

## B2 First for Schools Speaking Part 2 (Long turn)

### Top tip! Find a study buddy to practise speaking with.

It may seem easier to practise speaking when you're studying in a classroom with other students. However, there are many ways you can practise from home, too. For this lesson, you could find another student who also wants to practise and:

- Record your speaking and share your speaking with your study buddy. Send your recording via email, WhatsApp, Dropbox, Google Drive or similar tools.
- Find a time to practise speaking live to your study buddy by telephone or Skype.
- Use video conferencing tools to speak live to your study friend. You can share pictures on your screens and create your own practice speaking tasks.

### Summary

- Review the format and focus of Part 2 of the Speaking paper.
- Revise useful vocabulary for organising and expressing your ideas.
- Practise doing a Speaking Part 2 task.
- Watch a real example of two students doing a Speaking Part 2 task.

### Practice 1: Compare two photos

1. Set a timer for one minute. (You could use a kitchen timer, the clock app on your mobile phone, or search online for “one minute timer”.)
2. Prepare to record yourself. (There is free and simple software for most mobile phones and computers which you can use to record your voice.)
3. Look at the pictures below of people trying to win a sporting event. Talk about the ways they are similar to or different from each other.
4. Start the timer, start recording, and speak about the photos until the timer rings.
5. This is a practice run, and not a test. Record your speaking a few times until you’re happy with your speaking and the recording.
6. Save your favourite recording. You will come back to it later.



### Reflect: How can you improve?

In the rest of this lesson, you are going to develop your speaking skills for part of the B2 First for Schools Speaking test which involves a similar task with two pictures. Now you have tried a basic version of this task, think about the following questions:

1. Were you able to speak for one minute? Did you pause or repeat yourself?
2. How easy / difficult was it to speak for one minute? Why?
3. What did you do well? Think about: grammar, vocabulary, pronunciation and how clearly you organised and expressed your ideas.
4. If you are working with a study buddy, exchange your recordings.
  - a. Ask for feedback on your speaking.
  - b. Give them feedback on their recording.
  - c. Tell them two good things about their speaking and one thing to continue working on.

#### Tip! Make exam practice more fun by playing ‘Just A Minute’.

‘Just a minute’ is a very popular game show on British radio. The first episode was over 50 years ago! To win the game, each person has to speak about a topic for one minute without stopping, without repeating themselves, and without hesitating (saying ‘ummm...’ or ‘errr...’ while they think of something to say!). Choose some topics and challenge your friends to speak for just a minute!

### Review: Speaking Part 2

You will be paired with another candidate for the Speaking paper, which has four parts in total. In Part 2:

- The examiner gives you two photographs to talk about and asks you a direct question about them. You must speak about these photos for 1 minute without interruption.
- When you finish speaking, the examiner asks the other student to answer a short question about your photographs.
- The total time for Part 2 is four minutes.

What else do you know about Part 2 of the Speaking paper? Mark the statements below as *true* or *false*.

1. The question the examiner asks you is also written above the photos.
2. You should describe the photos in lots of detail.
3. Each student will get a unique pair of photographs to talk about for one minute.
4. You can only hear the instructions once.

Answers can be found at the end of this document.

### Prepare 1: Useful vocabulary

Your speaking task is assessed partly for ‘Discourse management’. This refers to how clearly your ideas are organised and expressed, how fluently you speak and if you are responding directly to the photos and the question that you have been given (instead of talking about something else!).

Here are some useful expressions to help you with this. Can you put them in the right categories?

In the second picture, we can see...	He/she seems to be... To begin with, ... In both cases...	The most obvious difference is... Overall, ... ...while...
As for the question...*	The first picture is... ...whereas...	For the first/second picture... It looks as though...
Rather than...		
In the first/second picture, there's...		

Organising your response	Describing the photos	Comparing the photos
<b>Bonus task:</b> Which expression signals that the speaker is now specifically answering the <i>question</i> which the examiner asked?	<b>Bonus task:</b> Which expressions are used to describe something that is very clear in the photos? Which expressions are used to speculate about something which is <i>not</i> totally clear from the photos?	<b>Bonus task:</b> Which expressions are used to refer to similarities and which are used to refer to differences? Which expression could be used for both?

#### Tip! Check your pronunciation in an online dictionary.

**wheras**

*conjunction*

US UK /'weə'ræz/

Your pronunciation is also assessed in the Speaking paper. You can check how to pronounce these words and phrases by searching for them online in the **Cambridge Learner’s Dictionary**. Just click the audio symbol next the word to hear a recording.

### Practice 2: A real Speaking Part 2 task

Let's try talking about the pictures from **Practice 1: Compare two photos** again, but this time you have to answer a slightly different question about the pictures

1. Set a timer for one minute.
2. Prepare to record yourself.
3. Read the instructions and the question below:

**The examiner says:**

Here are your photographs. They show people trying to win in different situations. I'd like you to compare the photographs and say what you think might be difficult for the people

4. Start the timer, start recording and speak until the timer rings. If you make a mistake or have some difficulty the first time, try again one or two times. Choose your best performance and save this recording.

**What might be difficult for the people about trying to win in these situations?**



5. Good work! Take a break for a few minutes.
6. Now listen to the best recordings that you made at the start of the lesson in **Practice 1** and from this time you tried the task, in **Practice 2**. Listen a few times and think about the grammar, vocabulary, pronunciation, organisation. Take some notes in your notebook on these points:
  - What was especially good about your first attempt? What did you still need to improve?
  - Do you think you improved on the second attempt? If yes, why / how?
  - Is there anything you still need to improve? What is this, and how will you try to improve it?
7. If you're working with a study buddy, listen to their recordings. Give them some feedback. Remember to mention at least two positive things as well as one thing they should continue to work on.

### Watch: A real Speaking test Part 2



Now watch a real student doing this task in his Speaking test. Take notes in your notebook about these two questions:

1. How does his attempt compare to yours? (And if you have a study buddy, how does his attempt compare to theirs?)
2. Which of the expressions from **Prepare 1** does he use?

**Start** the video at 02:25. **Stop** the video at 04:06, when the examiner says 'Thank you.'

[Click here to play the video.](#) (It should start automatically at 02:25.)

### Prepare 2: Responding to your partner's pictures

In the real exam, after your partner has spoken for one minute, you also must respond briefly to a question the examiner asks you about your partner's pictures.

→ **If you have a study buddy:** continue to **Practice 3**, below.

→ **If you're studying by yourself**, try this alternative task:

- Imagine you're taking the real exam.
- You have just spoken for one minute about the two photos above.
- Your partner in the Speaking test is someone that you know well, e.g. a friend, a member of your family or a teacher.
- After you finish speaking for one minute the examiner asks your partner:

*Which sport would you prefer to do? Why?*

What do you think a friend, member of your family, or teacher, would say in answer to this question? Take some notes in your notebook for each person's possible response.

For example:

- Brother - My brother loves tennis, says running is boring, says more exciting things happen during a tennis match...
- Teacher - My teacher ran a marathon last year so she would probably love the second picture! She says it's great because you're just competing with yourself...

Now continue to **Practice 3**, below.

### Tip! The examiner is assessing your **speaking**, not your ideas.

In the exam, if you can't think of anything to say, you could use the second strategy in '**Prepare 2**' to help you. Some students are afraid that they won't have any ideas when they see the pictures or hear the question. But don't worry – think of someone you know well. What would this person say? Sometimes it's easier to relax and speak fluently when we imagine someone else in our position.

## Practice 3: Respond briefly to another person's pictures

Now you're going to practise responding to the two pictures from **Practice 2**, above.

→ **If you have a study buddy:** Follow steps 1–4 below and for step 5, share your recordings with each other. Give each other feedback: two positive things and one thing to continue working on.

→ **If you're studying by yourself:** Choose one of the people you thought of above, in '**Prepare 2**', e.g. a friend, a member of your family, a teacher. When you record your response in step 2 below, pretend to be this person, and say what they would say.

1. Look again at the two pictures and the question: *Which sport would you prefer to do? Why?*
2. Set a timer, start recording, and speak for 30 seconds to answer this question.
3. Try this a few times until you're happy with your speaking. Record each attempt, then listen to them all and choose your best one.
4. Save your favourite recording.
5. Evaluate this recording. Use the following assessment criteria that are used in the real Speaking test.

### Assessment criteria for B2 First for Schools: Speaking

**Grammar and Vocabulary:** Are you using a range of grammatical structures and vocabulary? Are you using these structures and vocabulary correctly? Are you using vocabulary which is appropriate for a range of familiar topics?

**Discourse Management:** Is everything you say relevant to the task? Are your ideas expressed clearly? Are you using some language to link and organise your ideas? Are you able to speak continuously and with very little repetition?

**Pronunciation:** You don't need to have an English accent, but it is important to be clear. Are you pronouncing individual sounds clearly? Are you placing stress on the right parts of words and on the right words in sentences? Does your voice go up and down at the right times?

**Interactive Communication:** Are you listening to the other candidate and answering in a way that makes sense? Can you think of new ideas to add to what they said?

**Global Achievement:** This is about your general performance. How well are you speaking about the topics you are given? Are your answers clear? Are you using language that is right for the B2 First for Schools level?

### Watch 2: A real Speaking test Part 2 (Response)



Now watch Chris responding to Kok Wee's pictures. Take notes in your notebook on the following questions:

1. Does she mention any of your ideas from 'Prepare 2', above?
2. How does her response compare to your study buddy's response?

**Start** the video at 04:06. **Stop** the video at 04:38, when the examiner says 'Thank you.'

**Click here to play the video.** (It should start automatically at 04:06.)

### Practice 3: Timed test with an online partner

Now you're ready to practise Part 2 of the Speaking paper.

1. Find someone to be your study buddy – perhaps another student from your class, or a friend or family member who is happy to help you. You could use online video conferencing to do this.
2. If your partner is another student who is preparing for the B2 First for Schools exam, you can practise both parts of Speaking Part 2 together. Use the tasks and photos below.
3. If your partner is not preparing for the B2 First for Schools exam, they can play the role of the *examiner*. They should read the script, give you the pictures and control the timer.
4. When you have finished **Practice 3**, think about your speaking and complete the 'Reflect' task below.

#### Examiner script for Picture Set 1:

In this part of the test, I'm going to give each of you two photographs.

I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

It's your turn first.

Here are your photographs. They show people who are helping other people in different situations.

I'd like you to compare the photographs and say how important it is to help people

in these situations.

*[Question for the other student: Do you find it easy to ask for help when you have a problem?]*

### Examiner script for Picture Set 2:

Now, here are your photographs. They show people spending time in different gardens.

I'd like you to compare the photographs and say what you think the people are enjoying about spending time in these gardens.

*[Question for the other student: Which garden would you prefer to spend time in?]*

## Reflect: How to continue improving

You have done a lot of speaking practice in this lesson – well done!

To continue improving, listen again to your final practice recording and take some notes in your notebook on these points:

- What was good about your final speaking practice?
- Has your speaking improved since the start of this lesson and your recording for **Practice 1**?
- Is there anything you still need to improve? What is this, and how will you try to improve it?
- Look at the assessment criteria after **Practice 3**. Give yourself a mark out of 5 for each area.

How important is it to help people in these situations?

1



Source: <https://www.cambridgeenglish.org/images/173977-cambridge-english-first-speaking-test-examiner-comments.pdf>

What are the people enjoying about spending time in these gardens?

2



Source: <https://www.cambridgeenglish.org/images/173977-cambridge-english-first-speaking-test-examiner-comments.pdf>

**Bonus task:** If you would like to compare your performance on this practice test with real test candidates, you can **watch this video** (Part 2 starts at 02:02) or **this video** (Part 2 starts at 02:38).

## Answer key

### Review: Speaking Part 2

1. The question which the examiner asks you is also written above the photos. **True.** (*But you should still listen carefully to the examiner's instructions!*)
2. You should describe the photos in lots of detail. **False.** *You shouldn't give detailed descriptions of each picture. You should only briefly describe what you see, then compare the pictures and express your opinion in response to the question which is written at the top of the page.*
3. Each student will get a unique pair of photographs to talk about for one minute. **True.** *You will talk about two photos for a minute, then the examiner will ask your partner to respond briefly to another question about these photos. Equally, your partner will have two different photos to talk about for one minute, then the examiner will ask you to respond briefly to another question about these photos.*
4. You can only hear the instructions once. **False.** *It's fine to ask the examiner to repeat the instructions or a question if you don't understand.*

### Prepare 1: Useful vocabulary

The expressions highlighted in **blue** were used by **Kok Wee** (the first candidate in the video).

Organising your response	Describing the photos	Comparing the photos
To begin with, ...  <b>As for the question... *</b>	<b>Describing something very clear:</b> In the second picture, we can see...  <b>The first picture is...</b>	<b>Referring to similarities:</b> In both cases...
Overall, ...	In the first/second picture, there's...	<b>Referring to differences:</b> Rather than...
* This expression signals that the speaker is now specifically answering the question which the examiner asked. For example, in the video you watched (starting at <b>03:31</b> ), Kok Wee says: 'As for the question <i>What might be difficult for these people about trying to win in this situation?</i> , I think...'	<b>Describing something which isn't totally clear:</b> It looks as though... He/she seems to be...	The most obvious difference is... ...whereas... ...while...  <b>Neutral (could introduce a similarity or a difference):</b> <b>For the first/second picture...</b>