Speaking Practice Guide
Session 4
Level 102

**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</td>
<td>Student participated</td>
<td>Student participated and completed over half of</td>
<td>Student actively participated and completed</td>
<td>Student actively participated and</td>
</tr>
<tr>
<td>speaking tasks</td>
<td>any speaking tasks</td>
<td>the work assigned</td>
<td>the work assigned</td>
<td>completed all or nearly all of the</td>
</tr>
<tr>
<td>assigned.</td>
<td>assigned.</td>
<td>completed over half of the work assigned.</td>
<td>completed all or nearly all of the work assigned.</td>
<td>assigned.</td>
</tr>
</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.

Session 4 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.

Please note, the pictures are the same as the ones from the session 3 guide. Instructors might choose to find other pictures showing a scene with people in it to replace these.

If instructors feel that their learners are weaker on other tasks (i.e. part 1 interview – answering questions about themselves, free time, past activities etc or part 2 – roleplay in a shop/cafe), they might choose to design and use alternative instructional materials and activities to give further practice on these types of tasks in speaking session 4.
**Suggested Procedure:**

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 scene. Ask the class the questions below first. Elicit responses onto the board.

   **The people:**
   
   a) How many people are there in the picture?
   
   b) Where are they?
   
   c) What are they doing?
   
   d) What are they wearing?
   
   e) How are they feeling?

   **The things:**
   
   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 people:
   a) 9 people - family
   b) garden
   c) children sitting and playing
   grandfather, grandmother and Mrs Green drinking tea
   father / newspaper
   d) father - jeans and shirt
   e) grandfather tired
   Ask students how they can make this information into 5 sentences.

   Elicit 5 complete sentences on the board with the students:
   
   *I can see a family in a big garden. 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.*

   The things:
   a) Garden, flowers, tree, table, 4 chairs, cups,
   
   b) Nice, big, grey
   
   c) near the house; under the tree, on the table
   Ask students how they can put this information into three sentences.

   Elicit 3 complete sentences on the board with the students:
In the garden there are some nice flowers and a tree. There is a big table under the tree and there are 4 chairs around the table. There are some cups on the table.

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?
   - Who can you see in the picture?
   - What are they doing?
   - Describe them.

   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”, present continuous action verbs, $X$ is wearing + clothes etc.

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