

# Teens B1 Speaking Ideas

## Part 3

In this part of the test, students will...

- describe pictures.
- get to know and use useful / function(al) phrases.
- extend their vocabulary range for describing pictures.
- use the descriptions given to check how ideas get connected and how they sound.

## Advance preparation

- Get two posters of people in their rooms.
- Write useful phrases on paper strips so you can provide ss with the language they may need quickly.
- Photocopy example charts.

## Start

- Show ss one poster – ss say what they can see in it.
- Remind ss that they must mention as many things as they can about the picture.
- Write some prompts (paper strips) on the board for ss to say what they can see.
  - **I can see...**
  - **There is...**
  - **There are...**
  - **At the back...**
  - **It seems that it is...**
  - **Etc.**
- Write ss' ideas on the board.

## During

- Show a second picture and get ss saying what they can see - the same way they did with the picture before.
- Write ss' ideas on the board.
- Introduce the concepts that are assessed in this part of the test...
  - **Grammar and Vocabulary** – that is “The range, accuracy and appropriacy of language = the right language use, the right way at the right time.”
  - **Discourse management** – that is “The organisation of ideas.”
- Write the following list on the board – and then get ss checking if they considered them all in the “Say what you can see in the picture activity.”

- people – **There is** a teenager.
  - place – **She is in her room, I think**, because she is lying on her bed!
  - activity
  - objects
  - colours
  - atmosphere
  - time of day
  - weather
- Ask ss to help you find language that can be used to say / mention something regarding the points above - about the two pictures on the board – just the language.
  - Get ss into pairs – tell them that one of them is going to describe one picture, and the other one will listen carefully because he / she will be evaluating Grammar and vocabulary and Discourse Management – 1 minute for the description and 1 minute for the feedback, and then switch roles using a different picture.
  - Ask ss to look at page 29 – ask them to say what the pictures have in common.
  - Tell ss that the pictures in this part of the text will always be about the same topic, and that the topic will be the same in the next Speaking Part (4).
  - Distribute the example chart and get ss identifying grammar and vocabulary – remind them that those are (just) examples of the language they can use and how to use it.

#### Chart about the girl

<b>People</b>	In this picture <b>there is</b> a girl.
<b>Place</b>	She is <b>in her bedroom</b> . She <b>is wearing</b> jeans and a light blouse.
<b>Activity</b>	She is <b>lying on her bed</b> . Maybe she is going to buy something online because she has a credit card in her hand.
<b>Objects</b>	The room is very clean. There is a drawer next to the bed and there are some books on it. There is a lamp behind the books.
<b>Colours</b>	The covers on the bed and the pillow cases are white. There is also a small pillow with some red flowers printed on it. The girl's laptop is grey and the jeans she is wearing are blue and her blouse is grey.
<b>Atmosphere</b>	The room seems to be very quiet and relaxing. And she looks happy and a bit excited about her online shopping.
<b>Time of day</b>	I am not sure what time it may be because there are no windows in the picture, but as she may be doing some online shopping, it may be the afternoon or the early evening.
<b>Weather</b>	I can't tell anything about the weather either, because, as I said before, there are no windows, but she is wearing a light blouse, so it may be a bit warm.

- Ask ss to complete this second chart but this time about the picture of the boy.

### Chart about the boy

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

### Finish

- Tell ss to look at what the ideas about the girl's room look like when they are put together – ask them to read it all out two or three times – advise them to check how they sound.

### Ideas Put Together!!!

In this picture, there is a girl. She is in her bedroom. She is wearing jeans and a light blouse. She is lying on her bed. Maybe she is going to buy something online because she has a credit card in her hand. The room is very clean. There is a drawer next to the bed and there are some books on it. There is a lamp behind the books. The covers on the bed and the pillow cases are white. There is also a small pillow with some red flowers printed on it. The girl's laptop is grey and the jeans she is wearing are blue and her blouse is grey. The room seems to be very quiet and relaxing. And she looks happy and a bit excited about her online shopping. I am not sure what time it may be because there are no windows in the picture, but as she may be doing some online shopping, it may be the afternoon or the early evening. I can't tell anything about the weather either, because, as I said before, there are no windows, but she is wearing a light blouse, so it may be a bit warm.

- Tell ss to practise using the chart they just made.
- Remind ss about the points below the pictures in the book – they can be used a guide for completing this speaking activity.