

Prepare for exam success: C1 Advanced self-access learning

Speaking Part 2: long turn

Lesson summary

The topic of this lesson is **happiness**. In the lesson you will:

- review the format of Part 2 of the Speaking paper.
- learn how to design your own Speaking Part 2 practice tasks.
- use an online dictionary to increase the range and accuracy of your vocabulary.
- use online resources to improve your pronunciation.
- review useful language for speculating and comparing.
- build on your ability to speak confidently for more than a minute.
- use a checklist of assessment criteria to reflect on your performance.

Get to know the exam: Speaking Part 2

You will be paired with another candidate for the Speaking paper, which has 4 parts in total. In Speaking Part 2 you will:

- compare and speculate about two photographs.
- talk on your own for a minute without interruption.
- listen to your partner's talk and answer a question about their photographs.

It helps to know how you are going to be assessed, and what you are assessed on. The task is assessed using the following criteria¹:

Grammatical Resource: Can you demonstrate that you know and can use a range of simple and more complex grammatical structures accurately?

Lexical Resource: Can you show that you can use a range of simple and complex vocabulary to talk about familiar and unfamiliar topics. Are you able to use this vocabulary correctly?

Discourse Management: Is your answer an appropriate length for the task (1 minute)? Are you able to speak without much hesitation or repetition? Is what you say relevant to the task? Is your answer structured? Does it include use of discourse markers e.g. because, however, in addition, as a result, therefore, on the other hand, furthermore, to sum up?

Pronunciation: How easy is it to understand what you are saying? Can you demonstrate that you can use intonation to enhance and convey meaning? Is your word and sentence stress correct? Are individual sounds correctly produced?

Interactive Communication: Did you listen when the other candidate spoke about their pictures? Are you able to react to what they said?

¹ © UCLES 2011 – adapted from <https://www.cambridgeenglish.org/images/168620-assessing-speaking-performance-at-level-c1.pdf>

Prepare 1: Create a practice task

In the first part of this lesson, you are going to work through a series of steps, which involves conducting online picture research and then creating your own practice tasks.

Step 1: Find pictures to practice with

The topic for this lesson is **happiness**. Go to an image website such as Google images or Unsplash.com. Type the word 'happiness' in the search field to view images of different things that make people happy. Select up to five pictures before deciding on the three images from your picture search that you can easily compare and contrast.

Step 2: Brainstorm ideas / generate vocabulary

Use the images and make a list of your own ideas and useful vocabulary linked to what you think:

- makes an *introverted* person happy
- makes an *extroverted* person happy
- makes *you* happy

Need help? Here is an example to get you started.

Introverts	Extroverts	You
<ul style="list-style-type: none"> • <i>curling up with a good book</i> 	<ul style="list-style-type: none"> • <i>having a big party with friends</i> 	<ul style="list-style-type: none"> • ...

Look at your ideas and decide whether you think you are an introvert or an extrovert.

Step 3: Write three questions

Write down two questions for Student A to answer about the pictures and one question for Student B to answer.

You are not going to describe the pictures. The questions you write should encourage the speaker to compare, contrast and speculate about the pictures on the theme of happiness.

Compare your questions with the sample questions in the **need help** box below.

Need help?

Here is an example task.

Student A: Compare two of the pictures and say why people might feel happy when they do these kinds of activities. Do you think these activities would make everybody happy?



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Student B: Which activity do you think is the most enjoyable?

Prepare 2: Vocabulary building – online dictionary research

In the speaking task, you need to show you can use a range of vocabulary at different levels. Some of this vocabulary should be at C1 level or above.

When you look up words in the **Cambridge Dictionary** you can check for the level.

extrovert
noun [C] (also *extravert*)
 US /'ek.stre.vɜːt/ UK /'ek.stre.vɜːt/

C1
 an energetic person who enjoys being with other people:

- Most sales people are extroverts.

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Research task 1. Return to the list of ideas and vocabulary you made in Prepare 1, Step 2.

- Research up to five of the words from your list, in the online dictionary.
- Check their level.
- How many are C1 level or above?

Research task 2. Look at these words and phrases another student wrote down. Check the level of words a) and b) in the dictionary. Now think about phrases c) to f). Which of the phrases are collocations? Which are idioms?

- | | |
|----------------------|-----------------------------|
| a) alone | d) have a party |
| b) solitary | e) curl up with a good book |
| c) solitary pursuits | f) keep to oneself |

² Photos by Lenin Estrada, Samantha Gades and Priscilla Du Preez on **Unsplash**

Check your answers in the Answer Key at the end of the lesson.

Research task 3. Choose two or three of the lower level words you wrote down. Go to the 'More Examples' and 'Thesaurus' information in the online dictionary to find any of the following:

- a higher level synonym
- a related idiom
- a collocation.

Need help? Here is an example to guide you.

An introvert might prefer 'to be **alone**' - look up 'alone' and you can see the word is A2 level.

In the examples section, notice how the word is used as an adverb as well as an adjective. This kind of information can help you use the word more accurately in different sentences and expressions

– More examples

- *It's inexcusable that such young children were left in the house alone.*
- *Go away and leave me alone!*
- *I got the impression that they'd rather be alone.*
- *It appears that she left the party alone.*
- *You're mad to walk home alone at this time of night.*

Now scroll down and look in the **Thesaurus** section, there are many words and phrases with similar meanings. You can check the part of speech and the definition by clicking on the links.

– Thesaurus: synonyms and related words

Alone

[abandoned](#)

[alienate](#)

[alienated](#)

[apart](#)

[be cast away idiom](#)

[herself](#)

[himself](#)

[keep to themselves idiom](#)

Bonus task: Follow the link to **Cambridge Dictionary + Plus** and record any new vocabulary you have learned. You can test yourself at any time using the quiz feature.

Prepare 3: Review useful language to compare and speculate

Below are some useful phrases to help you compare and speculate about the pictures you chose.

Match the useful phrases to the four headings shown in the table below.

<i>What distinguishes the two pictures is ...</i>	<i>They might be ...</i>
<i>They're quite alike in that ...</i>	<i>I'm going to compare the picture on the left with the one in the centre.</i>
<i>I wouldn't be surprised if ...</i>	<i>A common feature of both photos is ...</i>
<i>The biggest difference between them is ...</i>	<i>In certain respects the pictures are quite similar because ...</i>
<i>They may well be...</i>	<i>I've chosen the photograph that shows ... and the one with ...</i>
<i>While / Whereas the people in one photo seem to be ..., in the other one people are ...</i>	

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Saying which pictures you're talking about	Describing similarities	Describing differences	Speculating
<i>I've chosen the photograph that shows ... and the one with ...</i>			

⁴ Task adapted from Compact Advanced Student's Book © Cambridge University Press and UCLES 2014

Top tip – Vocabulary building

Record useful words and phrases in your notebook or create vocabulary flashcards like the examples below. Make each phrase more memorable by writing an example sentence to show how it can be used.

Example:

Saying which pictures you are talking about

I've chosen the photograph that shows ... and the one with ...

Try to use new words and phrases each time you speak English

Prepare 4: Review and rehearse pronunciation

Look back at your notebook and check any new words or phrases you have learned in the lesson so far. It's important you know how to say these with the correct sounds and stress.

There are many useful free online resources to help you with pronunciation. These are great options for you if you want to practise at home.

Try the following tasks with two of the online tools. Which one works best for you and why? If you like it, why not bookmark it so you can try it again.

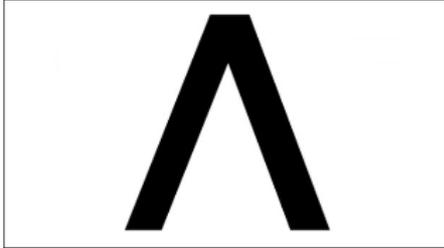
1. **Youghlish.com** is a useful free online resource for practising pronunciation of common phrases, as well as words. It also helps you to familiarise yourself with native speaker pronunciation (this will help with Listening too).



1. Type in the word you want to pronounce and click Search.
2. Use the arrow keys at the bottom of the screen to scroll through different clips of native speakers pronouncing the word.
3. Practise by repeating the word after the speaker.
4. Now try searching for some of the phrases you reviewed in Prepare 3.

* Notice that people from different countries pronounce some words differently.

2. **BBC Learning English pronunciation** has useful videos to help you practise and learn more about different sounds in English and other features of pronunciation. Are there any sounds in English that aren't used in your first language?



**The Sounds of English:
Short Vowels - 3**

1. Use Google to find out which sounds are difficult for speakers of your language.
2. Watch short videos from 'The Sounds of English' series to help you practise the sounds that are difficult for you.

Top tip! Record yourself

Use your phone to record yourself pronouncing different words and phrases. Play back the recording and compare it with the speaker's pronunciation in the video. Make a note of what you think you can do well, and what you need to work on. You are doing well if you sound similar – but remember, it's not necessary to have exactly the same accent as a native speaker.

Well done! Take a short break and get ready to practise Speaking Part 2!

Practice 1

Top tip! Find a study partner

Make your exam practice more authentic by working with a friend who is at around your level or who might be preparing for a Cambridge English Qualification. You can:

- Use a digital device, e.g. a mobile phone or tablet to record your speaking.
- Share your recordings from this lesson plan with each other via email, Dropbox, Google Drive or similar tools.
- Do live speaking practice, for example on Zoom, where you can record your speaking.
- Take turns in the roles of Student A and Student B.
- Share pictures on your screens and create your own practice tasks.
- Give each other constructive feedback.

What do I do if I don't have a study partner?

- Firstly, don't worry. All practice is good practice. You can role play the task.
- Ask yourself two questions about the pictures and talk on your own for one minute.
- Give yourself a moment and then ask yourself the final question.
- Use a digital device to record your speaking.
- Think about how successfully you were able to speak for one minute about the pictures.

Speaking Part 2 - Now you are ready to do the task you planned for in **Prepare 1**.

1. Student A – Choose two pictures from your internet research that you are going to talk about
2. Student A – Answer the first two questions you prepared earlier on the theme of happiness. Talk for one minute without interruption.
3. Student B – answer the third question. Talk for 30 seconds.

Top tips for success!

1. **Don't just describe** the two pictures. Start by comparing them briefly and move on to answering the questions (in the exam, these are also written above the pictures).
2. **Use the useful language** you noted down from the examples and your previous research tasks. BUT don't write anything down – you won't be able to make notes in the exam.
3. **Time yourself** using your phone or an online timer to check you spoke for at least a minute.
4. Student B – **listen carefully** to Student A, so you can respond naturally to your question.
5. **Record yourself** - this is exam *practice*, so if you are not satisfied with your first attempt you can and should **repeat the task**.
6. **Reflect** on your performance and ask your study partner for feedback. This will help you focus on the areas you need to work on.

Reflect: Self-reflection and peer feedback using a checklist

1. Use the **Speaking Practice Checklist** at the end of the lesson to reflect on how well you think you did the task.
2. Give yourself a grade between 1 (lowest) and 5 (highest).
3. If you are working with a study partner, ask them to complete the checklist for you as well. Do your assessments match?
4. What did you do well?
5. What do you need to work on next time?

Top tip! Practise makes perfect

Remember the tasks in this lesson can be repeated with any topics and pictures you choose, and by planning questions and themes to discuss around the pictures!

Building your vocabulary around a variety of topics and putting it into action through practice will help you speak more clearly and confidently in the exam. Challenge yourself each time by choosing less familiar topics!

Here are some ideas to get you started, so why not head to the internet and start the search for pictures to talk about!

- ways of studying
- jobs that are challenging or risky

- meal times
- impact of technology on daily life
- environmental problems

Practice 2 – Bonus exam task!

For more practice, try this free practice task from Compact Advanced Student's Book. Remember to use the **Top Tips for Success** from Practice 1.

Exam task

Each of you will be given three pictures. You have to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare two of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Candidate B, who do you think has given the most thought to their choice of present?

What significance might the presents have for these people?
How might they be feeling?



Exam tip >

Remember that the questions the examiner asks you are also written above the photos.

Speaking practice checklist

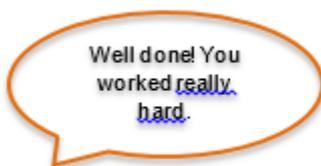
Assessment criteria	Notes	Grade
Lexical resource: Used a range of simple and complex vocabulary to talk about the topic. Used vocabulary accurately.		
Discourse Management: Talked for a minute. Spoke without much hesitation or repetition. Answered both questions. Gave a structured answer.		
Pronunciation: Could be generally understood. Used intonation to enhance and convey meaning. Used word and sentence stress correctly. Mispronunciation of individual sounds did not cause confusion.		
Interactive Communication (for Student B only): Listened when the other candidate spoke about their pictures. Was able to react to what Student A had already said.		

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Useful tips for giving feedback

It's important that you and your study partner motivate each other. These three simple tips will help you give each other feedback that is constructive and helpful.

- Start with a positive comment



- Use 'I' messages not 'You' messages when you give corrective feedback.

Do say...	Don't say
I heard a mistake with... I didn't understand the part when you spoke about... I think it's X not Y	You made a mistake with... You were difficult to understand! You made a mistake when you said X not Y.

- Make your feedback constructive by sharing ways to improve e.g. useful books, apps or websites.

Answer Keys

Prepare 2 Exercise 3

- a) alone (A2)
- b) solitary (C2)
- c) solitary pastimes (collocation)
- d) have a party (collocation)
- e) to curl up with a good book (idiom)
- f) to keep to oneself (idiom)

Prepare 3 Exercise 1

Saying which pictures you're talking about	Describing similarities	Describing difference	Speculating
<i>I've chosen the photograph that shows ... and the one with ...</i>	<i>They're quite alike in that ...</i>	<i>What distinguishes the two pictures is ...</i>	<i>I wouldn't be surprised if ...</i>
<i>I'm going to compare the picture on the left with the one in the centre.</i>	<i>A common feature of both photos is ...</i>	<i>While / Whereas the people in one photo seem to be ..., in the other one people are ...</i>	<i>They may well be...</i>
	<i>In certain respects, the pictures are quite similar because ...</i>	<i>The biggest difference between them is ...</i>	<i>They might be ...</i>