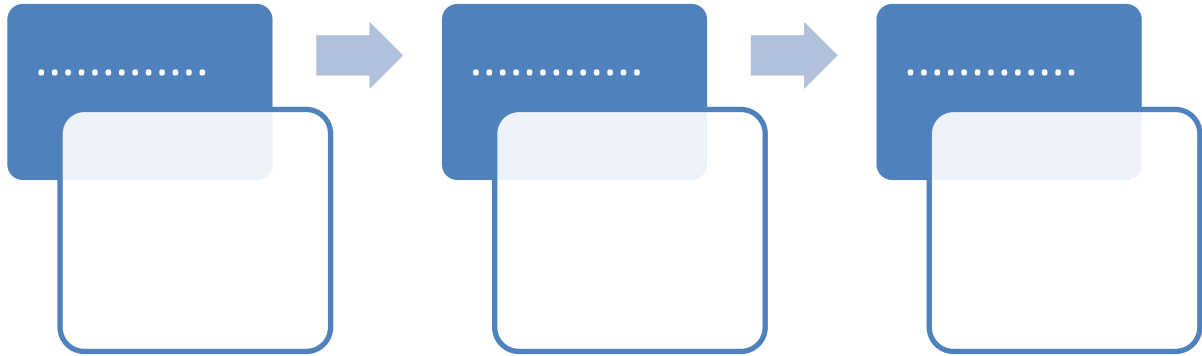
1. Ideas? Put down some key words here.

2. Group your ideas into a plan.



Worksheet 2

What language will you need for each idea? How will you connect the ideas? Make short notes.



Worksheet 3

Student A's photos showing people dressed in special clothes

3.

- Why might the people have chosen to wear these clothes?
- How might they be feeling?



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.....

.....

Student B's photos showing people pointing at things

- What might the people be pointing at?
- Why might they be doing this?



Common theme



Difference 1



Difference 2

Useful language

Comparing and contrasting

Both..., but picture 1, while picture 2....

Picture 1 shows..., whereas picture 2 suggests...

In picture 1 (people are...), unlike picture 2, where (they are...)

Picture 1 shows..... By contrast, (*the people* etc) in picture B....

Speculating

(*People* etc) might.../ might be (-ing).../ might have (-ed)...

...could / may

Maybe...

It's possible / likely that....

(*People* etc) are likely to ...

I imagine that (*they are doing this because...*)

As far as I can tell,.... / My guess would be that.../ I'm pretty sure that...

Stating opinion

I think / I believe...

To my mind,...

I find (*this photo funny* etc)