Speaking Practice Guide
Session 4
Level 101

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>
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<tbody>
<tr>
<td>Student did not attempt*</td>
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<tr>
<td>any speaking</td>
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<tr>
<td>Student participated</td>
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<tr>
<td>minimally and only</td>
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<tr>
<td>completed</td>
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<td>Student participated</td>
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<tr>
<td>and completed over</td>
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<tr>
<td>half of the work</td>
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<tr>
<td>Student actively</td>
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<tr>
<td>participated and</td>
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<td>completed all or nearly</td>
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<td></td>
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<tr>
<td>all of the work</td>
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* 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.

This session provides further practice with the picture description task in the speaking exam. Instructors may choose to follow the suggested procedure below or may choose to design and use their own activities / materials / pictures.

Please note, the pictures included here are the same as the pictures from Speaking Practice Guide Session 3. You may wish to find additional pictures to use in this session.

In addition, if instructors feel that their learners are weaker in other areas of the speaking exam (i.e. parts 1 and 2, NOT picture description), they may choose instead to design activities and instructional materials focusing on the skills and language necessary for effective performance on those tasks. As a reminder, part 1 is a short interview asking learners for personal information, simple opinions and preferences, habits and routines, past activities etc. Part 2 is a short transactional role play in a shop/café/restaurant.
**Suggested Procedure:**

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, 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.