

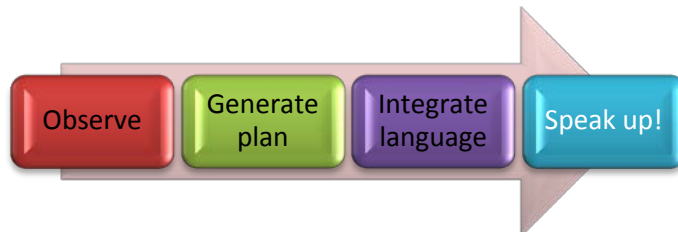
Speak up!

Cambridge B2 First speaking task: COMPARING PHOTOS

Focus skill: producing fluent and organised speech

Full speaking test video available here: <https://www.youtube.com/watch?v=EdeZp0n0JHw&t=253s>

Main lesson steps:



Lead-in:

Watch video clip 1 (Victoria). Victoria has to compare 2 photos speaking fluently and coherently for 1 minute. Discuss: how well does she do? What could she 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 how to prepare for such a task.

See official comments on the whole speaking test video here: <http://www.cambridgeenglish.org/images/173977-cambridge-english-first-speaking-test-examiner-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). A reasonable plan might be 1. Common theme: people spending time in gardens, 2. Difference 1: activity (work vs leisure), 3. Difference 2: enjoy physical work with an immediate result vs. enjoy the relaxation, doing nothing but sitting in the sunshine. Possible conclusion: in both pictures people enjoy the weather and being outdoors. Alternative possible conclusion: what the student him/herself would enjoy more and why.

Integrate language:

Worksheet 2: ask them to return to their plan of ideas and work in pairs to make short notes about the language they will need for each section of their mini-presentation. A model is given 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 (Edward) speaking about the pictures they have worked on. Elicit comments.

Hand out in each pair of students Student A's photos (Worksheet 3). 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 and repeat procedure.

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

Worksheet 1

Here is a speaking task for you:

Here are two photos showing people spending time in different gardens. Compare the photos, saying what you think the people are enjoying about spending time in these gardens.



1. Ideas? Put down some key words here.

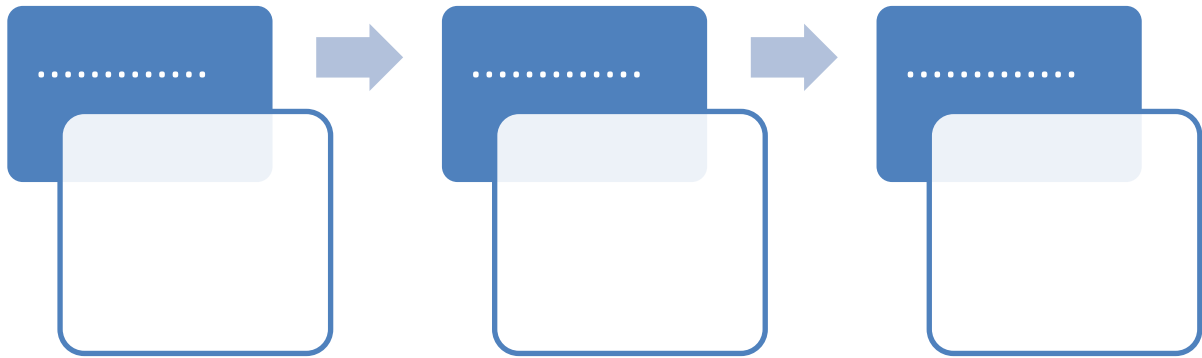
Don't describe each picture separately!

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



.....

.....

.....

Student B's photos



Common theme

Difference 1

Difference 2

Possible language to use to compare the pictures:

