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>
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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.

Session 3 focuses on part 3 of the speaking exam – the picture description task. There follows a suggested lesson plan which instructors may choose to use for the session.

Alternatively, instructors might choose to design their own sequence of activities and use their own pictures.
Suggested Procedure:

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, adjectives to describe people and their feelings, lexis for describing physical appearance and for items of clothing, what people are doing)

1. Show a picture of a scene (in a living room, in a public place, in a park, in a shop etc). 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. “Garden, tree, family, children, grandfather, grandmother, Mrs Green, drinking tea, father, newspaper, jeans, shirt.” Write it up on the board. Ask students if this would get a good grade on the test. (No). Why not? (You should say 4 complete sentences in the test. You should link your ideas together).

   Teacher gives model answer (written on the board underneath the student’s answer) – (for example)

   “I can see a big garden in the picture with a tree in it. There is a family. The children are sitting on the grass and playing. The grandfather, grandmother and Mrs Green are drinking tea. The father is reading a newspaper. He is wearing jeans and a shirt.

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

4. 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, verbs and adjectives, such as: ‘man, living room, chair, sofa, sitting, reading, talking, (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).

5. 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.

6. 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.

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