General guidelines for lesson
At the start of the lesson explain to the class that in this speaking session they will receive practice in answering the sorts of questions they may be asked in part 3 of the final speaking exam (the picture description task). Tell them that they will also receive a grade for their completion of the speaking tasks (not the quality of their performance but how hard they worked and whether they did the work). Instructors may choose to show their students the grading rubric to be used.

Scoring
Please use the rubric below for determining the mark for your students’ formative speaking assessment, reflecting their attendance and task completion.

<table>
<thead>
<tr>
<th>Task completion</th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not attempt* any speaking tasks assigned.</td>
<td>Student participated minimally and only completed very little of the work assigned.</td>
<td>Student participated and completed over half of the work assigned.</td>
<td>Student actively participated and completed all or nearly all of the work assigned.</td>
<td></td>
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</tbody>
</table>

* Actively participated – means pushed themselves to speak for the assigned time, and provided peer feedback when requested. It does not refer to how well the student performed linguistically while completing the task.

There follow three suggested lesson plans which instructors can choose from to use for the session. Each of these lessons uses the pictures at the end of this document.

Alternatively, instructors might choose to design their own sequence of activities and use their own pictures.
**Suggested Procedure (option 1):**

**Description:** An activity where students build up descriptions of pictures

**Materials:** photographs, dictionaries

**Aim:** to practise organising and linking ideas when speaking, extending responses beyond words and phrases to full sentences, giving more information (what there is, where it is, adjectives to describe its colour and size)

1. Show a picture of a living room. Ask a strong student the question: “What can you see in the picture?”
   a. Student replies (probably with a list of items, not cohesively linked – e.g. “Living room, chair, three books, sofa, two pictures on the wall, TV.” Write it up on the board.
   b. Teacher gives model answer (written on the board underneath the student’s answer) – (for example)
   c. “I can see a living room in the picture. There is a brown armchair and a sofa. There are three books on the table. There are also two big pictures on the wall. There is a big TV next to the wall.”
   d. Students look at the model answer and the student’s answer. Ask – what is different? More words. Get a student to underline the grammatical words in the model answer that were missing from the student’s answer.

2. Erase the underlined words in the model answer. Put sts in pairs and ask them the same question again about the picture “What can you see in the picture?” Together, they give a description of the picture, using the model answer (with deleted words) as a prompt.

3. Before you can do this activity you will need to either collect a range of photographs featuring rooms with objects in them. (If you are collecting your own pictures, remember that they should be full of objects that ELI 101 students have the vocabulary for).

4. Divide the class into pairs and give each pair two photographs.

5. First ask them to make a list of the things they can see for each photograph. This should just be a list of the nouns, and adjectives, such as: ‘man, living room, chair, sofa (comfortable, blue), television (black), phone (white), cup, paper, pen, picture (big)’. They may need to find out the names of some of the objects, so it would be useful for students to have access to dictionaries if possible (non-electronic – perhaps one or two keen students have these; electronic: online, Apps on students’ phones etc).

6. Now ask the pairs to go back to their photographs and take it in turns to link the objects and describe their photograph to their partner.

7. When they have talked about their own two photographs, they could swap with a neighbouring pair and try to describe their pictures, without making the initial list.

8. At end of lesson teacher elicits from a few pairs their responses and gives class feedback on common issues identified in monitoring.
Suggested Procedure (option 2):

Students work in pairs, one of them asks the questions about a picture, the other one answers, then they swap roles. In this activity students practice speaking about a picture in a logical way and extending their response.

1) Show picture of a room. Ask the class the questions below first. Elicit responses onto the board.

   1) **The room:**
      a) What room can you see in the picture?
      b) What size is it?
   2) **The things in it:**
      a) What things can you see in the picture?
      b) What colour/size etc. are they?
      c) Where are they?

2) Review students’ responses / language.
   Example:
   
   **The room:**
   a) a living room
   b) big
   c) Yes. Nice.

Ask students how they can make this information one sentence. Elicit a complete sentence on the board with the students:

   I can see a nice big living room.

   **The things:**
   a) Armchair, clock, TV, lamp, pictures
   b) Brown, blue, small
   c) Near the door; on the wall; next to the lamp

Ask students how they can put this information into three sentences. Elicit complete sentences on the board with the students:

   There is a brown armchair and a small blue clock on the wall.
   There is a TV next to the lamp.
   There are also three small pictures.

3) Give students a new picture (with lines underneath where they will write). Students in pairs / groups practice asking and answering the questions about the picture. They note down the answers. They then have to write 5 complete sentences (as a pair) about their picture.

4) Teacher asks students to share their sentences with the class and provides appropriate correction for accuracy issues and if needed focuses on reviewing essential lexical/grammatical forms.

5) Students receive two new pictures and are asked in turn to give unprepared spontaneous responses to the following questions:
   - What can you see in the picture?
   - Where are the ...?
   - What time is it?

   They should produce complete answers in their response, mirroring the answers that have been practiced throughout the lesson, i.e. using adjectives, prepositions of place, there is/there are, “I can see”, “and” etc.

6) At end of lesson teacher elicits from a few pairs their responses and gives class feedback on common issues identified in monitoring.
**Suggested Procedure (option 3):**

1. Show a picture of a living room. Ask a strong student the question: “What can you see in the picture?”
   Student replies (probably with a list of items, not cohesively linked – e.g. “Living room, chair, three books, sofa, two pictures on the wall, TV.” Write it up on the board.
   Teacher gives model answer (written on the board underneath the student’s answer) – (for example)

   "I can see a living room in the picture. There is a brown armchair and a sofa. There are three books on the table. There are also two big pictures on the wall. There is a big TV next to the wall.”
   Students look at the model answer and the student’s answer. Ask – what is different? More words.

   Get a student to underline the grammatical words in the model answer that were missing from the student’s answer.

2. Erase the underlined words in the model answer. Put sts in pairs and ask them the same question again about the picture “What can you see in the picture?” Together, they give a description of the picture, using the model answer (with deleted words) as a prompt.

3. **DESCRIBE AND DRAW:**
   Demonstrate activity with one strong student at the front (using the picture of the living room from stage 1).

   This student will sit looking at the picture. Teacher sits with his/her back to the picture. The teacher asks the student questions about the picture and based on the information the student gives, attempts to draw the room.
   You may have to teach and/or review language to describe spatial relations first: Prepositions of place: in, on, under, near, next to, behind (the words in bold are explicitly taught in the SB) On the left On the right

   Then instructor shows their “drawing” to the class and asks if they think it is good / similar.

4. Tell the class they are going to do the same task, but with a picture of a different room.
   First, the instructor should ask the class if they can remember any of the questions he/she asked when demonstrating the task & write these on the board:

   *What can you see in your picture?*
   *What room is it?*
   *Where is the ...?*
   *What colour is it?*
   *What size is it?*
   *Is it big?*
   *Is it small?*
   *What time is it on the clock?*
How many ... are there? Where are they?
Is it on the left or on the right?

5. Put students in pairs. Student A sits facing the projector screen. Student B sits with their back to the projector screen. Tell the students they will look at another picture of a room, but only one student will see the picture (student A). Student B will ask student A questions (which should remain visible for the class on the board) to get information about the room. Then, student B will try to draw a picture of the room and the things in it as described by student A. If student B makes a mistake on his/her drawing, student A can correct him/her (orally) — e.g. “No, the sofa is big.” “No, the clock is next to the television.” “No, there are three books.” etc. This would need to be demonstrated first.

6. Show the students’ pictures to the class. The class decides whose picture is best (closest to the original picture). Then teacher gives class feedback on common issues identified in monitoring.

7. **DESCRIBING MY ROOM / MY IDEAL ROOM**
   Student B now describes either a) his/her own room or b) his/her ideal room. Student A listens, asks questions and draws a picture of the room.

8. Show the students’ pictures to the class. The class decides who has the nicest room (or ideal room) and why.

9. At end of lesson teacher elicits from a few pairs their responses and gives class feedback on common issues identified in monitoring.