

B1 Preliminary for Schools Speaking

Part 3 Activity – Notes for teachers

Description

Students look at a Part 3 photograph and brainstorm what they can say about it. They practice Part 3 in pairs, firstly focusing on organising their ideas and then on range of vocabulary. They then look at different phrases which are useful for Part 3, and describe another photograph trying to use as many of the phrases as possible.

Time required:	<i>50 minutes</i>
Materials required:	<ul style="list-style-type: none"> ▪ <i>Handouts of Activity 1 and 2</i> ▪ <i>Photographs for sample Part 3 tasks (plus the same photos on OHT if possible)</i> ▪ <i>Instructions for sample Part 3</i>
Aims:	<ul style="list-style-type: none"> ▪ <i>to introduce Part 3</i> ▪ <i>to analyse the task, think of suitable language for it and practice the task</i>

Procedure

1. Briefly ask students what happens in Parts 1 and 2 of the speaking test and elicit (if they have done the overview activity) or remind students what they have to do in Part 3. 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 sample Part 3 task and show it on an OHT if possible. Add that the photographs in the exam will be bigger and in colour so they will be very clear.
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 3.

5. Write the following headings 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. the girl is lying on her bed, she is reading a book, she looks like she is enjoying her book. Point out that the best answers link these ideas; ask a volunteer to put them together into a longer sentence, e.g. 'The girl is lying on her bed with a book and she looks very interested in it.'

- 6.** Hand out Activity 1 and put students into pairs to add their own ideas under each heading.
- 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. Monitor the students' performance and language and take a few notes for feedback later. You could also choose to focus on the same assessment criteria, i.e. Discourse Management.
- 8.** Ask the listening student to give their feedback to their partner, and 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 focussing on just range of vocabulary or the full Grammar and Vocabulary criteria.
- 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 to find the common theme between the two photos (they are both teenager's bedrooms). Explain that the photos always share a theme and this theme is continued in Part 4. Direct students to the worksheet for Activity 1 again. Put students in pairs to brainstorm and make notes on the headings in Activity 1 for this photograph.
- 12.** Give students Activity 2 (useful phrases) and review the form, meaning 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 say which room they would like best and which one is most similar to their own bedroom and why.

Follow up activities

Repeat the activity with as many photographs as you can find. This activity makes a good warmer or filler once students are accustomed to what to do.

Key to Activity 1– sample ideas for each photograph (many others are possible)

Photograph 1

Place	<i>This photo shows a girl's bedroom.</i>
People	<i>The girl is a teenager, she could be around 15. She has got long blonde hair. She's wearing white trousers and a black top.</i>
Activity	<i>The girl is lying on her bed and she is reading a book.</i>
Objects	<i>The room is very tidy. There's a guitar next to the window which the girl probably plays. There's a picture with bright colours on the wall, some shelves with a stereo and a desk with a computer on it. I think she's a student. The bed is made and has clean white sheets on it.</i>
Colours	<i>The walls are white and the bed covers are light green. The girl must like green as the curtains and the cushions are dark green too.</i>
Atmosphere	<i>The girl looks very relaxed and interested in her book and the room is very tidy so it looks like a peaceful place.</i>
Time of day	<i>It could be morning or afternoon as it's light outside.</i>
Weather	<i>You can see through the windows that it is sunny outside.</i>

Photograph 2

Place	<i>This photo shows a boy's bedroom.</i>
People	<i>The boy looks around 14. He is tall with black curly hair. He is sitting in an armchair next to his bed.</i>
Activity	<i>The boy is using his computer. He might be studying or he might be surfing the internet. He's looking at the screen very carefully.</i>
Objects	<i>There are many things on the walls and next to his bed. There are pictures of footballers and two baseball caps so he must like sport and there are some soft toys on the radiator.</i>
Colours	<i>The boy is wearing dark blue jeans and the curtains are also dark blue. The bed cover is light blue with green checks. The room looks quite dark.</i>
Atmosphere	<i>The room looks quiet and clean.</i>
Time of day	<i>It's daytime as it is bright outside.</i>
Weather	<i>The weather looks sunny outside.</i>

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Part 3 Activity 1

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

- Place
- People
- Activity
- Objects
- Colours
- Atmosphere
- Time of day
- Weather

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

- Place
- People
- Activity
- Objects
- Colours
- Atmosphere
- Time of day
- Weather

Activity 2

Study the following useful phrases for Part 3. Try to use them when you are practising Part 3 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 this 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.

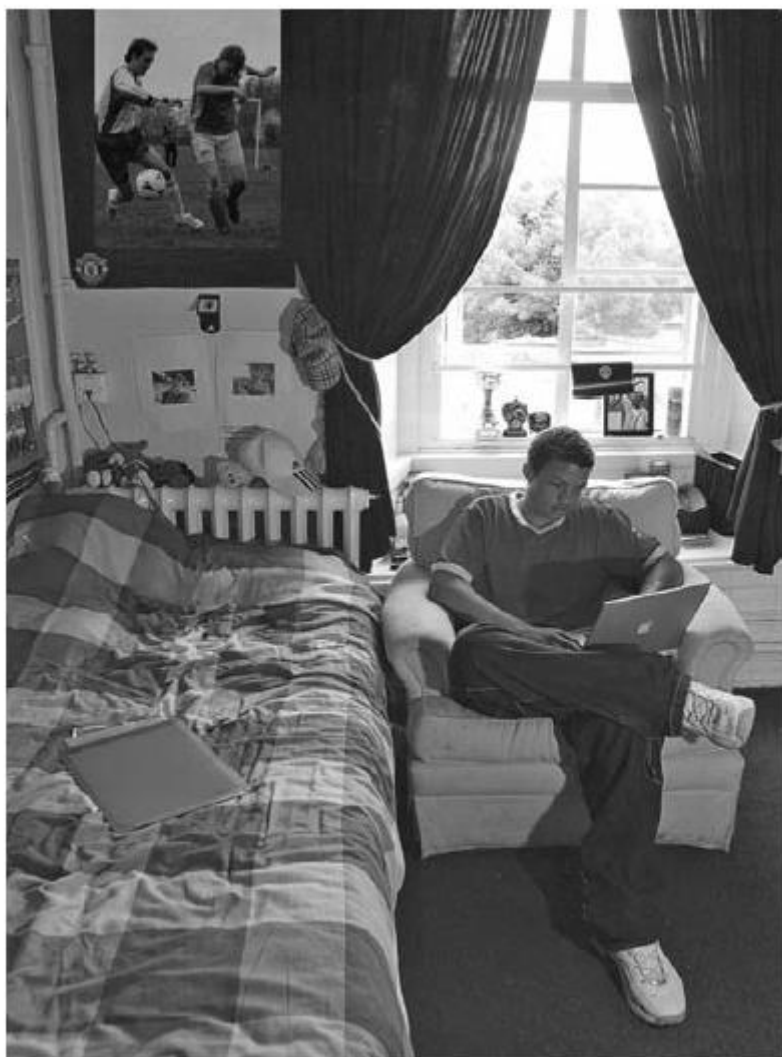
Sample paper Part 3

Photograph 1



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Photograph 2



Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor

Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.
Candidate A, here is your photograph. (*Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.*) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.
Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. (*Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.*) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.