

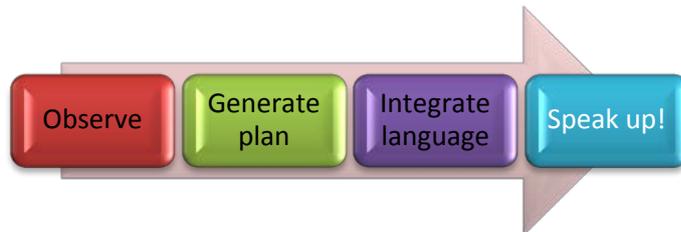
Speak up!

Cambridge B1 Preliminary speaking task: DESCRIBING PHOTOS

Focus skill: producing fluent and organised speech

Full speaking test video available here: <https://www.youtube.com/watch?v=QwIBZc9MrJA>

Main lesson steps:



Lead-in:

Watch video clip 1 (Victoria). Victoria has to describe a photo showing people enjoying music and she has to speak fluently and coherently for about 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 about 1 minute, while also organising ideas. 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/149446-pet-for-schools-examiner-s-comments.pdf>

Generate plan of ideas:

Hand out Worksheet 1 and tell students they are going to prepare describing another photo showing people enjoying music. Working in pairs they should come up with ideas as to what they might say about the photo. Then ask them to group their ideas and produce a plan (i.e. what they would say first, what next etc). Collect ideas. One possible plan would be 1. What are the people doing (dancing) 2. What do they look like / what impression do they make? Where are they? 3. Who else is there? 4 What are the others doing?

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 suggested at the end of this lesson material, you may make copies for the students to use during the lesson.

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 (Chiara) speaking about the pictures they have worked on. Elicit comments.

Tell students they will now get photos showing teenagers in their bedrooms. Hand out in each pair of students Student A's photo (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 photo and repeat procedure.

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

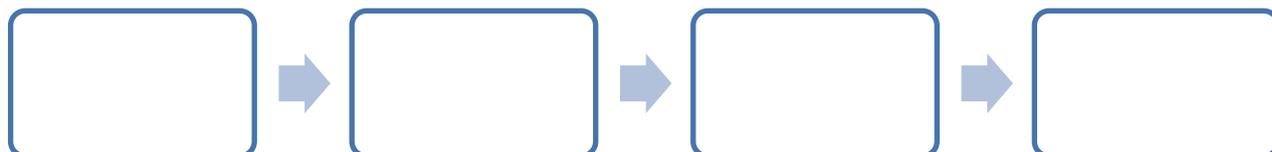
Worksheet 1

Here is a photo showing people enjoying music. What can you see in the photo?

1. Work together to think of what kinds of information you could talk about when describing this photo.

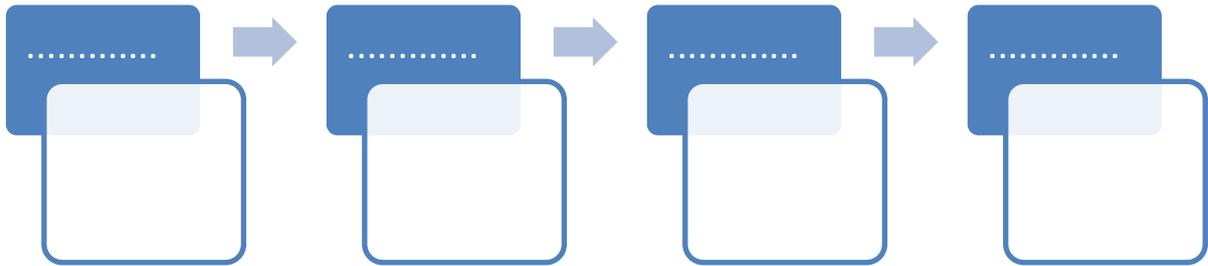


2. Group your ideas into a plan.



Worksheet 2

Work together. What language will you need for each idea? Make short notes.

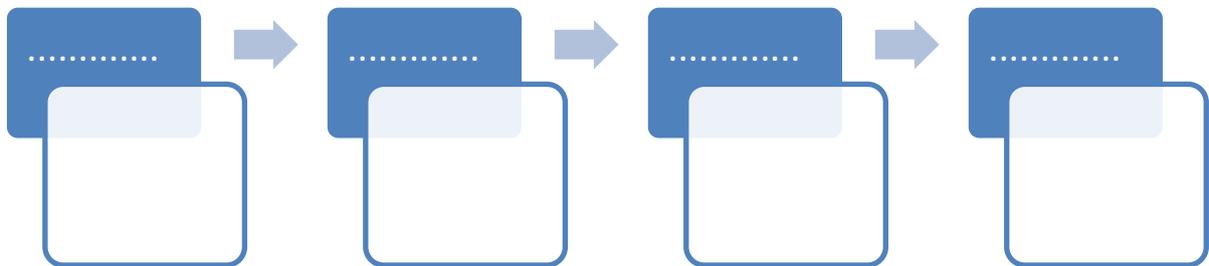


Worksheet 3

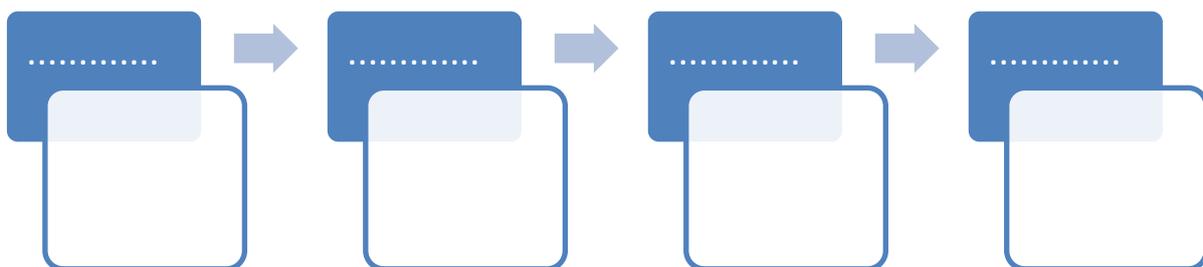
Student A's photos



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Student B's photos



Help with language:

Saying what you can see:

In the picture, I **can** see...

There's...

There are...

I **think** it's...

I **don't think**...

Describing something:

It **looks like**... (+ noun)

It **looks** quite... (+ adjective)

He **looks**... (+ adjective)

The girl **looks** a bit... (+ adjective)

Saying where something is:

In the foreground there's...

In the background you can see...

On the left...

On the right...

At the bottom...

In this corner...

In the middle...

Comparing things

The girl looks **much** older **than** the boy.

The yellow car is **the biggest**.

The mother isn't **as** pretty **as** the baby.

