

The following teacher notes accompany the classroom activities for practicing the skills needed to successfully complete the picture comparison task on the MET Go! Speaking test.

## Picture Comparison Speaking Activity

### Test Task

Identify and describe differences between two pictures.

### Global Skills

Identify and talk about similarities and differences between two nearly identical pictures with different details.

### Sub-skills

- Vocabulary knowledge: Use basic vocabulary (nouns, adjectives, numbers) accurately and pronounce correctly.
- Use verbs *to be*, (*there is/are*), simple action verbs (A2, B1)
- Use simple sentences for describing and comparing everyday objects and people in familiar settings.

### Practice & Usage Notes

- Lower levels (A1):  
Use simple sentences without action verbs.  
*Example:*  
*there is/there are, a \_\_\_\_ is on the \_\_\_\_; have/has*
- Higher levels (A2, B1):  
Use verbs in the present progressive form to describe the action taking place in the picture.

## Details

### A. Vocabulary Review and Practice

#### 1. Nouns & Adjectives

- Review the nouns and adjectives needed to describe the elements and details of the picture.
- As a class, brainstorm and practice pronouncing all the nouns students can identify.
- Alternatively, for lower level students: provide students with a wordbank (see below) for reference.
- Label the picture with the vocabulary words and/or write them on a projector/white- or blackboard.
- As a class, brainstorm and practice pronouncing all the adjectives students can identify.

### Test Notes

- The picture comparison task on the test asks students to identify only the differences between the two pictures. However, for added speaking practice and to build confidence, these materials suggest having students describe both similarities and differences in as much detail as they can.
- This task is aimed at lower proficiency levels (A1-A2), and does not require complete sentences or more advanced vocabulary. More advanced students should be able to fluently describe several differences using more detail and a wider range of vocabulary.
- Time allowed for the response is 60 seconds.

### Suggestions for Using These Materials

- For best results, use the image pages on a projector or computer/device screen.
- Alternatively, a single master copy can be printed in color.
- Although the images are in color, identification of color is not necessary to successfully complete the task. For the practice activities, reference to colors gives students additional opportunities for using descriptive language.

### Speaking practice

Ask and answer questions about colors (paired activity, or teacher-directed large-group activity):

What color is the \_\_\_\_\_?  
The \_\_\_\_\_ is \_\_\_\_\_.

## 2. Prepositions

Review prepositions of location for describing items in the picture:

- Fill in the blanks with the correct preposition.
- Practice reading aloud for pronunciation.

## 3. Verbs

- Review and practice the verbs (+ prepositions) for describing the scene and different actions taking place.
- Use the present progressive form of the verb.
- Ask and answer questions:

*What are they doing?*

*What is \_\_\_\_\_ doing?*

## B. Comparison Sentences

Review basic sentence stems for describing differences, using coordinating conjunctions *and/but* when possible.

*Example:*

- *Both pictures have chairs, but one picture has two chairs, and the other picture has three chairs.*
- *One picture has \_\_\_\_\_ and the other picture has \_\_\_\_\_.*
- *There is a \_\_\_\_\_ in one picture and (but) a \_\_\_\_\_ in the other picture.*
- *Here (point to picture 1) there is (are) \_\_\_\_\_, but here (picture 2) there is (are) \_\_\_\_\_.*

## C. Putting it all together: Paired or small-group speaking practice

Beginning students (pre-A1 to A1):

- Focus on nouns, adjectives, and simple descriptive statements.
- Use notes if needed.

Advanced students (A2 to B1):

- Aim for a thorough and detailed description using complete sentences and action verbs.
- Avoid looking at written notes.

### Optional practice

Ask and answer questions about location:

*Where is the \_\_\_\_\_?*

*It's \_\_\_\_\_ the \_\_\_\_\_.*

### Additional Teaching Suggestions

- Find pairs of 'spot the difference' pictures in magazines or websites. Follow the directions here for reviewing vocabulary, reinforcing basic sentence structures for describing similarities and differences, and building spoken fluency.
- Using photographs or other available images, find pictures of similar settings, objects, or people (not necessarily paired images) and show one image to half the class and a second, similar image to the other half of the class. Pair students from each half of the class and have them take turns describing the image they saw to their partner. Finally, partners report back to the class on the differences in the pictures they saw.

Suggested Vocabulary Lists

Paired Picture 1: Waiting Room Scene					
Nouns			Adjectives	Verbs	Prepositions
boy chair city clock	computer flowers lamp table	toy car/truck wall picture woman	big blonde blue brown green pink purple red small yellow	looking playing reading sitting waiting	at behind in next to on
<b>Nouns: Advanced (A2+/B1)</b>					
ankles landscape magazine		painting receptionist waiting room			

Paired Picture 2: Street Scene						
Nouns			Adjectives	Verbs	Prepositions	
bicycle bird(s) car chairs man people	plant road sky store street	table truck tree(s) windows woman	blue gray red	second (floor) yellow	driving flying looking riding standing walking	above behind between in front of on
<b>Nouns: Advanced (A2+/B1)</b>			<b>Adjectives: Advanced</b>			
apartment building balcony lamp post	patio sidewalk streetlight		round square two-story			

Paired Picture 3: Bedroom Scene						
Nouns			Adjectives	Verbs	Prepositions	
backpack bathroom bed bedroom book(s)	bookshelf cat floor guitar man	mouse pants shirt skirt woman	blue green long* red <small>* long hair * long sleeves</small>	small short tall* yellow <small>* tall bookshelf</small>	looking sitting standing walking	in on near next to
<b>Nouns: Advanced (A2+/B1)</b>			<b>Adjectives: Advanced</b>		<b>Verbs: Advanced</b>	
cage carpet corner doorway faucet	pillow rug sink tennis racket		double (bed) oval rectangular single (bed)	yawn		