



Practising First: Speaking Part 2

Contents

Contents	1
A. TEACHERS' NOTES	2
A1. Lesson Plan	2
A2. Classroom Handout 1	6
A3. Classroom Handout 2	8
A4. Suggested homework/self-study activities	9
B. GUIDANCE FOR FOLLOW-UP ACTIVITIES	10



Practising: First Speaking Part 2

A. TEACHERS' NOTES

Description

Time required:	55–60 minutes
Materials required:	<ul style="list-style-type: none"> • <i>Classroom Handout 1, cut up (see Step 1 below)</i> • <i>Copies of Classroom Handout 2 (one copy per student)</i> • <i>pictures to display on the IWB, OHP or large copies (see Step 1 below)</i>
Aims:	<ul style="list-style-type: none"> • <i>To prepare students for First: Speaking Part 2 by:</i> <ul style="list-style-type: none"> ▪ <i>focusing on the language needed for Part 2</i> ▪ <i>practising integrating useful language into responses within the given time-frame</i> ▪ <i>practising a general structure for the long turn.</i>

A1. Lesson Plan

1. Before the class, copy *A2 Classroom Handout 1* so there are enough copies for each small group of three to four students. Cut the copies up into strips, so each group receives one full set of strips.

Find suitable pictures to show, either electronically, on transparencies or as large copies to show to the class. You will need

- 1 picture to display to the whole class which will elicit opinions
 - 2 thematically-linked pictures to display to the whole class to elicit comparisons
 - 2 further pairs of thematically linked pictures for students to discuss in pairs. You could display these for the whole class (requiring 2 pairs of pictures), or give each pair of students their own pictures taken from magazines or newspapers (requiring two pairs of smaller pictures for every 2 students in the class).
2. Without giving the students too much information, give out *A2 Classroom Handout 1* to each group of three or four students.

In their group, students should:



Practising First: Speaking Part 2

- discuss which part of the First Speaking test they relate to
- organise the strips into categories.

Do not give them any help at this stage.

Timing: 5–10 minutes

3. Elicit which part of the First Speaking test the phrases relate to (*Part 2*).

Elicit what the categories are. If students have found this difficult, explain that there are 3 categories. Give groups a bit more time to change their categories if necessary.

Elicit the answers (*Answers: a) describing the picture; b) comparing; c) expressing opinion, or anything similar*).

Write the category headings on the board and elicit more examples for each heading. E.g. :

- a) **Describing the picture:** *in the centre, at the top, at the bottom, the picture on the right/left, the former/latter ...*
- b) **Comparing:** *however, on the other hand, similarly, comparative + than ...*
- c) **Expressing opinion:** *s/he must be ...(ing), can't be...(ing), I'd prefer to ...*

Point out that categories b) and c) are especially important at First. It's not enough just to describe the picture, though they should try to do all three things in their answers.

Give out A3 Classroom Handout 2 for reference. Students should copy any other expressions from the board.

Timing: 10 minutes

4. Show a picture on the IWB/OHP/large copy from newspapers/magazines/internet.

Elicit suggestions for a description of the photo. This should not focus on describing every detail, but give key information. Encourage students to use the appropriate expressions from *A3 Classroom Handout 2*.

Next, elicit some opinions about the picture, using the appropriate expressions from *A3 Classroom Handout 2*. For example,

- *What might be happening?*
- *How might he/she/they be feeling?*
- *What could happen next?*

Encourage students to answer in full sentences, reminding students that in the test the interlocutor will not ask questions during Part 2.



Practising: First Speaking Part 2

Timing: 10–15 minutes

5. Remind students that they will see two pictures in Part 2, and the interlocutor will ask them a question, which they must answer during their one-minute turn.

Brainstorm the kinds of topics likely to be covered by the pictures in Part 2. (*Answers: similar to those in the rest of the Speaking test: family life, places to live, holidays, animals, work, study, etc.*)

Show two thematically-linked pictures to the whole class. Elicit the common link between the two pictures (e.g. *sport*). Elicit comparisons between the two pictures. Encourage students to use the appropriate expressions from *A3 Classroom Handout 2*.

Brainstorm questions which the interlocutor might ask. For example:

- *Why do you think the people are doing these sports?*
- *How might the people be feeling when they are taking part in the sport?*
- *Do you think it's important for people to do sports like these?*

Write all the questions on the board, eliciting improvements and corrections as you do so.

Timing: 10 minutes

6. Explain that students will now practise their Part 2 long turn in pairs. Remind them of the outline structure of their talk:
- briefly describe the pictures
 - compare the differences and similarities
 - give your opinion when answering the question.

Divide the class into two halves, A and B. Explain that:

- You will show the pictures for 1 minute
- A's work together to write two questions they could ask about the pictures, using the previous examples on the board as a guide.
- B's discuss how they will talk to about the pictures, using the structure on the board as a guide.

Show the pictures for one minute. Help the A's to complete their questions and choose the one they prefer to ask the B's.

Timing: 5 minutes

7. Put the students into pairs, A and B.



Practising First: Speaking Part 2

Show the pictures again. Student A will now ask Student B to:

'Compare the pictures and ...' (here they must add one of their questions).

Allow 30 seconds for Student B to think about how they will answer the question (towards the end of their talk).

Student A must time Student B to ensure they speak for one minute. If Student B stops before the minute is up, instruct Student A to sit and in silence until the minute is complete. (This is a little uncomfortable but emphasises the need to keep talking until the interlocutor says 'Thank you'). If this happens, Student B must try to say something else about their opinion or in answer to the question.

Student A should use *A3 Classroom Handout 2* to record how many of the expressions Student B used during his/her long-turn.

When one minute is up, Student A should interrupt Student B (if necessary) with 'Thank you' and give Student B feedback on the expressions used and on whether they answered the question adequately.

Timing: 8 minutes

- Repeat Steps 6 and 7 with two different pictures and swapping the roles of Students A and B.

Timing: 6 minutes



Practising: First Speaking Part 2

A2. Classroom Handout 1

in the background
in the foreground
one similarity is that ...
they're both ...
(not) as as
whereas
in contrast



Practising First: Speaking Part 2

it/he/she looks as if ...

he/she/it seems to be ... (ing)

they/she/he are/is probably ... (ing)

he/she/they might be ...(ing)

maybe

perhaps



Practising: First Speaking Part 2

A3. Classroom Handout 2

Describing the picture
in the background
in the foreground
Comparing
one similarity is that ...
they're both ...
(not) as ... as
whereas
in contrast
Expressing opinion
it/he/she looks as if ...
he/she/it seems to be ...
they/she/he are/is probably ...
he/she/they might be ...ing
maybe
perhaps



Practising First: Speaking Part 2

A4. Suggested homework/self-study activities

1. For homework, students should find two pictures/photos with a similar theme. They can look on websites/magazines/newspapers, etc. Ask them to print them/cut them out and present them on an A4 piece of paper with a topic written at the top and two questions written above the two pictures/photos.
2. As a self-study activity, students could get into the habit of timing themselves talking about any topic for one minute. They should record themselves, if possible, and listen to themselves. They should particularly consider how well they organise their talk and how they could improve this. They can use *A3 Classroom Handout 2* to check if they have used any of the expressions.
 - Students can use the recordings to analyse their strengths and weaknesses, relating them to the assessment criteria used in the First: Speaking test. See <https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce/speaking?tab=marked> for details.
 - If students store their recordings, for example as digital files, they can use them recordings to check their progress on Part 2 by listening back to earlier recordings and comparing their performance..



Practising: First Speaking Part 2

B. GUIDANCE FOR FOLLOW-UP ACTIVITIES

1. This lesson requires a selection of photos or pictures. These can be collected from newspapers and magazines, or from the vast range available on the internet.
 - Encourage students to look out for interesting pictures and to bring them to class. These can be used by the whole class for further practice throughout the course. They can be used as warmers, or end-of-class activity. They can also be used for exam preparation activities.
 - Search for 'situations' on a photo website or images search engine. This will produce a wide range of interesting pictures for students to comment on.
 - Some useful websites to explore:
 - <http://lightbox.time.com/>
 - <http://www.guardian.co.uk/inpictures>
 - <http://www.independent.co.uk/news/the-past-seven-days-in-photographs-806086.html>
 - However, note that in the test, the photos will be general and not topical, so students must have practice in talking about this type of photo as well.
 - As with all sources, please select materials carefully. These must not cause offense or be inappropriate for your students or the cultural context.
2. Any of the topics covered in First course books are suitable as topics for pictures. Even if you are focusing on other parts of the exam, ask students to compare the photos in the unit, to ask each other questions about their reaction to the photos and to express an opinion. This can be integrated into most tasks, and helps to get students used to talking about pictures and what they can see.
3. The words and phrases on *A2 Classroom Handout 1* could be substituted for other expressions that students need to practise. For example, you may want to practise phrases for structuring a talk (*Firstly; Now I'm going to ...; To answer your question, ...; etc.*).
4. The questions used in *A1 Lesson Plan Step 5* can be adapted to any situation, topic or theme. For example:
 - *Why do you think the people are in these places? (unusual situations)*
 - *How might the woman be feeling when she is in this room? (work)*
 - *Do you think it's important for people to spend time together with friends? (socialising)*



Practising First: Speaking Part 2

However, it's important that students realise that they may be asked different kinds of questions. Find other examples in past papers and the Speaking Test preparation pack: <https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce>

5. If you have a recording device available, then record students throughout the course. These audio files can be stored on the classroom computer and made available to students. They can be used for self-assessment, peer assessment and course assessment.