

## B1 Preliminary for Schools Speaking Part 2 – Teacher's Notes

### Description

Students look at a Part 2 photograph and brainstorm what they can say about it. They practise Part 2 in pairs, firstly focusing on organising their ideas and then on a range of vocabulary. They then look at different phrases which are useful for Part 2, and describe another photograph trying to use as many of the phrases as possible.

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**Time required:** 50 minutes

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**Materials required:**

- Student handouts 1 and 2
  - Photographs from sample Part 2 tasks (plus the same photos to project on board if possible)
  - Instructions for sample Part 2
  - Follow-up activity (optional)
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**Aims:**

- to familiarise students with B1 Preliminary for Schools Speaking Part 2
  - to analyse the task, think of suitable language for it and practise the task
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### Procedure

1. Explain to your students that they are going to do an exercise similar to that in Part 2 of the B1 Preliminary for Schools Speaking test. Briefly ask students what happens in Part 1 of the speaking test and elicit (if they have done the overview activity) or remind students what they have to do in Part 2. Add any missing information so that the following is established:
  - The examiner gives each candidate a different photograph.
  - Each candidate has to talk on their own.
  - The task is to talk about what they can see in the picture.
2. Hand out one of the photographs in the Part 2 **sample task** and show it on the board if possible. Add that the photographs in the exam will be bigger and in colour.
3. Students brainstorm in pairs what they can see for a minute.
4. Elicit what the class can remember from the overview activity about the assessment criteria. Explain that Grammar and Vocabulary (the range, accuracy and appropriacy of language, i.e. the right language, used in the right way, at the right time) and Discourse Management (the organisation of ideas) are important in Part 2.

5. Write the following headlines on the board:

- place
- people
- activity
- objects
- colours
- atmosphere
- time of day
- weather

As a class, ask for suggestions of what students could say about the photograph for each of the headings, e.g. 'A teenage girl is in the kitchen making a cake. She looks like she is enjoying it.' Point out that the best answers link these ideas; ask a volunteer to put them together into a longer sentence, e.g. 'A teenage girl is in the kitchen and she looks like she is enjoying making a cake'.

6. Give students **Handout 1** and put them into pairs to add their own ideas under each heading. Ask if there are other things in the photographs the students could mention (e.g. the clothes people are wearing)
7. Explain that they are now going to do the task. One student reads out the instructions. Their partner describes the photograph in as much detail as possible, using the ideas on the board and on the handout. Time the students for one minute. The listening student should pay attention and identify one good thing and one weaker thing about how their partner organises their ideas. (Students might need a demonstration/example of this first). Monitor the students' performance and language and take a few notes for feedback later. You could also choose to focus on the same assessment criterion, i.e. Discourse Management.
8. Ask the listening student to give their feedback to their partner, and it is to be as positive or constructive as possible.
9. The students change roles so that the other student is speaking about the same photograph. They should speak as fully as possible about the picture. Their partner reads out the instructions then listens carefully to identify points for feedback, as in step 7. This time ask the speaking student to focus on their range of vocabulary. Time the students for one minute and monitor the students' performance and language and take a few notes for feedback later, with you focusing on just range of vocabulary of the full Grammar and Vocabulary criterion.
10. After a minute, the listening partner gives their feedback. You could give your feedback now or later.

11. Explain that they are now going to do the same with another photograph. Hand out the other photograph and ask students if there is a common theme between the two photos (–no). Explain that the photos don't share a theme. Direct students to **Handout 1** again. Put students in pairs to brainstorm and make notes on the headings in Activity 1 for this photograph.
12. Give students **Handout 2** (useful phrases) and review the meaning, form and pronunciation of the phrases. Describe the first photograph yourself using some of the phrases to show how they can be used in the task.
13. Ask students to choose a few phrases they would like to use in their speaking about this photograph and think about how they will use them.
14. Change the pairs of students so that each student speaks to a new partner. Repeat steps 7, 8, 9 and 10 for this photograph.
15. Finish off with language feedback, then ask students to talk about their hobbies and interests and why with their partner. Open class feedback on same.

### Suggested follow-up activities

- Ask students to bring in their own photographs and repeat the activity. This activity makes a good warmer or filler once students are accustomed to what to do.
- Play a video of a sample Part 2 or show students the audio script of one and ask them to read it.
- Students can do a mock test in groups of four with one student acting as an examiner asking them questions and another student acting as the assessor giving them marks for each of their answers in phase 2. Students should take turns in being the assessor and interlocutor (examiner).

### Answer key

### Student handout 1

### Photograph 1

<b>Place</b>	This photo shows a kitchen.
<b>People</b>	The girl is a teenager, she could be around 15. She has got long black hair and is wearing a patterned dress. There is a woman next to her, she could be her mum. She has got short black wavy hair and is wearing a t-shirt and a pair of jeans.
<b>Activity</b>	They are standing at kitchen table baking.
<b>Objects</b>	The room is very tidy. There's an iPad on the table with some cooking things behind it. There is a mixture of eggs and flour and a knife on the table. Behind them on the kitchen worktop, there's a teapot and scales. There is a cupboard with more in it.
<b>Colours</b>	The walls are white and the kitchen cupboards are too.
<b>Atmosphere</b>	They both look very relaxed and interested in the baking. The room is very tidy so it looks like a peaceful place.
<b>Time of day</b>	It could be morning or afternoon because you can see their reflection in the cooker.
<b>Weather</b>	They are both wearing short sleeves so it might be warm

### Photograph 2

<b>Place</b>	This photo shows a living room.
<b>People</b>	The boy looks about 14. He has short brown hair and he is sitting in front of a coffee table.
<b>Activity</b>	The boy is watching football on TV. He's looking at the screen very carefully so he might be a supporter of the football team playing.
<b>Objects</b>	There are some pictures on the walls. There are 3 remote controls, one for the play station and one for the stereo player. Also, on the coffee table is a pen and paper and a candle and some decorations.
<b>Colours</b>	The boy is wearing a white t-shirt. There's a red leather couch. There are lots of light brown colours from all the wood in the room.
<b>Atmosphere</b>	The room looks clean. The boy is sitting forward so he must be excited about the football match.
<b>Time of day</b>	It's daytime as there is some light shining on the floor.
<b>Weather</b>	The boy is wearing a t-shirt so it might be warm.

**B1 Preliminary for Schools Speaking Part 2**  
**Student handout 1**

Look at Photograph 1, and think about these points. Note down your ideas

<b>Place</b>	
<b>People</b>	
<b>Activity</b>	
<b>Objects</b>	
<b>Colours</b>	
<b>Atmosphere</b>	
<b>Time of day</b>	
<b>Weather</b>	

Now look at Photograph 2, and think about these points. Note down your ideas

<b>Place</b>	
<b>People</b>	
<b>Activity</b>	
<b>Objects</b>	
<b>Colours</b>	
<b>Atmosphere</b>	
<b>Time of day</b>	
<b>Weather</b>	

## B1 Preliminary for Schools Speaking Part 2

### Student handout 2

Study the following useful phrases for Part 2. Try to use them when you are practising Part 2 speaking.

#### Saying what you can see:

In the picture, I **can** see...

**There's** ...

**There** are ...

I **think** it's ...

I **don't think** ...

#### Describing something:

It **looks like** ... (+ noun)

It **looks** quite... (+ adjective)

He **looks**... (+ adjective)

The girl **looks** a bit ... (+ adjective)

#### Saying where something is:

**In** the **foreground** there's ...

**In** the **background** you can see ...

**On** the left ...

**On** the right ...

**At** the bottom ...

**In** the corner ...

**In** the middle ...

#### Comparing things:

The girl looks **much older than** the boy.

The yellow car is **the biggest**.

The mother isn't **as** pretty **as** the baby.

## B1 Preliminary for Schools Speaking Part 2 Sample task

### Photograph 1

1A



1B





**Speaking Test 1**

**Part 2 (2–3 minutes)**

**1A Learning a new skill**

**Interlocutor** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

**A, here is your photograph. It shows someone learning how to do something.**

*Place Part 2 booklet, open at Task 1A, in front of candidate.*

**B, you just listen.**

**A, please tell us what you can see in the photograph.**

**Candidate A**

⌚ *approx. 1 minute*

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

**1B At home after school**

**Interlocutor** B, here is your photograph. It shows someone at home after school.

*Place Part 2 booklet, open at Task 1B, in front of candidate.*

**A, you just listen.**

**B, please tell us what you can see in the photograph.**

**Candidate B**

⌚ *approx. 1 minute*

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*