

FCE Speaking Part Two - Speaking about pictures

After a warmer and a diagnostic test, students play a game for intensive oral practice of the language of comparing and contrasting, and try another exam task. There is then an optional homework/ extension activity to allow them to personalise the language.

Part of Exam- Paper 5 Part Two

Language/ Skill Practised: Comparing (more/less than, similar to, (not) as _____ as) and contrasting (however, whereas, although)

Materials: 2 full sets of materials for an exam task (including examiner's scripts) per pair of students. (Optional) 1 A4 sheet of 20 or more small pictures per student for Comparing and contrasting '20 Questions'.

Time: 40-60 minutes

Preparation: It is best to do this lesson after you have covered Part One of the speaking exam. A Part One revision game can then be used as a warmer for this lesson (see below).

You will need to type up the examiners script for the second exam task in Part Four below. This can possibly just be copied from the exam practice book you are using, but you will need to make sure the instructions are clear as the students will not have seen this part of the exam before.

The optional pictures for 20 Questions can easily be found in EFL photocopiable resource books or in Clipart.

Procedure:

Part One: Warmer- Endless Question (Speaking Exam Part One Revision)

- Write a simple personal information question on the board like 'Where are you from?' Tell students you want them to keep asking you that same simple question over and over again. You will try to answer it in a different way every time they ask it (e.g. 'A small town on the south coast', 'The most boring town in the world', 'About 60 miles from here'.). If you give up or repeat information, they win. If they get bored and stop, you win. Nominate one student to ask the question first.
- When the activity finishes, split them into pairs to do the same activity. Nominate one questioner and one answerer (they don't take turns). Write another question on the board (e.g. 'Do you have a large family?') and off they go. Swap roles and repeat with a different question.

Part Two: Diagnostic Test

- Tell students you are going to get them to practice Part 2 of the speaking exam, so they should listen very carefully.
- Split the class into pairs and nominate an A and a B in each pair. Read out the examiner's script for the exam task you are using, handing out the pictures at the relevant place. Make sure you leave time for questions when you say 'Okay?', then indicate that each student A should talk to their partner. Stop them after exactly 1 minute and continue with the script. Stop the student B after 20 secs and repeat everything with the second set of pictures. When you interrupt them at the end of the whole activity, tell any third students that if this were the exam they would also have a chance to do a long turn.
- Encourage class feedback on how the experience felt for them. Students often comment on how quickly it goes.
- Give your feedback on how you think it went. Concentrate on how well they followed the examiner's instructions. Typically, they spend too much time describing and not enough comparing and contrasting.

Part Three: Comparing and contrasting '20 questions'

- Brainstorm some language for comparing and contrasting onto the board.
- Elicit some sentences using each of the phrases on the board.
- Tell students you are going to play a game to practice this language. They will need to ask questions using the language above to find which object or animal their partner is thinking of. Their partner will only be able to answer yes or no.
- Start by choosing an object in the room. Allow students to ask you questions such as 'Is it as big as a book?' Make sure all the questions contain comparing language such as that on the board. If they make an incorrect guess of what it is, e.g. 'Is it Sergei's coat?', tell them why not using the comparing language ('No, because Sergei's coat is red, whereas this is has no colour at all').
- When they have guessed one or two objects in the room, either give out your photocopy of pictures of other objects/ animals or brainstorm the names of some onto the board (e.g. Mars, lake, mouse, match). Put students in groups of 3 or 4 to continue the game as above, but only choosing from the objects on the board.
- **Optional extension:** Allow them to continue for a couple more goes, but this time choosing from absolutely any objects they can think of.

Part Four- Second Exam Practice

- Split students into groups of three or four.
- Get students to do another exam practice, but this time with one of the students acting as examiner. Nominate an examiner for each group and give them the script and pictures. Make sure all the examiners read the whole script before they start. Tell the examiners to watch the timing very closely. Tell the candidates to answer the question and try to use as much of the language you have just practised as possible. Start all the groups simultaneously.
- Feedback on how much they have improved.

Part Five- Optional Extension- Language Personalisation- Cities

- The idea is to get students to personalise the language by using it to communicate about something they know well - their own town or city. There are two options on how to do this:
- The first option is for them to talk to their partners about their home towns/ cities and feedback to the class the similarities and differences between them.
- The second option is for them to write about the differences between their home town/ city and a city everyone knows (about), e.g. the city they are studying in. This is best done for homework. They can then read about each other's cities in the next class and feedback as above. The teacher can then collect the texts in and correct the language. The corrections can be used in a future revision class, maybe closer to the exam.