

B1 Preliminary for Schools Speaking Part 2

Teaching Online Lesson Notes

In Part 2 of the Speaking test, students describe one colour photograph, talking for about 1 minute.

Description of the lesson

Students look at a Part 2 photograph and brainstorm what they can say about it. They practise Part 2, 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.

Time required:	50 minutes online plus some follow-up
Materials required:	<ul style="list-style-type: none"> • Lesson handout for sharing with students and screen-sharing or copying to whiteboard, including: <ul style="list-style-type: none"> - 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)
Aims	<ul style="list-style-type: none"> • 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

Lesson handout

Either before, or at the beginning of the lesson, share the lesson handout with your students.



Send the handout document as an attachment via email.



Or, if you can share documents in the chat on your platform, share the document and ask students to download a copy.



Or, if you have a files area on your platform, tell students where to find the document and ask them to download a copy.

Welcome

Welcome students and introduce what they are going to do in the lesson.

If you're using audio or video in your class, make sure that all learners have their microphones on mute, and that they only turn them on when asked to speak.



Check that you can see all of the students and that they can see you.



Check that you can hear all of the students and that they can hear you.



Ask everyone to say hello in the chatbox so you can check that it is working and that students can use it.

Part 1 – Familiarise students with B1 Preliminary for Schools Speaking Part 2

Ask students to match the first part of the sentences (1–6) with the end of the sentences (A–F) to find out about B1 Preliminary for Schools Speaking Part 2:

1. In Speaking Part 2, the examiner gives each student ...	A. is important too
2. Each student talks about their picture ...	B. in your picture
3. You talk about what you can see ...	C. grammar and vocabulary
4. You talk about the picture for ...	D. on their own
5. You should use the right ...	E. one minute
6. Discourse management (the organisation of ideas) ...	F. a different picture



Share your browser screen showing the table in Part 1 of the handout.



Or ask students to look at the table in Part 1 of the handout you sent.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

Part 1 – Check understanding

Ask students to tell you their answers.

1. In Speaking Part 2, the examiner gives each student a different picture
2. Each student talks about their picture on their own
3. You talk about what you can see in your picture
4. You talk about the picture for one minute
5. You should use the right grammar and vocabulary
6. Discourse management (the organisation of ideas) is important too



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.

Part 2 – Familiarise students with B1 Preliminary for Schools Speaking Part 2

Show students a photograph in the Part 2 sample task and ask students to brainstorm what they can see for a minute.



Share your screen and show the photograph in Part 2 of the handout.



Or ask students to look at the photograph in Part 2 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

Part 2 – Check understanding

1. Show students the following headings:

Place
People
Activity
Objects
Colours
Atmosphere
Time of day
Weather

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'.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, students can give their answers in the chat. Talk about what they write, ask follow-up questions and clarify any points.

Part 3 – Analyse the task and think of suitable language for the task

Give students the headings and ask them to look at the photograph again and add their own ideas under each heading. Tell them to add other things they notice in the photograph (e.g. the clothes people are wearing).

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

Place	
People	
Activity	
Objects	
Colours	
Atmosphere	
Time of day	
Weather	



Share your screen and show the task in Part 3 of the handout.



Or ask students to look at Part 3 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

Part 3 – Check understanding

Check the answers to the task:

Place	This photo shows a kitchen.
People	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.
Activity	They are standing at kitchen table baking.
Objects	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.
Colours	The walls are white and the kitchen cupboards are too.
Atmosphere	They both look very relaxed and interested in the baking. The room is very tidy so it looks like a peaceful place.
Time of day	It could be morning or afternoon because you can see their reflection in the cooker.
Weather	They are both wearing short sleeves so it might be warm



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

Part 4 – Practise the Part 2 task

Tell students that they are going to do the Part 2 Speaking task. Tell them to use this link to go to [Voice Spice](#), or you could use [Padlet](#).



Tell them they should use the notes they made in Part 3 to talk about the photograph for 1 minute. When they are ready, they click 'record' and begin speaking. When they have finished their recording, they should put the link to their recording in the chatbox.



Share your screen and show the photograph and the link to [Voice Spice](#) or [Padlet](#) in Part 4 of the handout.



Or ask students to look at Part 4 of the handout you sent them.

Part 5 – Evaluate a task and give feedback

Tell students that they are going to listen to another student's recording of the Part 2 Speaking task. Tell students which link they should listen to.

Learners listen to their classmate's recording and make some notes:

- identify one good thing and one weaker thing about how your classmate organises their ideas
- identify one good thing and one weaker thing about the vocabulary your classmate uses
- identify one good thing and one weaker thing about the grammar your classmate uses.

Ask students to use the chatbox to give their feedback to their classmate, and tell them to be as positive or constructive as possible.



Share your screen and show the task in Part 5 of the handout. Tell students which recording to listen to.



Or ask students to look at Part 5 of the handout you sent them and tell students which recording they should listen to.



Ask students to type their comments on their classmate's recording in the chat.

Part 5 – Check understanding

Ask students to read their classmate's comments on their recording, make a note of the feedback and ask any questions they have.



Students read their classmate's comments, talk about some of the comments, ask follow-up questions and clarify any points.

Part 6 – Analyse the task, think of suitable language for it and practise the task

Tell students that they are now going to do the same with another photograph. Show 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 headings again. Ask students to brainstorm and make notes on the headings for this photograph.

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



1B

Place	
People	
Activity	
Objects	
Colours	
Atmosphere	
Time of day	
Weather	



Share your screen and show the photograph and the table in Part 6 of the handout.



Or ask students to look at Part 6 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

Part 6 – Check understanding

Check the answers to the task:

Photograph 2

Place	This photo shows a living room.
People	The boy looks about 14. He has short brown hair and he is sitting in front of a coffee table.
Activity	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.
Objects	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.
Colours	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.
Atmosphere	The room looks clean. The boy is sitting forward so he must be excited about the football match.
Time of day	It's daytime as there is some light shining on the floor.
Weather	The boy is wearing a t-shirt so it might be warm.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

Part 7 – Analyse the task, think of suitable language for it and practise the task

Show students the list of useful phrases and review the meaning, form and pronunciation of the phrases. Describe the photograph yourself using some of the phrases to show how they can be used in the task.

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.

Ask students to choose a few phrases they would like to use in their speaking about the photograph and think about how they will use them.



Share your screen and show the questions and text in Part 7 of the handout.



Or ask students to look at Part 7 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

Part 7 – Check understanding

Elicit some answers from students.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.

Part 8 – Practise the Part 2 task

Tell students that they are going to do the Part 2 Speaking test again. Tell them to use this link to go to [Voice Spice](https://voicespice.com/) or [Padlet](https://padlet.com/). Tell them they should use the notes they made in Part 6 to talk about the photograph for 1 minute. When they are ready, they click 'record' and begin speaking. When they have finished their recording, they should put the link to their recording in the chatbox.



Share your screen and show the photograph and the link to Voice Spice (<https://voicespice.com/>) or Padlet (<https://padlet.com/>) in Part 8 of the handout.



Or ask students to look at Part 8 of the handout you sent them.

Part 9 – Evaluate a task and give feedback

Tell students that they are going to listen to another student's recording of the Part 2 Speaking task. Tell students which link they should listen to.

Learners listen to their classmate's recording and make some notes:

- identify one good thing and one weaker thing about how your classmate organises their ideas
- identify one good thing and one weaker thing about the vocabulary your classmate uses
- identify one good thing and one weaker thing about the grammar your classmate uses.

Ask students to use the chatbox to give their feedback to their classmate, and tell them to be as positive or constructive as possible.



Share your screen and show the task in Part 9 of the handout. Tell students which recording to listen to.



Or ask students to look at Part 9 of the handout you sent them and tell students which recording they should listen to.



Ask students to type their comments on their classmate's recording in the chat.

Part 9 – Check understanding

Ask students to read their classmate's comments on their recording, make a note of the feedback and ask any questions they have.

Part 10 – Practise the Part 2 task

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.



Students read their classmate's comments, talk about some of the comments, ask follow-up questions and clarify any points.