

# PROTECT YOURSELF AND OTHERS FROM COVID-19



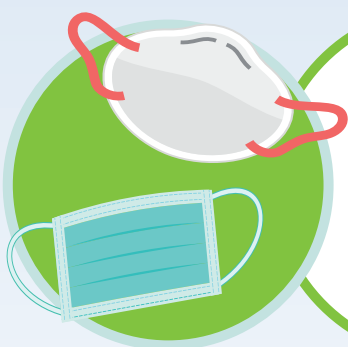
## CLASS RULES



**Wash your hands** with soap and water frequently



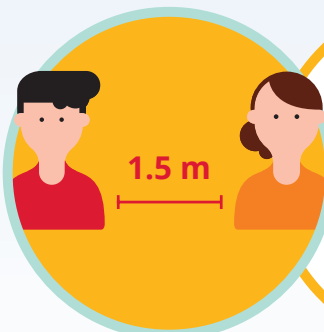
**Sanitize** your hands often



**Wear your mask** properly



**Cough and sneeze** into a tissue or your elbow



**Keep physical distance** from other students



**Don't share objects** with other students

And as always, listen to your teacher!



**Cambridge Assessment  
English**

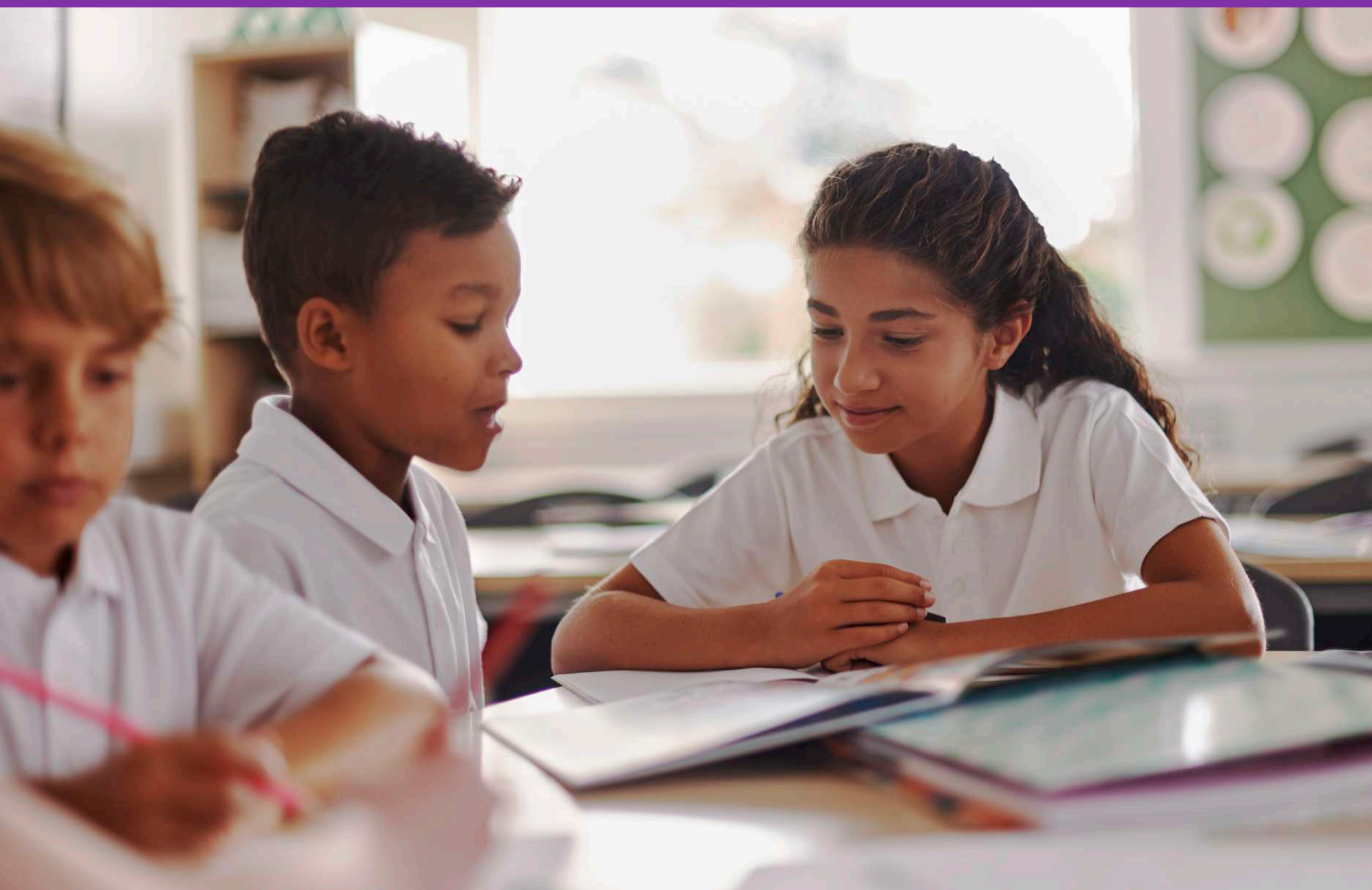
## A2 Key for Schools: classroom activities

These activities are based on topics from the A2 Key for Schools word list and are designed for use with the classroom posters. There are options for face-to-face and online teaching.

**Cambridge**

English Qualifications

**A2 Key**  
for Schools





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# How to use this booklet

This booklet has been designed for busy teachers to go in and out of when they want to find a relatively short vocabulary activity to fit into their classes. Each activity focuses on words from the A2 Key word list and makes use of the classroom posters.

Each activity has suggestions for use in the face-to-face classroom (on the left) and online (on the right). The aims and lesson tips are indicated at the top right and there are suggestions at the bottom of each page on how to provide additional support, extend the activity further or adapt it.

There are **three posters** on the topics of Our planet, Food and Sport. Some of the activities work with all of the posters while some are for a specific poster. This is indicated at the start of each activity.





# Total recall

Aim	To review and recycle vocabulary
Lesson tip	This activity could be used to review any vocabulary set

Face-to-face

Materials and preparation:

- Vocabulary poster

- Project a section of the poster on the board to show about 12–15 words. Alternatively, fold or use scrap paper to show only a section of the poster.
- In pairs, students check understanding. Clarify any questions about meaning with the group, modelling and drilling pronunciation where necessary. (See p8 for ideas on drilling.)
- Give students 1 minute to memorise the words revealed on the poster. Blank the screen or take down the poster.
- In pairs, students write down as many words as they can remember.
- Show the poster again and allow students to check their answers. They can write down any words they missed and correct the spelling.
- Individually, students write six words in their notebooks. Encourage students to ask questions about meaning again at this stage if they are unsure.
- Play bingo: define words and give examples such as 'it's very cold, I like strawberry and my sister likes chocolate', answer: ice cream. Students cross out the words if they have them. The activity ends when one student has crossed out all six words and shouts 'Bingo!'.

Online

Materials and preparation:

- Vocabulary poster

- Enlarge the poster to show about 12–15 words. Share your screen. Alternatively, crop the poster and paste it into a new file such as PowerPoint or Word.
- Encourage students to ask questions to check understanding either using their microphones or the chat box. Provide them with the question 'What does ... mean?' if necessary. Spot-check by asking students to provide answers for your definitions and vice versa. Model and drill pronunciation where necessary.
- Give students 1 minute to memorise the words revealed on the poster. Stop screen-share.
- Students write down as many words as they can remember.
- Show the poster again and allow students to check their answers. They can write down any words they missed and correct spelling. If available **and if they can be monitored safely**, this could be done in breakout rooms. The poster can be shared via the chat box or your school's learning platform.
- Individually, students write six words in their notebooks. Encourage students to ask questions about meaning again at this stage if they are unsure.
- Play bingo: define words and give examples such as 'it's very cold, I like strawberry and my sister likes chocolate', answer: ice cream. Students cross out the words if they have them. The activity ends when one student has crossed out all six words and shouts 'Bingo!' or writes it in the chat box.

Support

Provide a list with just the first letters of each word when students are trying to remember. This can be written or projected on the board.

Extend

Once students are familiar with the activity, nominate one student to provide the definitions in the game of bingo. It might be useful to give them some thinking time before the game starts.

Adapt

Alternatively, use mimes instead of verbal definitions or a combination. Step 4 can also be done as an individual activity with students checking understanding in open class.

Support

Provide a list of the vocabulary with the first letters of each word, and share your screen when students are writing down the vocabulary.

Extend

Once students are familiar with the activity, nominate one student to provide the definitions in the game of bingo. It might be useful to give them a bit of thinking time before the game starts.

Adapt

Alternatively, use mimes if cameras are available.





Aim	To generate topic-specific vocabulary
Lesson tip	This activity can be more settling or stirring depending on whether it's done individually or collaboratively

# Brainstorm

Face-to-face

**Materials and preparation:**

- Vocabulary poster
- Optional: dictionaries, either physical or an online version such as the Cambridge Learner's Dictionary

- Show students the image from the poster: fold it or project a section on the board. Elicit the topic.
- Challenge students to think of as many words as they can related to the topic. Set a time limit.
- When the time is up, reveal the words on the poster and ask students to compare their list with the poster. Encourage students to correct any spelling mistakes and to ask questions about unfamiliar vocabulary.
- Ask students to group their words into categories of their choosing. They write them in their notebooks and must be able to justify their choice, for example 'all of these words are nouns and these words are verbs' or 'these words are sports, these words are equipment and these are places'. Demonstrate the activity by writing three or four words on the board and asking students to say what they have in common; encourage more than one idea.

Online

**Materials and preparation:**

- Vocabulary poster
- Optional: an online dictionary such as the Cambridge Learner's Dictionary

- Share your screen showing students just the image from the poster. Elicit the topic.
- Challenge students to think of as many words as they can related to the topic. Set a time limit. This can be done in notebooks or via the chat function.
- When the time is up, reveal the words on the poster and ask students to compare them with their list or the collaborative list in the chat box. Encourage students to correct any spelling mistakes and to ask questions about unfamiliar vocabulary.
- Ask students to group their words into categories of their choosing. Demonstrate the activity by writing three or four words in the chat box and asking students to say or type what they have in common; encourage more than one idea. They then write vocabulary in groups in their notebooks and must be able to justify their choice, for example 'all these words are nouns and these words are verbs' or 'these words are sports, these words are equipment and these are places'. Monitor by nominating students to explain a category.

General activities

Support

Allow students to use a dictionary or their textbook to help. If possible, give students the option to work in pairs.

Extend

Students choose three words to record in their notebooks with an example sentence and/or a picture. Students write gapped sentences for their partner or the rest of the class to guess. Demonstrate the activity on the board first. For example, 'A good way to \_\_\_\_ is to play sport every week', answer: 'get fit'.

Adapt

You can gamify this by awarding points for each word students write, with extra points if the word is on the poster and bonus points for particularly challenging or unusual words. Students write the alphabet in their notebooks and have to think of a word for each letter.

Support

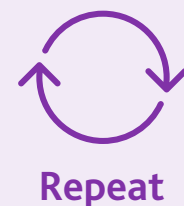
Allow students to use a dictionary or their textbook to help. Give students the option to work in pairs if breakout rooms are available and can be safely monitored.

Extend

Students choose three words to record in their notebooks with an example sentence and/or a picture. Students write gapped sentences for the rest of the class to guess. Demonstrate the activity in the chat box first. For example, 'A good way to \_\_\_\_ is to play sport every week', answer: 'get fit'. Students respond via a chat box race: they type their answer and send when you say '3, 2, 1, send.' Students prepare their sentence in their notebooks, then nominate a student to share it in the chat box.

Adapt

This can be done in small groups using a shared noticeboard space such as Google Jamboard or Padlet. Share a link which you set up before class. Students brainstorm by adding to the shared space and create groups to categorise vocabulary.



Aim	To practise pronunciation of the vocabulary
Lesson tip	Drilling activities can be used in combination with other activities whenever you introduce or recycle language. Use a mixture of whole class, small group and individual drilling.

# Drilling

Face-to-face

Materials and preparation:

- None

When drilling give two clear, natural-sounding models before students repeat. Make sure all students see you model the word face on; you may need to turn to face students depending on the layout of your classroom. Some of these drills will not be possible if wearing a mask and some may be more difficult while wearing a mask or a visor.

- Hand movements:** model the word, use your fingers to count the syllables with the class, students repeat.
- Find the stress:** model the word, students repeat; ask them to identify the number of syllables, then the stressed syllable. Write the word on the board to clarify, e.g. **supermarket**  
● ● ● ●  
supermarket
- Clap the beat:** model, clap out the syllables, emphasise the stressed syllable, students repeat.
- Standing stress drill:** model the word, students repeat and stand up when they say the stressed syllable.
- Whisper drill:** whisper the word and the students whisper back.
- Mouthing:** mouth the word silently, students repeat, focusing on mouth position.
- Shouting drill:** shout the word and the students shout back.
- Emotions:** say the word as if you were scared, tired, happy or surprised and the students repeat.

Online

Materials and preparation:

- None

When drilling give two clear, natural-sounding models before students repeat. Be aware that sound delays may affect the clarity of choral drilling.

- Hand movements:** model the word, use your fingers to count the syllables with the class, students repeat.
- Find the stress:** model the word, students repeat; ask them to identify the numbers of syllables then the stressed syllable. Share your screen, writing the word on the board to clarify, e.g. **supermarket**  
● ● ● ●  
supermarket
- Clap the beat:** model, clap out the syllables, emphasise the stressed syllable, students repeat.
- Whisper drill:** whisper the word and the students whisper back.
- Shouting drill:** shout the word and the students shout back.
- Emotions:** say the word as if you were scared, tired, happy or surprised and the students repeat.

If students have cameras:

- Standing stress drill:** model the word, students repeat and stand up when they say the stressed syllable.
- Mouthing:** mouth the word silently, students repeat, focusing on mouth position.

General activities

## Extend

Nominate students to clap or mouth a word and the rest of the group have to guess it. Demonstrate the activity first. This can also be done in pairs or small groups.

## Extend

Nominate students to clap or mouth a word and the rest of the group have to guess it. Demonstrate the activity first. If they can be monitored safely, this can also be done in pairs or small groups in breakout rooms.





# Story writing

Timing	25 minutes
Aim	To plan and write a short story
Lesson tips	Use 'Total recall' or 'Brainstorm' activities above to review the vocabulary first
	This activity could help to practise Writing Part 7 from A2 Key for Schools

Face-to-face

Materials and preparation:

- Our planet poster
- A PowerPoint slide or similar of the sets of words

1. Write or project these words on the board. Elicit the topic they have in common. Show the Our planet poster to confirm.

A	B	C
crowded	bright	sun
star	desert	sea
dinosaur	explore	fish
world	sky	lake
people	outdoors	petrol
plastic	rain	moon
tiger	tree	save
spring	summer	winter
beach	oil	dolphin
dark	river	space
dolphin	forest	forest
space	autumn	autumn

2. Ask students to choose a character for a story they are going to create: a person or an animal.

3. Demonstrate the activity with a stronger student. Using set A, you start the story, for example, 'It's **spring** and Pedro is on the **beach**.' The student continues the story using another word from the set. Assign pairs a set of 12 words: A, B or C.

4. In pairs, students take turns to tell a story. They can use the words in any order and they don't have to use them all. Set a time limit for the activity – it doesn't matter if they don't finish their story, the objective is to generate ideas.

5. In pairs, students use ideas from the previous activity and write a short story, though they don't need to write exactly the same story as in the oral activity. They need to use at least five words from their set. Set a word count of 30–50 words. Although working together, they should each write the story so they have their own copy.

6. Encourage students to check their work for mistakes.

Online

Materials and preparation:

- Our planet poster
- A PowerPoint slide, or similar, of the sets of words

1. Share your screen and show the words. Elicit the topic they have in common. Show the Our planet poster to confirm.

A	B	C
crowded	bright	sun
star	desert	sea
dinosaur	explore	fish
world	sky	lake
people	outdoors	petrol
plastic	rain	moon
tiger	tree	save
spring	summer	winter
beach	oil	dolphin
dark	river	space
dolphin	forest	forest
space	autumn	autumn

2. Ask students to choose a character for a story they are going to create: a person or an animal.

3. Demonstrate the activity with a stronger student. Using set A, you start the story, for example, 'It's **spring** and Pedro is on the **beach**.' The student continues the story using another word from the set.

4. If breakout rooms are available and can be monitored safely, assign pairs a set of 12 words: A, B or C. Paste them into the chat box or share a document with the words. Students take turns to tell a story. They can use the words in any order and they don't have to use them all. Set a time limit for the activity. This can also be done as a whole class, nominating the next student at random. You can use a timer to keep up the pace. Do not correct mistakes at this stage as the objective is to generate ideas.

5. Students use ideas from the previous activity and write a short story, in pairs in breakout rooms or individually. They need to use at least five words from their set. Set a word count of 30–50 words. If working together, they should each write the story so they have their own copy.

6. Encourage students to check their work for mistakes.

Support

Write or project some sentence stems on the board which students can use or adapt in their own stories. For example, 'The beach is ...'; 'Pedro sees ...'; 'In the sea, there are ...'

Extend

Form new groups of two to four, students read their story to the group and together they think of a title for each story. Students write a final draft of their stories in class or for homework. Make a classroom display of the stories around the poster.

Adapt

Omit stages 3 and 4 and students can write their stories individually. Make sure you have reviewed the vocabulary thoroughly beforehand. Instead of writing a story, students can make a comic strip or graphic story.

Support

Put some example sentences in the chat box using the vocabulary which students can use or adapt in their own stories.

Extend

Form new groups of four, students read their story to the group and together they think of a title for each story. Students develop or extend their stories individually in class or for homework. Encourage them to use further vocabulary from their set.


Adapt

Instead of writing a story, students can make a comic strip or graphic story.



Q & A

Timing	15 minutes
Aim	To develop speaking fluency
Lesson tips	Select the most relevant questions to use after a reading or listening task on a similar topic to allow for development and personalisation
	Describing preferences and comparisons is useful for A2 Key for Schools Speaking Part 2

Face-to-face

Materials and preparation:


- Our planet poster
- Gapped questions to display on the board
- A list of questions for display or in an online spinner such as Picker Wheel or Wheel Decide

1. Show students the gapped questions and the poster. They need to complete the questions using words from the poster. This can be done in their notebooks or discussing with their partner. Accept all possible answers – one possible answer is given in brackets below.

- Do you prefer \_\_\_\_\_ or quiet places? Why? (crowded)
- Which do you prefer, the \_\_\_\_ at night or in the day? Why? (sky)
- Which is your favourite season?
- What do you like doing \_\_\_\_\_? (outdoors)
- Do you prefer the town or the countryside? Why?
- Do you prefer the \_\_\_\_\_ or the \_\_\_\_\_? (forest/beach)
- What kind of weather do you like?
- Which country in the \_\_\_\_\_ would you most like to visit? (world)
- What do you like doing in \_\_\_\_\_? (winter)

2. Demonstrate the activity with a stronger student. The student asks a question from the list or from the spinner, you answer then ask the student 'What do you think?' They answer. You ask another question. Ensure you give reasons for your answers or follow up with 'Why?'

3. Students ask and answer in pairs. If appropriate encourage students to be creative with their answers; they do not have to be true as long as they give reasons why.

Online

Materials and preparation:

- Our planet poster
- Gapped questions to display
- A list of questions for display or in an online spinner such as Picker Wheel or Wheel Decide

1. Show students the gapped questions and the poster. They need to complete the questions using words from the poster. This can be done in their notebooks or by posting their answers in the chat box. Accept all possible answers – one possible answer is given in brackets below.

- Do you prefer \_\_\_\_\_ or quiet places? Why? (crowded)
- Which do you prefer, the \_\_\_\_ at night or in the day? Why? (sky)
- Which is your favourite season?
- What do you like doing \_\_\_\_\_? (outdoors)
- Do you prefer the town or the countryside? Why?
- Do you prefer the \_\_\_\_\_ or the \_\_\_\_\_? (forest/beach)
- What kind of weather do you like?
- Which country in the \_\_\_\_\_ would you most like to visit? (world)
- What do you like doing in \_\_\_\_\_? (winter)

2. Display the questions or post them in the chat box. Demonstrate a question 'chain'. Ask a stronger student to choose a question to ask you. Answer, then choose another question to ask a different student, they answer then ask another question, etc. Ensure students give reasons for their answers or follow up with 'Why?'

3. Continue the activity until everyone has answered a question.

Support

Elicit and display useful language such as:

I like I love I prefer I hate	playing ... going ... doing ...	... is more	exciting boring interesting beautiful fun	than ...
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I really like ... but my favourite is ...

Extend

Students write their own questions using vocabulary from the poster or relevant to the topic.

Adapt

Ask students to do the activity 'in character' by choosing a famous person or fictional character. This allows for creativity and can overcome shyness by not having to reveal their true preferences.

Support

Elicit and display useful language such as:

I like I love I prefer I hate	playing ... going ... doing ...	... is more	exciting boring interesting beautiful fun	than ...
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I really like ... but my favourite is ...

Extend

Students write their own questions using vocabulary from the poster or relevant to the topic.

Adapt

Ask students to do the activity 'in character' by choosing a famous person or fictional character. This allows for creativity and can overcome shyness by not having to reveal their true preferences.





Classify foods



Read: gist




Read: detail



Discuss opinion

# Magazine article

Timing	25 minutes
Aim	To practise reading for gist and detail
Lesson tip	Putting vocabulary into texts can help students to clarify meaning and understand it in context and therefore help them to remember it.

Face-to-face

Materials and preparation:

- Food poster
- A copy of the text and questions per student or for projection on the board

1.

Project or show a copy of the poster. Write the topic on the board: healthy eating. Ask students to discuss the food and drink on the poster and say if they think each of them is healthy or not. This can be done in small groups or in open class. Alternatively, they can make a list.

2.

Tell students they are going to read about a student describing what they eat in a typical day. Write or project the gist question on the board: Where do you think the text is from? (Answer: an online magazine or similar.) Give students the text or project it on the board.

Are you a healthy eater?

How healthy is your diet? We wanted to find out if our readers have a good diet so we asked them to write and tell us about what they eat on a typical school day. This is what Imran told us:

*“Breakfast is my favourite meal of the day. I usually have a cup of coffee, some fruit and bread and cheese. I take a snack to eat at break time, and I always carry a bottle of water with me, I drink two litres of water a day. I don’t eat lunch because I always play football at lunchtime. At the end of the day, I walk home from school with my friends and two or three times a week, we stop at the café. We buy chips, maybe pizza or a burger. In general, I think I have quite a healthy lifestyle and diet, what do you think?”*

3.

Students read the text again and answer the questions:

a.

What is Imran’s favourite meal of the day? (breakfast)

b.

What does he eat at school? (a snack)

c.

How often does he go to the café? (two or three times a week)

d.


Who does he go to the café with? (his friends)

e.

What do Imran and his friends usually buy when they go to the café? (chips, pizza or a burger)

4.

Elicit Imran’s final comment: he thinks he has quite a healthy lifestyle and diet. In pairs, students discuss whether they agree or not and why.

Online

Materials and preparation:

- Food poster
- A document with the text and questions to share with students

1.

Share your screen of the poster. Write the topic in the chat box: healthy eating. Clarify the meaning. Ask students to choose something from the poster which is healthy and post it in the chat box. Nominate a couple of students to justify their choice using their microphone. Then do the same for ‘unhealthy’.

2.

Tell students they are going to read about a student describing what they eat on a typical day. Share your screen with the gist question: Where do you think the text is from? Then share the text either by sharing your screen or posting a document in the chat box or on your learning platform. Elicit answers through the chat box (an online magazine or similar) or using microphones.

Are you a healthy eater?

How healthy is your diet? We wanted to find out if our readers have a good diet so we asked them to write and tell us about what they eat on a typical school day. This is what Imran told us:

*“Breakfast is my favourite meal of the day. I usually have a cup of coffee, some fruit and bread and cheese. I take a snack to eat at break time, and I always carry a bottle of water with me, I drink two litres of water a day. I don’t eat lunch because I always play football at lunchtime. At the end of the day, I walk home from school with my friends and two or three times a week, we stop at the café. We buy chips, maybe pizza or a burger. In general, I think I have quite a healthy lifestyle and diet, what do you think?”*

3.

Students read the text again and answer the questions:

a.

What is Imran’s favourite meal of the day? (breakfast)

b.

What does he eat at school? (a snack)

c.

How often does he go to the café? (two or three times a week)

d.

Who does he go to the café with? (his friends)

e.

What do Imran and his friends usually buy when they go to the café? (chips, pizza or a burger)

Nominate students to provide answers either using the chat box or microphones.

4.

Elicit Imran’s final comment: he thinks he has quite a healthy lifestyle and diet. In pairs, students discuss whether they agree or not and why in breakout rooms or as a whole class.

## Support

Provide options for the gist question:

- a) an email to a friend
- b) an online magazine
- c) a newspaper.

Answer: b

## Extend

In class or for homework, students write their own response about what they eat on a typical day or if they interviewed each other they can write about their partner. They have to decide how healthy they think their partner is and write a sentence with their opinion.

## Support

Provide options for the gist question:

- a) an email to a friend
- b) an online magazine
- c) a newspaper.

Answer: b

## Extend


In class or for homework, students write their own response about what they eat on a typical day. They have to decide how healthy they are and write a sentence with their opinion. This could be posted to your class learning platform.

14

15

# Picture dictionaries


Timing	40 minutes
Aim	To create a visual record of the vocabulary
Lesson tip	Drawing and other creative activities can help learners to remember vocabulary by making a visual reminder of a word or concept. Encourage students to draw pictures or symbols in their notebooks when writing down new vocabulary.

Face-to-face

**Materials and preparation:**

- Food poster
- A4 or A3 paper
- Coloured pens or pencils

- Students stand up. Show them the food poster for a minute, then hide it. In turns they remember one word from the poster and sit down if it is on the poster. Show students the poster again when everyone has said one word.
- Demonstrate the activity on the board. Ask students to find a word beginning with 'A' on the poster (there isn't one), then a word beginning with 'B' (breakfast, bottle, biscuit, etc.). Draw a quick sketch of one or more of the words and write the word underneath. Move on to 'C'. Explain to students they are going to make a picture dictionary of the words on the poster. Alternatively, you could show a model you have made before class.
- Give each student a piece of paper and ask them to create their own picture dictionary poster. You may want to suggest how many words and pictures students do rather than everything on the poster, or assign them a section of the alphabet, e.g. a third of the class do A–C, D–L and M–Z.
- Encourage students to be creative with layout and images; the idea is not necessarily to produce the most accurate representation of the word but a visual memory aid.

Online

**Materials and preparation:**

- Food poster
- Optional: a collaborative tool such as Google Jamboard or Padlet

- Show students the food poster for a minute, then hide it. In turns they remember one word from the poster. Do this as a chain with each student nominating the next one by saying '[student's name], it's your turn'. If microphones are not available this can be done in the chat box. Show students the poster again when everyone has said one word.
- Demonstrate the activity using the shared whiteboard. Ask students to find a word beginning with 'A' on the poster (there isn't one), then a word beginning with 'B' (breakfast, bottle, biscuit, etc.). Draw a quick sketch of one or more of the words and write the word underneath. Move on to 'C'. Explain to students they are going to make a picture dictionary of the words on the poster. Alternatively, you could show a model you have made before class.
- Students create their own picture dictionary poster on paper or card, if they have it, or simply in their notebooks. Alternatively, they can work in groups using a collaborative tool such as Google Jamboard or Padlet. Create links in advance, then students work together to cut and paste images to create their dictionary.
- You may want to suggest how many words and pictures students do rather than everything on the poster, or assign them a section of the alphabet, e.g. a third of the class do A–C, D–L and M–Z.
- Encourage students to be creative with layout and images; the idea is not necessarily to produce the most accurate representation of the word but a visual memory aid.
- At the end of the activity students can hold their work up to the camera, if available. Upload a photo or Google Jamboard link to your class learning platform.

Support	Extend	Adapt	Support	Extend	Adapt
Show images of some of the more difficult concepts to draw on the board such as delicious, thirsty or healthy. A simple online image search can provide inspiration, or try refining your search to 'clipart' for easier images to draw.	Students can add to their poster by adding other topic words they know or fill in the gaps for letters which are not represented such as 'A': apple, ate. Students can add example sentences alongside each word on the poster.	Instead of a dictionary, this could be done as a mind map with students grouping the words and making connections (they still should draw the word as well as write it).	Share your screen to show images of some of the more difficult concepts to draw such as delicious, thirsty or healthy. A simple online image search can provide inspiration, or try refining your search to 'clipart' for easier images to draw.	Students can add to their dictionary by adding other topic words they know or fill in the gaps for letters which are not represented such as 'A': apple, ate. Students can add example sentences alongside each word in their dictionary.	Instead of a dictionary, this could be done as a mind map with students grouping the words and making connections (they still should draw the word as well as write it).





Discuss sports



Listen: gist




Listen: detail



Discuss opinion

# Radio programme

Timing	25 minutes
Aim	To practise listening for gist and detail
Lesson tips	Use 'Total recall' or 'Brainstorm' activities above to review the vocabulary first
	Follow up with some speaking which allows for personalisation
	Incorporating a variety of skills helps students to remember and use new language

Face-to-face

Materials and preparation:

- Sport poster
- Comprehension questions for display on the board
- Optional: a voice recorder such as **Vocaroo**

1. Show students the Sport poster and ask them which sports and activities they like to do or play and which ones they like watching. In general, do they prefer playing or watching sport?

2. Tell students they are going to listen to a radio programme where a student called Lisa talks about sport and exercise. Put the gist question on the board: Does Lisa do a lot of exercise? (Answer: yes.) Read the text once to students. You can use a voice recorder such as **Vocaroo** to instantly record and play back the text.

*"I prefer to **play** sport than watch it so I think that I have a **healthy** lifestyle. I try to **exercise** three or four times a week and I usually **cycle** to the **sports centre**, which is great because I can meet my friends and **get fit** at the same time. I do a different activity each time I go. The **swimming pool** is very busy at the weekend, so I usually **swim** on a Tuesday when it's quiet. I **enjoy** exercising in the **gym**, which I do on Thursday and Sunday. On a Saturday, I play **volleyball** and when we win our **game**, the **team** goes out and celebrates. I really love fast food, so chips, pizza, burgers ... and chocolate. I am very lazy, I never cook after doing exercise. I am not sure how healthy I am, what do you think?"*

3. Put the questions on the board or dictate them. Encourage students to see if they can remember any of the answers, then listen again.

a. How often does she exercise each week? (three or four times a week)

b. Where does she meet her friends? (at the sports centre)


c. Which days of the week does she exercise? (Tuesday, Thursday, Saturday, Sunday)

d. How many different exercise activities does she do? (three)

e. What do Lisa and her friends usually do after they play volleyball? (go out and celebrate)

4. In pairs, students discuss Lisa's final comment: I am not sure how healthy I am, what do you think?

5. In pairs or as a class, students say how healthy they think they are, giving examples of what they do or eat in a typical week.

Online

Materials and preparation:

- Sport poster
- Comprehension questions for display on the board
- Optional: a voice recorder such as **Vocaroo**

1. Share your screen of the Sport poster and ask students which sports and activities they like to do or play and which ones they like watching. In general, do they prefer playing or watching sport? This can be done as a discussion or by doing a survey using the chat box or the polling tool in your video conferencing platform.

2. Tell students they are going to listen to a radio programme where a student called Lisa talks about sport and exercise. Share the gist question: Does Lisa do a lot of exercise? Read the text once to students. You can use a voice recorder such as **Vocaroo** to instantly record and play back the text. Elicit the answer 'yes' via the chat box.

*"I prefer to **play** sport than watch it so I think that I have a **healthy** lifestyle. I try to **exercise** three or four times a week and I usually **cycle** to the **sports centre**, which is great because I can meet my friends and **get fit** at the same time. I do a different activity each time I go. The **swimming pool** is very busy at the weekend, so I usually **swim** on a Tuesday when it's quiet. I **enjoy** exercising in the **gym**, which I do on Thursday and Sunday. On a Saturday, I play **volleyball** and when we win our **game**, the **team** goes out and celebrates. I really love fast food, so chips, pizza, burgers ... and chocolate. I am very lazy, I never cook after doing exercise. I am not sure how healthy I am, what do you think?"*

3. Share your screen with the questions or dictate them. Encourage students to see if they can remember any of the answers, then listen again.

a. How often does she exercise each week? (three or four times a week)

b. Where does she meet her friends? (at the sports centre)

c. Which days of the week does she exercise? (Tuesday, Thursday, Saturday, Sunday)

d. How many different exercise activities does she do? (three)

e. What do Lisa and her friends usually do after they play volleyball? (go out and celebrate)

4. If breakout rooms are available, students can compare their answers in pairs. Alternatively, elicit answers via the chat box: students type their answers then send when you count down '3, 2, 1, send!'

5. As a class, discuss Lisa's final comment: I am not sure how healthy I am, what do you think?

6. In open class, invite some students to say how healthy they think they are, giving examples of what they do or eat in a typical week. Alternatively, students write a sentence in the chat box.

Support

Play or read the text another time.

Extend

In class or as homework, students can record or write their own response describing the sports and activities they do in a typical week.

Adapt

This could also be done as a reading activity, giving the students a copy of the text.

Support

Play or read the text another time.

Extend

In class or as homework, students can record or write their own response describing the sports and activities they do in a typical week. These could be shared via your class learning platform.

Adapt

This could also be done as a reading activity, sharing a copy of the text with students.



Timing	25 minutes
Aim	To practise receptive understanding of vocabulary
Lesson tip	Using unusual pictures makes the vocabulary more memorable

# Drawing dictation

Face-to-face

Materials and preparation:

- Sport poster
- A picture from a magazine, a leaflet or the internet or that you have drawn that includes lots of vocabulary from the sport poster

1.

Review vocabulary from the poster by giving students a letter and asking them to think of as many words related to sport as they can which contain the letter. For example, 's': Sport, Sail, exerciSe, practiSe, tenniS, etc. Show the Sport poster and let them add to their lists.

2.

Review prepositions of place and other useful language for describing a picture (e.g. on the right, on the left, etc.) by asking students to follow your instructions. For example, say 'Put your pencil under your notebook', students do so, 'put your rubber next to your pencil case', etc. Once students understand the activity, you can ask them to give instructions for the class.

3.

Tell students to draw what you describe. You may wish to demonstrate by drawing on the board as you begin to describe your picture. Break your description down into manageable chunks: 'In the middle, there's an elephant playing tennis.' Give students time to draw. 'There's a snowboard next to the elephant', etc.

4.

Encourage students to listen and draw rather than copying their friends. Teach them procedural language such as 'Pardon?', 'Can you say that again?' and 'What does ... mean?'

5.

When the picture is complete you can dictate the colours or let students choose.

6.

Follow up by asking questions about the picture such as 'Where is the snowboard?', 'What is the elephant doing?', 'What colour is the ...?' Then nominate students to ask questions in open class or in pairs.

7.

Finally, allow students to hold their drawings up if they wish, look at each other's and compare to your original.

Online

Materials and preparation:

- Sport poster
- A picture from a magazine, a leaflet from the internet or that you have drawn that includes lots of vocabulary from the sport poster
- A picture with known vocabulary (this could be from the students' textbook)

1.

Review vocabulary from the poster by giving students a letter and asking them to write in their notebooks as many words related to sport as they can which contain the letter. For example, 's': Sport, Sail, exerciSe, practiSe, tenniS, etc. Share your screen with the Sport poster and let them add to their lists.

2.

Review prepositions of place and other useful language for describing a picture (e.g. on the right, on the left, etc.). Show students a simple picture that contains known vocabulary (this could be from an earlier unit in their textbook). Make true and false statements about the picture, for example, 'The girl is next to the table', 'There's a dog in front of the door'. Students type into the chat box if they are true or false. If false, they say or type correct statements.

3.

Tell students to draw what you describe. You may wish to demonstrate by drawing on the shared whiteboard as you begin to describe your picture. Break your description down into manageable chunks: 'In the middle, there's an elephant playing tennis.' Give students time to draw. 'There's a snowboard next to the elephant', etc.

4.

Provide students with procedural language such as 'Pardon?', 'Can you say that again?' and 'What does ... mean?' and encourage them to ask questions if they're not sure.

5.

When the picture is complete you can dictate how to colour it or let students choose.

6.

Follow up by asking questions about the picture such as 'Where is the snowboard?', 'What is the elephant doing?', 'What colour is the ...?' Then nominate students to ask questions.

7.

Finally, show your picture, allowing students to hold their drawings up to their cameras if available.

Support

Write useful language on the board with arrows and sketches to make the meaning clear.

Extend

Students draw their own pictures to dictate to their partner.

Adapt

Dictate a mini cartoon strip: four to six pictures which tell a story. Students listen and draw then complete it by writing the story and speech bubbles.

Support

Write useful language on the shared whiteboard with arrows and sketches to make the meaning clear.

Extend

Students write three to six sentences to describe the picture.

Adapt

Dictate a mini cartoon strip: four to six pictures which tell a story. Students listen and draw then complete it by writing the story and speech bubbles.





**Cambridge Assessment  
English**

# B1 Preliminary for Schools: classroom activities

These activities are based on topics from the B1 Preliminary for Schools word list and are designed for use with the classroom posters. There are options for face-to-face and online teaching.

**Cambridge**

English Qualifications

**B1 Preliminary**

for Schools





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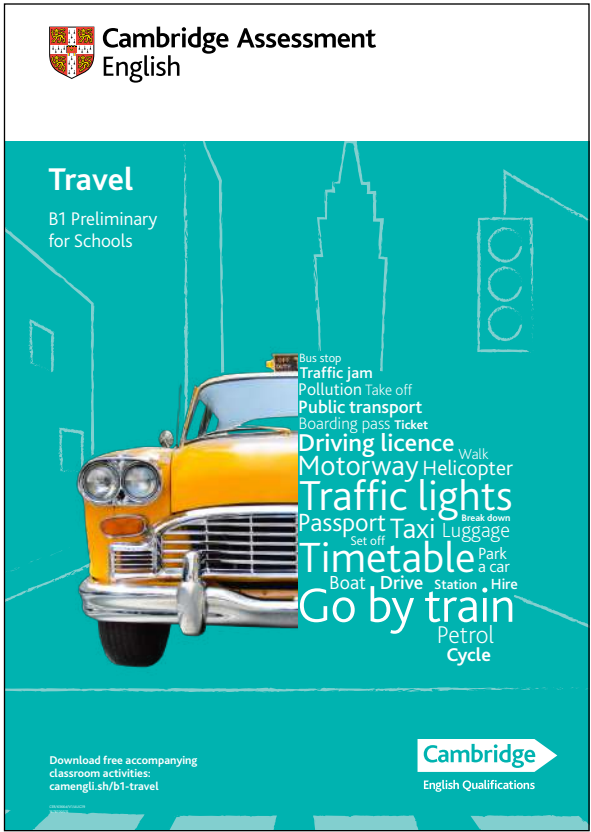
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# How to use this booklet

This booklet has been designed for busy teachers to go in and out of when they want to find a relatively short vocabulary activity to fit into their classes. Each activity focuses on words from the B1 Preliminary word list and makes use of the classroom posters.

Each activity has suggestions for use in the face-to-face classroom (on the left) and online (on the right). The aims and lesson tips are indicated at the top right and there are suggestions at the bottom of each page on how to provide additional support, extend the activity further or adapt it.

There are **three posters** on the topics of Space, Technology and Travel. Some of the activities work with all of the posters while some are for a specific poster. This is indicated at the start of each activity.





# Poster snap

Aim	To develop B1-level topic-specific vocabulary.
Lesson tips	Use at the start of the lesson to identify and prioritise topic-related vocabulary to focus upon.
	Use at the end of a lesson (or in later lessons) to review topic-specific vocabulary.
	Useful for Reading Parts 4 and 5 (sentence completion).

Face-to-face

**Materials and preparation:**

- Large sheet of paper for each team
- Vocabulary poster (one copy folded in half so only the image is visible)

1. Show the class the folded poster. Elicit the topic. Challenge students to individually brainstorm as much vocabulary as possible related to the topic in 3 minutes.
2. Without moving students, assign students to 'teams' in the same area of the classroom (left/right side of the class, or front/back). Choose one student from each group to note all their team's ideas on a large sheet of paper.
3. Explain that the other side of the poster features 30 topic-related words and phrases. Teams can earn points by guessing them.
4. Groups take turns to guess a word or phrase that is on the poster (referring to the lists created in the previous stage). When they do so, the teacher shouts 'Snap!'. Introduce a time limit to keep it lively. Award a point for each word that is correctly guessed, and a bonus point if they can use the word in a sentence. The group with the most points at the end is the winner.
5. Students record six new (or less familiar) words or phrases in notebooks, including example sentences.

Online

**Materials and preparation:**

- Collaborative space (for example, [Google Jamboard](#))
- Vocabulary poster

1. Put students in mixed-ability groups, giving each a link to a shared space (e.g. Jamboard) which you set up before the lesson.
2. Share your screen and reveal the half of the poster with the image. Elicit the topic. Challenge groups to brainstorm as much phone and computer-related vocabulary as possible in 3 minutes.
3. Tell students that the poster features 30 words and phrases related to the topic. The team who guesses the most will be the winner.
4. Using their microphones or chat function, groups take turns to guess a word or phrase that is on the poster (referring to the lists created in the previous stage). Introduce a time limit to keep it lively. Award a point for each word that is correctly guessed, and a bonus point if they can use the word in a sentence. The group with the most points at the end is the winner.
5. Students record six new (or less familiar) words or phrases in notebooks, including example sentences.

General activities

Support

Display all the brainstormed words, so students have a greater pool to choose from.

Give students time to discuss example sentences as a group before answering (rather than putting individuals on the spot).

Extend

Students take turns to read one of the example sentences they have written ('beeping' the new word) to members of their team who try to guess the missing word being described. The first one to do so wins a point and describes the next word. Continue until a specified number of points or time limit is reached.

Adapt

Provide writing and spelling practice, by requiring students to write and hold up the word they are suggesting (instead of speaking).

Support

Give students time to discuss example sentences as a group before answering (rather than putting individuals on the spot).

Extend

If you are able to safely facilitate breakout rooms, students take turns to read one of the example sentences they have written ('beeping' the new word) to members of their team who try to guess the missing word being described. The first one to do so wins a point and describes the next word. Continue until a specified number of points or time limit is reached.

Students create their own posters (using visual software like PowerPoint) incorporating additional words or phrases from the brainstorming stage. Share posters via a secure, collaborative online space like a Padlet.

Adapt

Provide writing and spelling practice, by requiring students to write the word they are suggesting in the chat box or on a piece of paper that they hold up to the camera.





Set up groups



Play game



Review

Aim

To check students' understanding of the meaning of B1-level topic-specific vocabulary.

Lesson tip

Use as a review activity after studying topic-specific vocabulary.

## Four in a row

### Face-to-face

#### Materials and preparation:

- Whiteboard, with a 6x5 grid drawn on, with squares numbered 1–30 and coloured board markers
- Vocabulary poster, with words/phrases numbered 1–30

- Using the poster (image side) elicit the topic.
- Put students into 2–4 groups, depending on the size of your classroom (this could be left vs right) and allocate them a colour. It is not necessary for them to move seats or to be close together.
- Focus students on the grid and demonstrate/explain the activity:
  - The first team to get four squares (of their team's colour) in a row is the winner.
  - Play starts with a nominated student choosing a numbered square on the grid. The teacher then shows them the corresponding word or phrase from the poster.
  - The student (who can confer with their team) must correctly use the given word in a sentence.
  - The square is marked with the team's colour if the sentence is correct (or their opponent's if not).
  - The opposing team then choose a numbered square and play continues until a team gets four in a row.

1			4	5
6			9	10
11			14	15
				20
21	22		24	25
26	27	28	29	30

### Online

#### Materials and preparation:

- Online whiteboard (for example, [Google Jamboard](#)) with a 6x5 grid, with squares numbered 1–30
- Vocabulary poster, with words/phrases numbered 1–30

- Display the poster (either showing a printed version with your webcam, sharing the link, or sharing your screen) and elicit the topic.
- Establish two evenly-sized, mixed ability teams and allocate each a colour.
- Focus students on the grid and explain the activity:
  - The first team to get four squares (of their team's colour) in a row is the winner.
  - Play starts with a team choosing a numbered square on the grid. The teacher then gives them the corresponding word or phrase from the poster (via microphone, or in the group chat).
  - The nominated student writes a sentence incorporating the given word/phrase in the chat.
  - The square is marked with the team's colour if the sentence is correct (or their opponent's colour if not).
  - A member of the opposing team is nominated to choose a numbered square and play continues until a team gets four in a row.

1			4	5
6			9	10
11			14	15
				20
21	22		24	25
26	27	28	29	30

### Support

Make this an 'open book' activity, allowing students to discuss their reply with classmates and to refer to their coursebooks (although set a time limit for each turn).

### Extend

Ask students to look through their notebooks, vocabulary lists and coursebooks and create their own lists of 30 challenging words to be used in further rounds of the activity.

### Adapt

Instead of asking students to construct an example sentence, provide students with gap-filled sentences, and ask them to choose an appropriate word from the poster to complete it.

### Support

Allow students to confer with their team before answering.

### Extend

Ask students to select words/phrases they had difficulty with, and incorporate them within a brief spoken/written story – to be recorded/shared with, and commented on by classmates. Stories on a topic can be recorded and shared via collaborative platforms like Padlet.

### Adapt

Instead of writing the given word/phrase, students say it, using their microphone. Instead of asking students to construct an example sentence, provide students with gap-filled sentences, and ask them to choose an appropriate word from the poster to complete it.

Aim	To reinforce meaning of B1 topic-related vocabulary through images.
Lesson tip	Use to check what topic-related vocabulary students already know (helping you choose what to prioritise for teaching), or as a review activity after studying a topic.

# Describe a picture

Face-to-face

**Materials and preparation:**

- Poster
- 3 pictures (find pictures that contain some vocabulary items on poster)

1. Tell students that you will describe a picture, which they should draw in their notebooks. Choose a couple of students to note the phrases you use. Proceed by describing a picture (do not let them see it until the end). Model the following useful language:

Describing position	Describing appearance
In the background there is/are ____.	I think it's a ____.
On the left/right there is/are ____.	It looks ____ (adjective).
In the middle there is/are ____.	It looks like a ____ (noun).
At the top/bottom there is/are ____.	It looks like they are ____ (verb/adjective).

After revealing the picture, ask students which bits caused confusion or were most difficult. Focus students on useful language, adding extra support/input if necessary. Elicit the useful language, adding it to the board.

2. Give half the students one picture, and the other half another (give them to alternate students, so everyone is near someone else with a different picture). Explain they will describe it to other students. Give them time to prepare their descriptions, using the useful language.

3. Pair students with different pictures (they should not leave their seats – but students should be able to hear each other), and prompt them to describe their picture so their partner can draw it. This can get quite noisy! Alternatively (working with one picture at a time), do this as a whole-class activity, with half the class drawing, while individual students from the other half are chosen to describe an element of the picture.

Online

**Materials and preparation:**

- A collaborative space where students can make and share voice recordings (for example: **Padlet**)
- Vocabulary poster

1. Tell students that you will describe a picture, which they should draw in their notebooks. Choose a couple of students to note the phrases you use. Proceed by describing a picture over your microphone. Model the following useful language:

Describing position	Describing appearance
In the background there is/are ____.	I think it's a ____.
On the left/right there is/are ____.	It looks ____ (adjective).
In the middle there is/are ____.	It looks like a ____ (noun).
At the top/bottom there is/are ____.	It looks like they are ____ (verb/adjective).

Share your screen and reveal the picture. Ask students which bits caused confusion or were most difficult. Focus students on useful language, adding extra support/input if necessary. Elicit the useful language, adding it to the board.

2. Ask students to a) find their own topic-related picture online and then b) prepare to describe it. Before the next lesson students should send you a link to their picture and an audio recording of them describing it. Upload the pictures and audio recordings to a shared online space (for example, a Padlet) before the next lesson.

3. Share a link to the shared document. Students listen to each other's descriptions and attempt to match them to the pictures.

Support

Before describing their own pictures, give students a different picture with completed description sentences underneath. Students must draw a line to the part of the picture it is describing. This will act as a model for their own descriptions.

Extend

Ask students to find more topic-related pictures and to write descriptions of them. By making copies, mixing up the images and descriptions, teachers can create a matching task made out of students' writing.

Adapt

Before the lesson, ask students to find a picture related to the topic and bring it to the class. This provides a greater number of images to work with and more chances to use the target language.

Support

Give students more time to complete the final activity by allowing them to do it outside of a 'live' lesson.

Extend

Students print copies of their favourite pictures, or use those already in their house, and using the useful language record a 'gallery tour', describing and showing the pictures. Videos (not to show the students themselves), could be shared with classmates within a secure platform. Classmates watch and give feedback on those they enjoyed, found funny and their use of English.

Adapt

Instead of matching students descriptions to pictures, students listen to a selection of them, and attempt to draw them (using Padlet's draw tool).



Tech talk

Aims	Extend B1 level technology-related vocabulary and awareness of collocation.
	Practise listening for specific B1 level technology-related vocabulary.
Lesson tips	Use activity after introducing/teaching personal-technology vocabulary (phones and computers), or to focus on words or phrases students have previously found challenging.
	This activity can lead into 'My tech life'.
	Useful preparation for B1 Preliminary for Schools Listening and Speaking papers.

Face-to-face

Materials and preparation:

- Technology poster

1. Ensure each student can see a copy of the poster: either give out printed copies, display on a classroom screen, or share a link for it to be viewed on devices.

While remaining in seats, establish two or more groups. For example: students on the left of the classroom vs the right.

2. Talk about your technology use, including words from the poster. For example:

*'Instead of using an alarm clock, I set the alarm on my **mobile** phone to wake me up at 7.00 every morning. I listen to the radio while I make toast, and then quickly update my personal **web page** as I have breakfast. Before leaving the house I check my weather **app** to see if I'll need an umbrella. I then put on my **headphones**, leave the house and listen to an audiobook or **podcast** I've **downloaded**, on my way to the bus stop ...'*

As you speak, students listen for words on the poster, standing if they hear one. Award points to the quickest.

3. Repeat this a couple of times, speaking a little faster each time. Congratulate the winning team and ask students to note the words (from the poster) they heard.

4. Students identify words that 'go with' the words they noted. Check answers and encourage students to add others they know, for example:

plug in  
put on  
take off

my headphones

check  
download  
design

an app

5. Students make notes about their everyday use of technology – before comparing with a nearby student (again, without moving seats). Wrap up by asking students what they found in common.

Online

Materials and preparation:

- Communicative tools: either student webcams and microphones, or access to a class chat tool
- Technology poster
- A shared online space where recordings can be created and saved (for example: **Padlet**)

1. Put students into groups and share a link to the poster so each student can open it on their device.

2. Talk about your technology use, including words from the poster:

*'Instead of using an alarm clock, I set the alarm on my **mobile** phone to wake me up at 7.00 every morning. I listen to the radio while I make toast, and then quickly update my personal **web page** as I have breakfast. Before leaving the house I check my weather **app** to see if I'll need an umbrella. I then put on my **headphones**, leave the house and listen to an audiobook or **podcast** I've **downloaded**, on my way to the bus stop ...'*

3. As you speak, students listen for words on the poster and either stand (if they have webcams), or type the word into the class chat when they hear one. Award points to the quickest.

4. Repeat this a couple of times, speaking a little faster each time. Congratulate the winning team and ask students to note the words (from the poster) that they heard.

5. Let students listen a final time, encouraging them to identify words that 'go with' the words they noted. Check answers by saying a word and asking students to type all the words that commonly accompany it into the class chat. For example:

plug in  
put on  
take off

my headphones

check  
download  
design

an app

6. Create a Padlet and share a link to it with the class. Students make notes about their everyday use of technology and record themselves speaking about it in the Padlet (using the 'Voice' feature). Encourage students to listen to and comment on each other's recordings, saying what they have in common. This stage can be done after the 'live' lesson.

Support

Provide learners with a copy of the poster in advance of the activity, allowing them to prepare by looking up unknown words in a dictionary.

Extend

Students write about their everyday use of technology before removing keywords to create student-generated gap-fill texts. Students exchange texts and attempt to complete them.

Adapt

Record your listening text in advance of the lesson.

Provide an additional level of challenge by using synonyms/paraphrasing instead of the words and phrases on the poster.

Support

Provide learners with a copy of the poster in advance of the activity, allowing them to check unknown words in a dictionary.

Extend

Prompt students to write about their everyday use of technology before removing keywords to create student-generated gap-fill texts. Students exchange texts and attempt to complete them.

Adapt

If you are able to safely manage breakout rooms then allow students to repeat stage 6 in groups, with students taking turns to speak about their use of technology.



# My tech life

Aim	Use B1 level technology-related vocabulary to write and talk about tech preferences and habits.
Lesson tips	Use activity after introducing/teaching personal-technology vocabulary (phones and computers), or to focus on words or phrases students have previously found challenging.  Useful preparation for the B1 Preliminary for Schools exam – but particularly Writing and Speaking papers (as well as Reading Parts 5 and 6).

Face-to-face

Materials and preparation:

- Technology poster

1. Write the following words on the board:  
laptop, message, call, podcasts, my headphones and mobile, Candy Crush, app.  
Ask students to guess the topic (technology). Explain that the words will be used to complete sentences about how you use technology.

2. Add gap-filled sentences to the board:  
My favourite \_\_\_\_\_(1) is \_\_\_\_\_(2).  
I use \_\_\_\_\_(3) every day.  
I mainly do my online schoolwork on a \_\_\_\_\_(4).  
I usually \_\_\_\_\_(5) my friends, but \_\_\_\_\_(6) my parents and family.  
I think listening to \_\_\_\_\_(7) can help students improve their English.  
Possible answers: 1. app 2. Candy Crush 3. my headphones and mobile 4. laptop 5. message 6. call 7. podcasts  
Students complete sentences with given words. Check answers as a whole class. Explain that the sentences are true for you (adapt them if necessary). Encourage follow-up questions.

3. Ensure each student can see a copy of the poster: either give out printed copies, display on a classroom screen, or share a link for it to be viewed on devices.  
Go through the sentences on the board. Students suggest words from the poster that could be used instead, before writing sentences that are true for them.

4. If it is possible for students to speak to nearby classmates while remaining in seats (and distancing), prompt them to compare sentences, noting things they have in common.

5. Wrap up by asking a few students to share something interesting they discovered, and what they had in common.

Online

Materials and preparation:

- Technology poster
- A collaborative space where students can make and share voice recordings (for example: Padlet)

1. Display the following words on your platform's whiteboard:  
laptop, message, call, podcasts, my headphones and mobile, Candy Crush, app.  
Ask students to guess the topic (technology). Explain that the words will be used to complete sentences about how you use technology.

2. Reveal gap-filled sentences on your whiteboard:  
My favourite \_\_\_\_\_(1) is \_\_\_\_\_(2).  
I use \_\_\_\_\_(3) every day.  
I mainly do my online schoolwork on a \_\_\_\_\_(4).  
I usually \_\_\_\_\_(5) my friends, but \_\_\_\_\_(6) my parents and family.  
I think listening to \_\_\_\_\_(7) can help students improve their English.  
Possible answers: 1. app 2. Candy Crush 3. my headphones and mobile 4. laptop 5. message 6. call 7. podcasts  
Ask students to suggest ways of completing the sentences. Check answers as a whole class. Explain that the sentences are true for you (adapt them if necessary). Encourage follow-up questions.

3. Share the link to the poster so students can open it on their own devices. Go through the sentences one-by-one. Students suggest words from the poster that could be used instead, before writing sentences that are true for them.

4. Share a link to a safe collaborative space, such as Padlet, where students can record and share audio recordings. Students record themselves talking about their tech use and preferences, referring to their sentences (this can be done after the 'live' lesson).

5. Students listen to and comment on classmates' recordings, highlighting things they have in common or asking further questions. Make note of student language use (from the recordings and comments), for follow-up in later lessons.

Support

Ask students to write as many sentences as they can in 5 minutes (rather than a specific number). Allow them to use your examples as a basis and to add to theirs after sharing ideas with other students.

Extend

Students create questions from their sentences, and use these as the basis for a survey. Results can be summarised within presentations, reports or infographics.

Adapt

Add a competitive element by asking students to include one untrue statement, which others attempt to identify.

Support

Ask students to write as many sentences as they can in 5 minutes (rather than a specific number). Allow them to use your examples as a basis and to add to theirs after sharing ideas with other students.

Extend

Students create questions from their sentences, and use these as the basis for a survey. Results can be summarised within presentations, reports or infographics.

Adapt

Add a competitive element by asking students to include one untrue statement, which others attempt to identify. If you are able to safely facilitate breakout rooms, use them for the final stage.

# Space quiz

Aims	Develop B1 vocabulary on the topic of 'space'.
	Practise making and asking questions with natural sentence stress and intonation.
Lesson tips	Use activity to review previously taught 'space' vocabulary, or to identify words or phrases to focus on.
	Useful preparation for the B1 Preliminary for Schools exam, Speaking Part 3.

Face-to-face

Materials and preparation:

- Space poster (a large copy for the teacher or smaller copies for each student – or display on a large classroom screen)

1. Show students the poster's astronaut image (while covering the rest). Elicit what is pictured and encourage guesses about what is on the other side.

2. Add the question prompts in column 1 to the board, which students develop into questions.

Prompt	Possible questions	Answers (on poster)
What / astronaut / travel in?	What do astronauts travel in? What kind of vehicle do astronauts travel in?	rocket, spaceship
What / astronaut / wear?	What do astronauts wear? What clothes and equipment do astronauts wear?	spacesuit, helmet
Where / astronaut / work?	Where do astronauts work? Which places do astronauts work in?	space, outer space, rockets, spaceships

3. Reveal the whole poster (or give each student a copy). Students find answers to their questions.

4. Students write more questions, (as many as possible within a time limit) using poster vocabulary as answers. Monitor and add a selection of these to the board, including some with common errors. Ask students to identify and correct the errors – explaining their reasoning.

5. If possible in your classroom, create groups of 3-4 students in which individuals take turns asking their questions to groupmates. Otherwise, ask students to do this with nearby students (without leaving seats). Encourage students to keep a score, and afterwards, congratulate winners.

Online

Materials and preparation:

- Communicative tools: either student webcams and microphones, or access to a class chat tool
- Voice recorder app or device
- Space poster
- A collaborative document for each group (for example: Google Docs)

1. Share your screen and display the half of the poster with the astronaut image (cover the other half with a window or drawing object). Ask students what they can see (an astronaut) and to guess what is on the other (covered) side of the poster. Encourage lots of guesses, not confirming any yet.

2. Add the following question prompts to the board, which students develop into questions.

Prompt	Possible questions	Answers (on poster)
What / astronaut / travel in?	What do astronauts travel in? What kind of vehicle do astronauts travel in?	rocket, spaceship
What / astronaut / wear?	What do astronauts wear? What clothes and equipment do astronauts wear?	spacesuit, helmet
Where / astronaut / work?	Where do astronauts work? Which places do astronauts work in?	space, outer space, rockets, spaceships

3. Share the link to the poster so students can open it on their own devices. Ask students to find the answers to their questions. Check them as a whole class with the class chat.

4. Put students in mixed-ability groups of 3–4, providing each with a collaborative text-based document (Google Doc). Ask students to write as many questions as possible (within a time limit) using words and phrases from the poster as answers.

5. Choose a student to unmute their microphone and ask one of their questions to the class. Give students time to note their answers before repeating with a student from another group. Continue until each student has asked a question, then check answers. Encourage students to keep a score, and afterwards, congratulate winners.

Support

Allow students to use L1 when generating ideas and giving reasons for answers.

Extend

Students create further questions relating to other topics or subjects. Allowing them to refer to coursebooks when creating questions (and answering their classmates'), provides opportunities to review previous learning and develop reading skills.

Adapt

Manage a 'whole-class' quiz by choosing a student from one side of the class to ask one of their questions to the class. All the students on the other side of the class should individually attempt to write an answer in their notebooks. Choose a student to answer. If they are correct, award their 'team' (the side of the class they're sat in) a point. Repeat, switching between one side of the class and the other.

Support

Provide weaker groups with mixed-up questions to unjumble, rather than creating their own.

Extend

Students create further questions relating to other topics or subjects. Allowing them to refer to coursebooks when creating questions (and answering their classmates'), provides opportunities to review previous learning and develop reading skills.

Adapt

Use breakout rooms (if you are able to safely manage them). Start by putting students into breakout rooms to collaboratively write questions (AAA / BBB / CCC). Later, create new mixed groups (ABC / ABC / ABC) in which students take turns asking their questions to their new groupmates.



# Space race

Aims	Review B1 level space-related vocabulary. Develop strategies for brainstorming and recording topic-specific vocabulary.
Lesson tip	Use activity after studying the topic of space, to review vocabulary and introduce strategies for recording it.

Face-to-face

Materials and preparation:

- Space poster

1.

Ensure each student can see a copy of the poster: either give out printed copies, display on a classroom screen, or share a link for it to be viewed on devices. While remaining in seats, establish groups. For example: students on the left of the classroom vs the right.

2.

Set a time limit for students to look at the poster and note examples of *places*.

3.

After the time limit, choose a student from each team (ensure they are of a similar language level) to share the places they noted: *outer space, planet, destination, sun, star, Earth*.  
Award points and elicit other possible answers from the class.

4.

Repeat with further categories. For example: *people, actions, objects, transport, round things, nouns, verbs, adjectives, words containing the /i:/ or /f/ sound, words with one, two, three syllables, words starting with ...*  
Choose categories that a) will provide a suitable level of challenge for the students and b) will focus students on useful features of the words, things they may find challenging. Finally, count points and congratulate winners.

5.

Ask students which categories of words they looked for. Write them on the board. Discuss which categories could be useful when organising words connected to other topics.  
For example: *places, people, objects, actions, feelings, appearance*.

6.

Students note extra space-related words and phrases that fit these categories.  
Highlight that thinking about topic-related vocabulary in this way, especially when revisiting it in exams, can help us remember words and phrases we already know.

Online

Materials and preparation:

- Communicative tools: either student webcams and microphones, or access to a class chat tool
- Space poster
- A collaborative mind-mapping tool (for example, [MindMeister.com](#))

1.

Put students into groups and share a link to the poster so each student can open it on their device.

2.

Reading race: give students 1 minute to scan the poster and note examples of *places* in their notebooks.  
After the time limit, choose a student from each group (ensure they are of a similar language level) to say how many places they found: *outer space, planet, destination, sun, star, Earth*.  
Ask students to show their notes on their webcams, or ask the student who found the most to share their list (with their microphone, or in the class chat).

3.

Repeat with further categories, for example: *people, actions, objects, transport, round things, nouns, verbs, adjectives, words containing the /i:/ or /f/ sound, words with one, two, three syllables, words starting with ...*  
Choose categories that a) will provide a suitable level of challenge for the students and b) will focus students on useful features of the words, things they may find challenging. Finally, count points and congratulate winners.

4.

Students add the categories of words they looked for to the chat. Discuss which categories are generally useful when organising topic-related words. Choose students to turn on their microphones and explain their answers.  
For example: *places, people, objects, actions, feelings, appearance*.

5.

Share a link to a collaborative mind-mapping tool, for example [MindMeister.com](#). Add the agreed categories.  
Students add further space-related vocabulary.  
Highlight that thinking about topic-related vocabulary in this way, especially when revisiting it in exams, can help us remember words and phrases we already know.

Support

Share the poster before the lesson, giving students a chance to check unknown vocabulary. Allow students to check their answers with nearby students, or work with nearby students to combine their lists of words before answering the teacher.

Extend

Students brainstorm and organise vocabulary related to other topics using the categories identified in stage 5. Students develop these lists into posters featuring images and word clouds (in the same style as the space poster).

Adapt

Students cut up their posters. Having each word on a different card enables them to find and physically sort words into categories (rather than writing). Encourage students to identify and suggest ways of categorising the words.

Support

Share the poster before the lesson, giving students a chance to check unknown vocabulary.

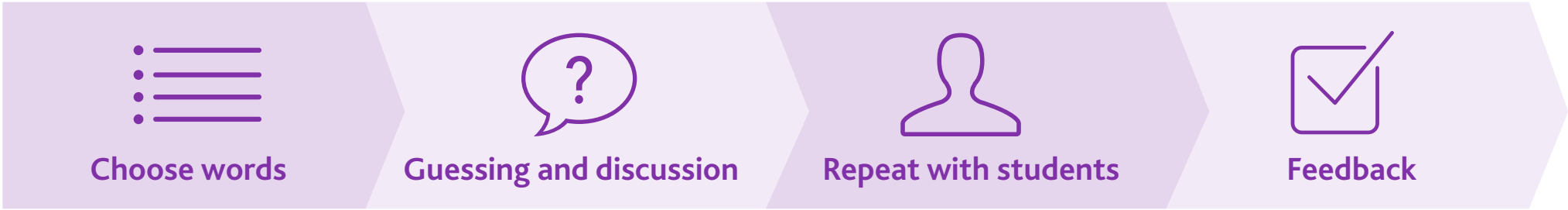
Extend

Students organise vocabulary relating to other topics using [mindmaps](#) before using it to create their own posters. Encourage them to fit it within the outline of a topic-related object (in the same style as the poster's astronaut image).

Adapt

Get students to identify and suggest ways of categorising the words, with teams taking turns to choose the next category of words being searched for during the reading-race stage.





Hot seat

Aims	Review B1 level travel-related vocabulary.
	Develop students' ability to ask questions, speculate and present information.
Lesson tips	Use after studying the topic of transport as a review.
	Useful preparation for the Speaking paper.

Face-to-face

Materials and preparation:

- Travel poster

1. Ensure each student can see a copy of the poster: either giving them a copy, displaying it on a classroom screen, sharing a link so they can view it on personal devices or printing out copies for students to see on their tables.

2. Choose a selection of vocabulary from the poster. Tell students the number of words, but not what they are. Explain that students must work out your words by asking you questions. You can only answer 'yes' or 'no' to their questions, so they must think carefully about the types of questions they use. For example:

Have you been in a car recently? ✓

What vehicles have you used recently? ✗

If you say 'yes' to a student's question, or they correctly guess one of your words, the class gets one point. If you say 'no' to a student's question or they incorrectly guess a word, then the class loses a point. Students take turns to ask a question or guess a word. The class starts with five points. If they get to zero points before guessing all your words, you win and they lose.

3. Prompt a student to ask you a question – and continue as described. Introduce the following useful phrases for students to use while discussing what to ask or guess next:

It

can't  
could / might / may  
must

be \_\_\_\_ because \_\_\_\_.

4. Ask students to choose some words from the poster. Choose one student to take the teacher's place (as the others try to guess their words). If your classroom set-up allows it, do this in groups, otherwise as a whole-class activity.

Online

Materials and preparation:

- Communicative tools: either student webcams and microphones, or access to a class chat tool
- Travel poster

1. Share a link to the poster so each student can open it on their device.

2. Choose a selection of vocabulary from the poster. Tell students the number of words, but not what they are. Explain that students must work out your words by asking you questions. However, you can only answer 'yes' or 'no' to their questions, so they must think carefully about the types of questions they use. For example:

Have you been in a car recently? ✓

What vehicles have you used recently? ✗

If you say 'yes' to a student's question, or they correctly guess one of your words, the class gets one point. If you say 'no' to a student's question or they incorrectly guess a word, then the class loses a point. Students take turns to ask a question or guess a word. The class starts with five points. If they get to zero points before guessing all your words, you win and they lose.

3. Prompt a student to ask you a question using their microphone or the class chat and proceed as described. In very small classes, allow students to unmute their microphones and discuss ideas with others before asking their next question. Introduce the following useful phrases:

It

can't  
could / might / may  
must

be \_\_\_\_ because \_\_\_\_.

4. Ask students to choose a set of words. Choose one to take the teacher's place (as the others try to guess their words). If you are able to safely facilitate breakout rooms, do this in groups, with one student acting as the teacher. Note examples of language use for error correction and feedback.

Support

Allow students to share ideas between questions, referring to the useful language (suggested in stage 3).

Extend

Students write a short narrative or comic strip with the words they used in stage 4.

Adapt

In stage 3, divide the class into teams (it isn't necessary for them to move, although it's helpful if they are in a similar area of the class). Teams take turns to ask questions and guess words. If a student gets a positive response to a guess or question, let them have another go. Otherwise it becomes another team's turn. Award points for correctly identified words.

Support

Allow students to share ideas between questions, referring to the useful language (suggested in stage 3) on your platform's whiteboard.

Extend

Students write a short narrative or comic strip with the words they used in stage 4.

Adapt

Divide the class into teams who take turns to ask questions and guess words. If a student gets a positive response to a guess or question, let them have another go. Award points for correctly identified words.

Describe words

Re-form clues

Write clues

Complete crossword

# Crossword

Aims	Review B1 level travel-related vocabulary and use of relative clauses. Develop strategies for negotiating meaning; paraphrasing.
Lesson tips	Use activity after studying the topic of travel, and relative clauses. Useful preparation for all areas of the B1 Preliminary for Schools exam (but particularly Speaking Part 3).

Face-to-face

Materials and preparation:

- Travel poster

- Show students the poster, folded in half so they can only see the words. Elicit the topic and shape. Unfold the poster to clarify: *travel / a taxi*.
- Ensure each student can see a copy of the poster: either give out printed copies, display on a classroom screen, or share a link for it to be viewed on devices.
- Describe some of the words on the poster. Students listen, note them and then raise a hand.

Clue	Answer
Where people wait for transport (by the road).	a bus stop
A document you use when entering other countries.	a passport
What the driver usually does before getting out of a car.	park (a car)
Something that tells drivers when to stop or go.	traffic lights
Another word for unclean air or water.	pollution

Wait for most students to raise their hand before choosing one to share their answer.

- Ask students to write the clues (from memory). Add them to the board.
- Explain that with a few changes, these sentence stems can be used to describe various things. Erase the underlined words (see table above). Using these sentence stems, students write clues for other words on the poster. Do a few together as a class before students work individually.
- Give half the students handout A, and the other half handout B below. Try to have A's and B's on nearby desks. Students check they know the meaning of all the words before writing clues for the words listed on their handouts.  
In socially distanced classrooms, give students large strips of scrap paper to write on, so clues can be easily read from a safe distance.
- A and B students show each other their clues, and use them to complete their crosswords.

Online

Materials and preparation:

- Communicative tools: either student webcams and microphones, or access to a class chat tool
- Travel poster
- A collaborative space for each group (for example, Google Jamboard)
- An online crossword maker (for example, Crossword Labs)

- Show students the poster (over your webcam) folded in half so they can only see the words. Ask students to guess the topic and the shape formed by the outline of the words. Share a link to the poster so each student can open it on their device and check (*travel / a taxi*).
- Describe some of the words on the poster. Students race to type them in the class chat.

Clue	Answer
Where people wait for transport (by the road).	a bus stop
A document you use when entering other countries.	a passport
What the driver usually does before getting out of a car.	park (a car)
Something that tells drivers when to stop or go.	traffic lights
Another word for unclean air or water.	pollution

- Ask students if they can remember the clues. Give them time to think and write them in notebooks. If you are able to safely facilitate breakout rooms, allow students to do this stage collaboratively.
- Ask students to share their reconstructed clues in the chat, one at a time. Clarify by displaying clues on your shared whiteboard. Explain that by changing a few words, these sentences could be used to describe lots of different things.
- Erase the underlined parts of the sentences (see table above). Choose another word from the poster and ask students to suggest how the sentence stems could be adapted to describe it. Repeat a few times. Choose a few individuals to unmute microphones and explain their ideas more fully.
- If you are able to safely facilitate breakout rooms, use them with pairs or groups of three, enabling collaboration on a crossword (using an online crossword maker and incorporating a selection of other poster words). Otherwise, set this as an individual activity.
- Links to student crosswords are shared through your platform, and students attempt to complete each other's.

Support

Allow students to refer to the poster as they complete the crossword. Spread the activity over two lessons, allowing students more time to prepare their crossword clues.

Extend

Students make notes and prepare to talk about their experiences of travel/transport, using as much of the poster vocabulary as possible. This could be a recent holiday, or everyday experiences of getting around their city.

Adapt

In smaller classes, make stage 4 a competitive activity by asking students to write the clues (one at a time) before holding them up for you to check.

Support

Allow students to complete their crossword after the live lesson, so they can take as much time as they need.

Extend

Students make notes and prepare to talk about their experiences of travel/transport, using as much of the poster vocabulary as possible. This could be a recent holiday, or everyday experiences of getting around their city.

Adapt

In smaller classes, make stage 4 a competitive activity by checking answers in the group chat. Divide the class into teams, and award points for the first three students to type the correct clue into the chat. Allow them to make multiple attempts.

# Handout A

? Travel crossword

A. Write clues: Across

2. Ticket:

4. Hire:

6. Boarding pass:

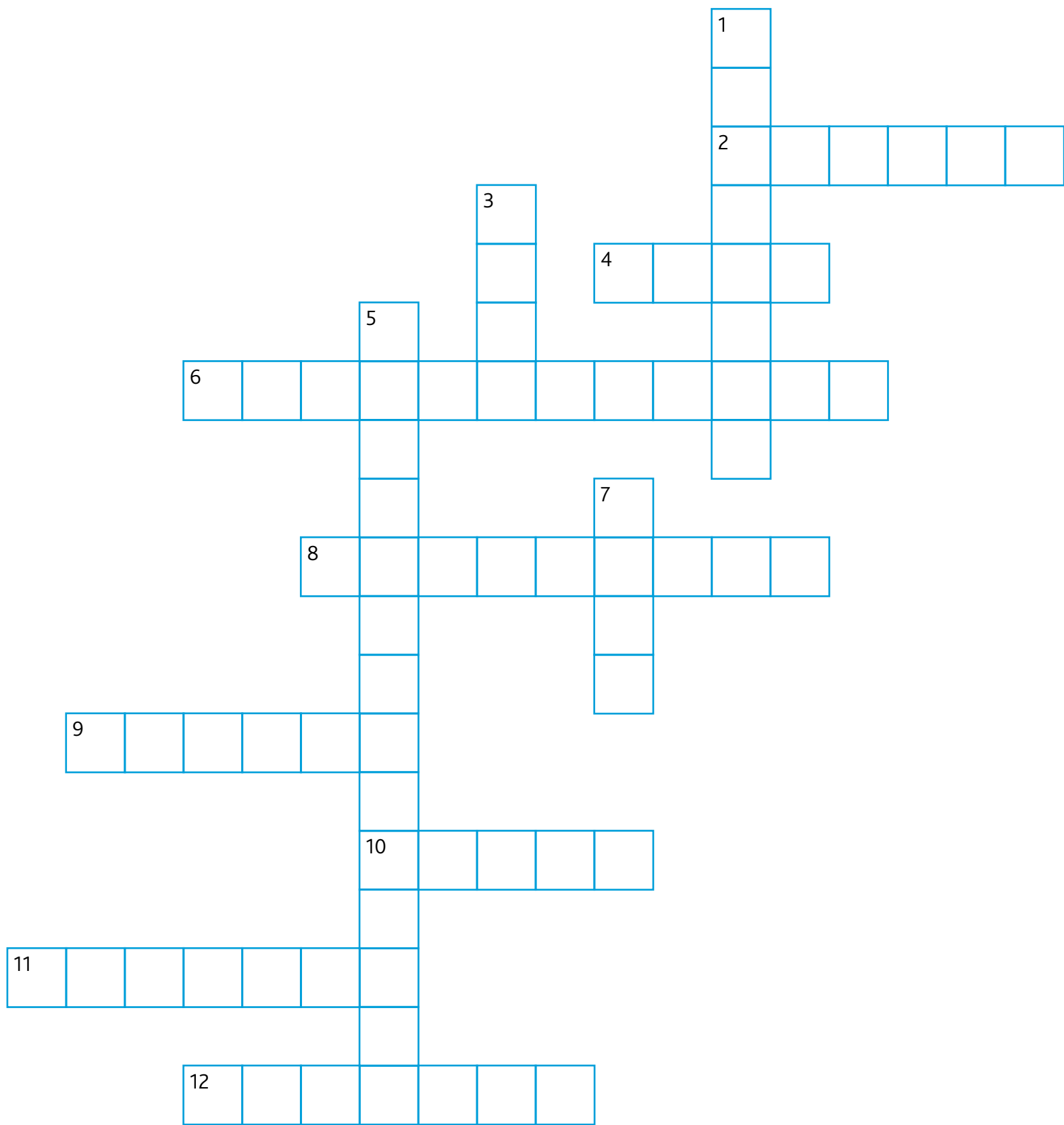
8. Timetable:

Down

1. Motorway:

3. Taxi:

B. Work with another student: share your clues and listen to theirs. Complete the crossword.



# Handout B

? Travel crossword

A. Write clues: Across

9. Petrol:

10. Cycle:

11. Station:

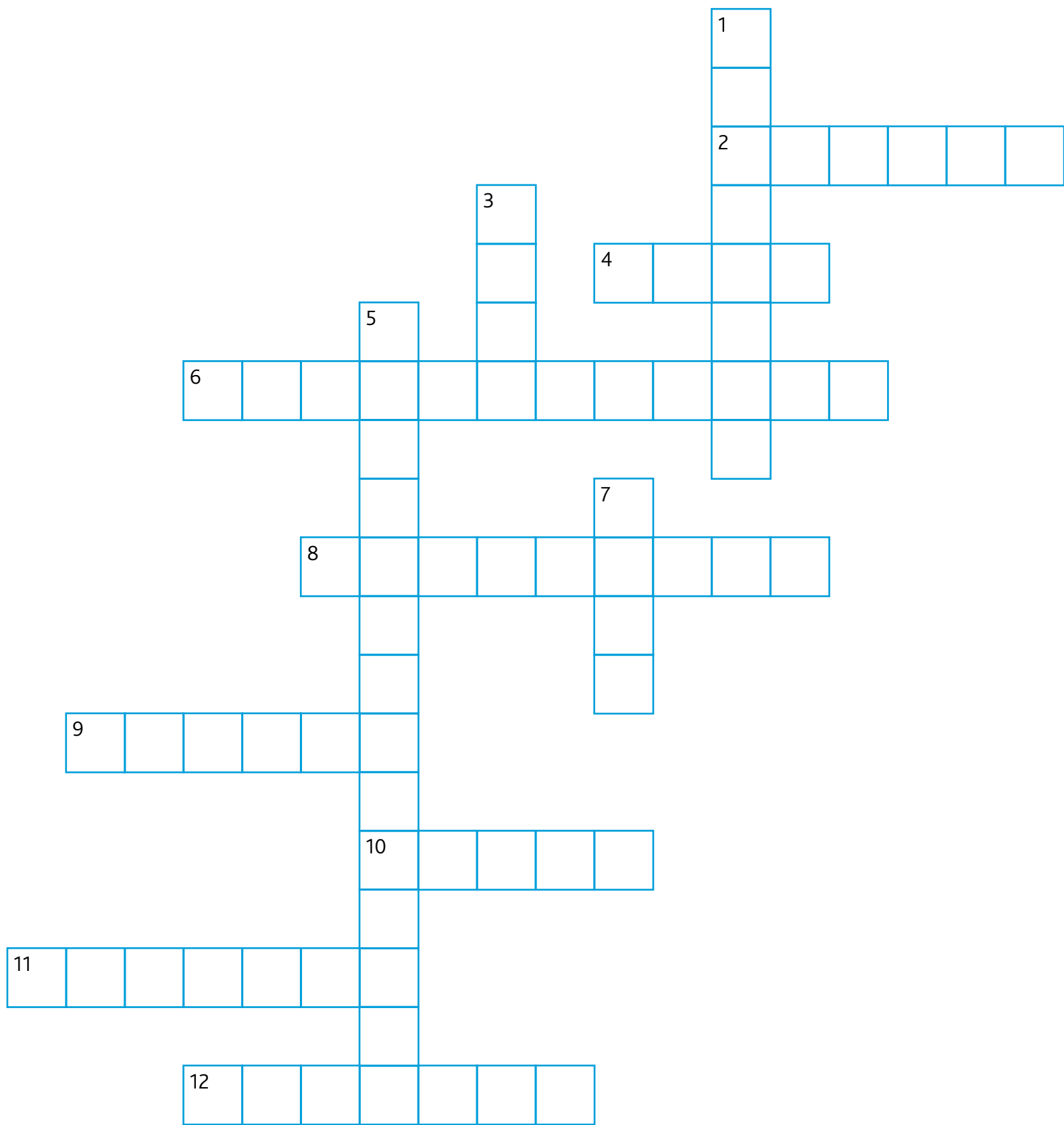
12. Take off:

Down

5. Driving licence:

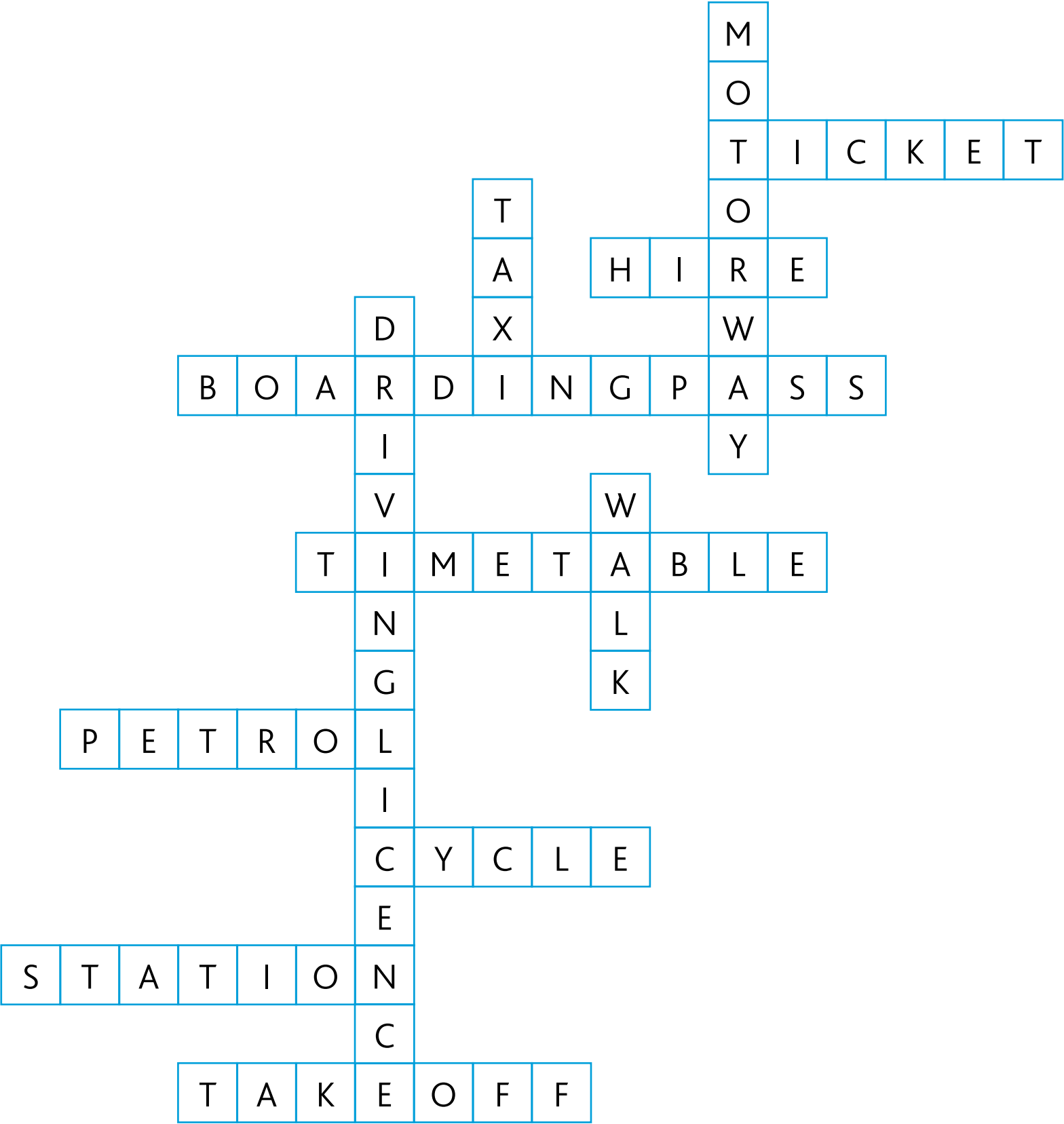
7. Walk:

B. Work with another student: share your clues and listen to theirs. Complete the crossword.





# Crossword answers







# Cambridge Assessment English

**Cambridge** English Qualifications **B2 First** for Schools **Entertainment**

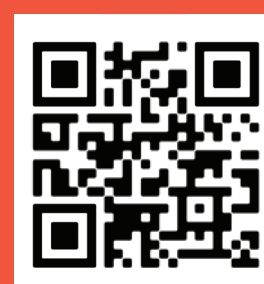
*"Music expresses that which cannot be said"*  
Victor Hugo

Be into  
Break into  
Chill out

Dress up  
Get into  
Join in

Keep up with  
Put on  
Show off

Sing along to  
Sell out  
Tune into



Download free accompanying  
classroom activities





**Cambridge**  
English Qualifications

**B2 First**  
for Schools

## Environment



*"I thought I couldn't  
make a difference  
because I was small"*  
Greta Thunberg

Chop down  
Cut down on  
Die out

Dispose of  
Dry up  
Fight for

Freeze over  
Knock down  
Run out of

Stand up for  
Take part in  
Wipe out



Download free accompanying  
classroom activities





*"Your time is limited,  
so don't waste it living  
someone else's life"*  
Steve Jobs

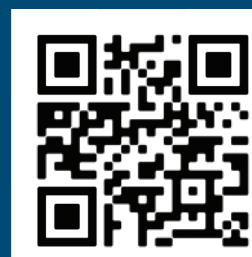


Back up  
Catch on  
Charge up

Filter out  
Hack into  
Hang out with

Hook up to  
Put up  
Scroll up/down

Shut down  
Sign up for  
Take down







Cambridge Assessment  
English

# B2 First for Schools: Entertainment poster lesson plan and activities

This lesson plan, optional follow-up and two extra activities are designed for use with the B2 First for Schools Entertainment poster.



# Lesson plan

## Procedure

### Time required:

- 60 minutes + 30 minutes in the following lesson (optional)

### Materials required:

- Student worksheet
- Mini whiteboards/A4 paper and marker pens

### Aims:

By the end of the lesson the students will have:

- reviewed some useful phrasal verbs related to entertainment
- practised giving extended answers to questions
- built on their ability to produce an organised and cohesive article using a range of grammar and vocabulary accurately with a reader in mind.

### Warm-up (5 minutes)

**'Music expresses that which cannot be said.'** Victor Hugo

Draw students' attention to the above quote on the poster. Ask questions around the ideas in the quote. For example:

- How do you feel when you listen to music?
- Do you listen to the same music when you are happy and when you are sad?
- Does all music make you feel the same way?

Ask them to give examples of music that they listen to and when they like to listen to it.

Elicit from students what they think the quote means and if they feel the same way about music as Victor Hugo. Generate a class discussion around the students' ideas.

## Vocabulary focus

### Student worksheet Exercise 1 (10 minutes)

Ask students to do Exercise 1. If possible, they should compare their answers with the students nearest to them, so they can pool their knowledge before checking with a dictionary, e.g. the **Cambridge Dictionary online**, or with the teacher.

Feedback: Clarify and check understanding by using concept-checking questions. For example:

1. When you dress up do you wear the same clothes as you wear to school, or different? (different)
2. Do you dress up for a special occasion, or to watch TV? (special occasion)

## Practice

### Student worksheet Exercises 2 and 3 (10 minutes)

Students complete the questions with a phrasal verb from the box.

Pair check and elicit feedback (see **Answer key**, Exercise 2).

Further clarification might include:

- pointing out that *put on* is separable, e.g. I **put** my coat **on**/I **put on** my coat
- modelling and drilling to practise pronunciation of difficult words or to highlight features of connected speech or weak forms such as:  
I'm really into K-pop.  
/ˈɪntə/

See **Language summary**.

Students then ask and answer the questions with a partner.

**Exam strategy:** Encourage students to add extra information, not just give one-word answers.

## Options for socially distanced classrooms

Students can use mini whiteboards or A4 paper to write their answers and hold them up.

Display an answer key instead of nominating students in open class.

Discuss the questions as a class. Nominate different students to choose a question they want to ask their classmates. Allow them to lead the discussion on it.

## Focus on writing

### Set up writing task (5 minutes)

Tell students they are going to write a short article as part of a piece on teenagers' music interests for an online newspaper.

Ask students to work in pairs to discuss the following question and list any ideas in their notebooks.

- What do you think a good journalist does before they write an article and submit it to a newspaper?

Possible student answers: *A journalist reads the brief (the instructions for the writing task), thinks who their readers might be, organises their ideas, writes a draft, edits and proofreads, submits it to an editor to check.*

**Exam strategy:** Like journalists and other effective writers, students should allocate some time to planning and checking their work in the exam.

## Options for socially distanced classrooms

Give students time to think and note down their ideas individually before nominating students to share their answers with the class.



## Read instructions

### Student worksheet Exercise 4 (5 minutes)

Tell students they are going to follow the process of a good journalist to write their article. First, they should read the instructions from their editor carefully and underline the key words.

*Interview a student and write a short article for a music magazine.*

- *What kind of music do they listen to?*
- *When do they listen to music?*
- *How do they choose what music to listen to at different times?*

*Find out the answers to these questions.*

*Write your article in 140 to 190 words.<sup>1</sup>*

**Exam strategy:** Encourage students to underline the key words in the instructions, so they include all of the key points in their answer.

### Interview a partner (10 minutes)

Put students in pairs to interview each other. Encourage them to ask for additional information if it seems relevant and re-use some of the questions or phrasal verbs from Exercises 1 and 2.

They should make detailed notes of their partner's answer.

## Options for socially distanced classrooms

If pair work is not possible, this task also works if students write about themselves. At this stage they can make notes of their own answers to each of the questions.

### Organise your ideas (5 minutes)

**Exam strategy:** In the B2 First for Schools Writing paper marks are awarded for organisation and appropriate style of writing. Students should take time to plan what they will write in the exam and consider who the reader will be.

Elicit from students some ways of organising their ideas into paragraphs (*each paragraph could respond to a different question or they may have other ideas of how to group their ideas thematically*).

Ask for suggestions on how to start and conclude the article. How will they get the reader's interest? Who might the reader be and how will this impact on the style of writing? Write the ideas they generate on the whiteboard. Ask them to make notes in their notebooks.

Give students a couple of minutes to organise the ideas from their notes into two or three paragraphs.

### Write first draft (remainder of lesson)

Students start the first draft of their article in their notebook. This will be finished as homework. It can be helpful for students to start their first draft in class because the teacher is available to answer any questions, which will help build their confidence about writing.

It's a good idea to get them to write it in pencil if you are going to get them to proofread and edit it in the following lesson.

## Homework

Students finish their first draft. This could simply be taken in and marked in the following lesson if you are short on time. See below for an optional 'Proofread and edit' stage to conduct at the beginning of the following lesson.

## Proofread and edit (optional)

### Student worksheet Exercises 5a to 5d (15 to 20 minutes)

**Exam strategy:** Students should take some time to proofread their work in the exam.

Ask students to work in pairs to categorise the checklist items on the worksheet into DOs and DON'Ts to prepare a checklist to help them edit their work before submitting it.

Feedback (see **Answer key**) – Ask the class to reflect on any other areas they need to improve in their writing and add to the checklist.

Students proofread and edit their article before handing it in for marking.

## Options for socially distanced classrooms

If it is not possible for students to work together, give them prompts to help them self-correct before sharing answers in open class. You could:

- give students clues as to how many Dos there are and how many Don'ts
- gradually reveal the answers on a slide or on the board.



# Student worksheet

## Vocabulary focus

1. Look at the phrasal verbs in the boxes. Tick (✓) the ones you know, put a cross (X) next to the ones you don't know and put a question mark (?) next to any you are not sure about.

be into	break into	chill out	dress up	get into	join in
keep up with	show off	sing along to	sell out	tune into	

## Practice

2. Now use the phrasal verbs from Exercise 1 to complete the questions. You may need to change the form of the verb.

- Do you like singing along to music? Do you know lots of lyrics? Is it easy for you to join in a song?
- Do you ever \_\_\_\_\_ podcasts? Which ones do you recommend?
- What kind of music \_\_\_\_\_ you \_\_\_\_\_? When did you first \_\_\_\_\_ it?
- What music do you put on when you want to \_\_\_\_\_ and relax?
- Do you \_\_\_\_\_ trends in music? What is popular at the moment?
- Have you ever been to a concert that \_\_\_\_\_?
- Do you enjoy \_\_\_\_\_? Would you like to \_\_\_\_\_ in a fancy costume and perform in front of a huge audience?
- Do you think it is easy to \_\_\_\_\_ the music business?

3. Ask and answer the questions with a partner.

## Focus on writing

4. Read the journalist's instructions below and underline the key words. Imagine who your readers could be. Do you think you will need to write in a formal or informal style?

Interview a student and write a short article for a music magazine.

- What kind of music do they listen to?
- When do they listen to music?
- How do they choose what music to listen to at different times?

Find out the answers to these questions.

Write your article in 140 to 190 words.

5. a. Look at the items from a writing checklist below. Tick the box if they are DOs (✓) or put a cross if they are DON'Ts (X).

- ☐ Connect your ideas with linking words.
- ☐ Use synonyms and pronouns to avoid repeating the same word too many times.
- ☐ Check carefully for typical mistakes like missing third person 's', articles and subject-verb agreement.
- ☐ Write everything in one big paragraph.
- ☐ Write in an extremely formal, academic style.
- ☐ Include answers to all of the questions in the task.
- ☐ Write a lot more than 190 words if you can.
- ☐ Check for spelling and punctuation (full stops, commas, capital letters) mistakes.
- ☐ Use simple vocabulary and grammar.

b. How could you rewrite the items you crossed to make them DOs?

c. Reflect on writing you have submitted in the past. Are there any other areas you could work on? Add these to your checklist.

d. Now, look back at your first draft. Use the checklist you have made to help you proofread and edit your work before you hand it in.



# Language summary

Phrasal verbs	
Phrasal verbs	Definitions <sup>2</sup> and examples
be into /ˈɪn.tuː/	to really like something or someone Example: I'm <b>into</b> K-pop. I go to as many concerts as I can.
break into /ˌbreɪkˈɪntuː/	to begin working in a new business or area Example: Lots of pop stars these days <b>break into</b> the music business by streaming their music on social media.
chill out /ˌtʃɪlˈəʊt/	to relax (informal) Example: I like to <b>chill out</b> by listening to music or painting.
dress up /ˈdresˈʌp/	to put on formal or special clothes Example: I <b>dressed up</b> in a suit to go to my brother's wedding.
get into /ˌgetˈɪntuː/	to become interested in an activity or subject Example: I <b>got into</b> K-pop when I visited South Korea last year.
join in /ˌdʒɔɪnˈɪn/	to become involved in an activity with another person or people Example: I can never <b>join in</b> a song because I know hardly any lyrics.
keep up with /ˌkiːpˈʌp wɪð/	to continue to be informed about something Example: I can't <b>keep up with</b> all the different kinds of music these days.
put on (separable) /ˌpʊtˈɒn/	to start a piece of equipment or to place a recording in a device that will play it Examples: <b>Put</b> Spotify <b>on</b> and let's listen to some music./ <b>Put on</b> Spotify and let's listen to some music.
show off /ˌʃəʊwˈɒf/	to behave in a way that is meant to attract attention or admiration and that other people often find annoying Example: I think you have to enjoy <b>showing off</b> to be an actor or singer.
sing along to /ˌsɪŋəˈlɒŋ tuː/	to sing a piece of music while someone else is singing or playing it Example: I like listening to the radio and <b>singing along to</b> my favourite songs in the car.
sell out /ˌselˈəʊt/	to sell all of the supply you have of something (e.g. concert tickets) Example: I tried to buy tickets for the Kendrick Lamar concert but it had <b>sold out</b> .
tune into /ˌtjuːnˈɪntuː/	to watch or listen to a particular radio station, TV channel or podcast Example: I like to <b>tune into</b> the radio in the morning while I get ready for school.

# Answer key

✓ Exercise 2

b) tune into

c) are ... into / get into

d) chill out

e) keep up with

f) sold out

g) showing off / dress up

h) break into

✓ Exercise 5a

✓ Connect your ideas with linking words.

✓ Use synonyms and pronouns to avoid repeating the same word too many times.

✓ Check carefully for typical mistakes like missing third person 's', articles and subject-verb agreement.

✗ Write everything in one big paragraph.

✗ Write in an extremely formal, academic style.

✓ Include answers to all of the questions in the task.

✗ Write a lot more than 190 words if you can.

✓ Check for spelling and punctuation (full stops, commas, capital letters) mistakes.

✗ Use simple vocabulary and grammar.

✓ Exercise 5b

**DON'T**

✗ Write everything in one big paragraph.

✗ Write in an extremely formal, academic style.

✗ Write a lot more than 190 words if you can.

✗ Use simple vocabulary and grammar.

**DO**

✓ Organise your text into clear paragraphs.

✓ Write in a style appropriate to your reader.

✓ Write between 140 and 190 words.

✓ Use a range of both simple and more complex vocabulary and grammar.

8 <sup>2</sup> Definitions sourced from: [dictionary.cambridge.org/dictionary](https://dictionary.cambridge.org/dictionary)

Language summary  
and answer key

9

# Extra activities

?

Extra activity 1: 20 questions

**Time required:**

- 10 minutes

**Materials required:**

- No materials needed

**Aims:**

- Vary the classroom dynamic
- Practise asking yes/no questions

**Set up**

Elicit a list of names of famous people from films, TV and music and write their names on the board. Try to use some of the phrasal verbs from the poster before you elicit names from the class. E.g. Ask the class what kind of music/films/TV they *are into*. Do they *keep up with* the trends in music and films? What kind of music or films do they *chill out* to?

Tell the class you are thinking of one of the names on the board. The class has 20 questions to try and find out who it is.

The questions must be yes/no questions. Give some examples if the students are not familiar with the game:

- Are you an actor?
- Have you been in lots of action films?

The students can work in pairs/groups to come up with questions if your situation allows.

**Activity**

Nominate students to ask a question in turn. Keep a note of how many questions they have asked.

**Feedback**

Congratulate and reward the winner – this can be with something as simple as a round of applause from the class. If time allows, the winner can then take a turn to choose a celebrity.

8

Extra activity 2: Bingo

**Time required:**

- 10 minutes

**Materials required:**

- One bingo card for each student
- Bingo caller's card

**Aims:**

- Vary the classroom dynamic
- Review phrasal verbs related to entertainment

**Set up**

Tell students they are going to play a bingo game to review the prepositions in different phrasal verbs. Explain the rules:

1. Students each have a bingo card with different prepositions on it.
2. The aim is to get three correct answers in a row – vertically, horizontally or diagonally (draw arrows to show this on the board).
3. When a student gets three in a row, they should shout 'bingo'.
4. They can only cross out one preposition for each sentence.

Demo with an example:

'I'm really "*bleep*" rock music.' Elicit the missing preposition from the students. Tell them if they have this preposition on their cards, they should cross it out.

**Activity**

Read the sentences in random order, giving time for the students to cross off the preposition if they have it on their card.

There are lots of ways to vary the activity, e.g. students could be asked to write sentences with the phrasal verbs for extra points.

The game can be played several times with multiple winners. The first person to get three rows could be the winner, etc.

**Feedback**

Check that students' answers are correct when they shout 'bingo'. Congratulate and reward winners – this can be with something as simple as a round of applause from the class.



8

Extra activity 2: Bingo materials

Bingo caller's card

Read the sentences below in random order without saying the preposition. Tick them off as you go.

What kind of music are you ...? <i>(into)</i>	You need to be very talented to break ... show business. <i>(into)</i>	I chill ... by listening to relaxing music. <i>(out)</i>
I usually get dressed ... to go to the theatre. <i>(up)</i>	I got ... rap music when I was a teenager. <i>(into)</i>	It's hard to keep ... all the new movies and TV shows these days. <i>(up with)</i>
I sing ... the radio when I'm in the shower. <i>(along to)</i>	Tickets for the Taylor Swift concert sold ... in 2 hours. <i>(out)</i>	I usually tune ... Radio 1 when I get ready for school. <i>(into)</i>
Our school puts ... a show every year. <i>(on)</i>	I'm too shy to join ... when someone starts singing. <i>(in)</i>	My sister wants to be an actress. She loves showing ... <i>(off)</i>

Option 1 – Printed bingo cards

Print the 12 bingo cards (see opposite) and cut along the dotted lines. Give one card to each student.

Option 2 – Students build their own bingo cards (to save on cutting out cards)

Ask your students to draw a 3 x 3 grid on a piece of paper. Get them to fill each box in the grid with a preposition from one of the phrasal verbs on the poster. They should put them in a random order. Some prepositions can be used more than once e.g. *into* which is in four of the verbs.

★

Tip

If you have a large class and need more bingo cards, you can create these using a free online bingo card creator like **My Free Bingo Cards**. Simply type in the 12 sets of prepositions needed to complete the sentences in the bingo caller's card above.

✂

Extra activity 2: Bingo cards 1

into	into	up	out	up	off
into	in	off	into	into	out
out	along to	up with	in	into	into
out	up with	into	into	in	off
into	off	in	into	into	out
on	along to	out	out	up	into
into	along to	off	into	into	into
out	in	into	off	along to	up with
up	up with	into	out	into	out

12

13



## Extra activity 2: Bingo cards 2

into	on	into	up	out	along to
up with	in	off	into	in	into
up	out	along to	into	into	off
out	out	in	into	into	on
into	into	up with	off	in	along to
off	on	into	out	up with	into
into	in	into	on	off	into
out	on	up with	out	up	into
into	along to	into	up with	in	along to





# B2 First for Schools: Environment poster lesson plan and activities

This lesson plan and two extra activities are designed for use with the B2 First for Schools Environment poster.

Cambridge

English Qualifications

B2 First  
for Schools

## Environment

*"I thought I couldn't  
make a difference  
because I was small"*  
Greta Thunberg



# Lesson plan

## Procedure

### Time required:

- 60 minutes

### Materials required:

- Student worksheet
- Language summary 1 and 2

### Aims:

By the end of the lesson the students will have:

- reviewed conditional forms
- reviewed useful phrasal verbs related to the environment
- discussed problems and solutions for environmental issues.

### Warm-up (5 minutes)

*'I thought I couldn't make a difference because I was small.'* Greta Thunberg

Draw students' attention to this quote from the poster.

Ask students to discuss these questions in pairs:

- a) Do you know who Greta Thunberg is and how she made a difference?
- b) Do you think it is difficult for young people to make a difference in the world? Why/Why not?

Elicit feedback and check understanding of *environmental activist*.

More information about Greta Thunberg can be found [here](#).

## Options for socially distanced classrooms

Give students time to think and note down their ideas individually before nominating students to share their answers with the class.

## Focus on vocabulary 1

### Student worksheet Exercise 1 (5 minutes)

Ask the students to talk about the pictures in pairs using the questions on the worksheet as prompts. Then elicit feedback as a whole class.

**Exam strategy:** Encourage students to compare the pictures as they would in Part 2 of the B2 First for Schools Speaking test. Remind them of useful phrases to do this e.g. *the first picture / all of the pictures show/s x is more serious/likely in this country, x is the most common/unlikely, etc.*

*Possible answers to Question 1: global warming, ice melting in the Arctic, deforestation, drought, pollution, plastic waste, endangered species.*

Use the second and third questions as an opportunity to feed in any useful vocabulary students need to talk about environmental problems in the community or your country.

## Options for socially distanced classrooms

Students work individually to write down as many environmental problems as they can in 2 minutes using the pictures as prompts. Give a point for each correct idea and 2 points if they come up with an idea that no one else thought of.

Discuss the last question as a class. Try the following strategies to increase the chances of a lively discussion:

- invite students to react and respond to each other's ideas
- ensure all students participate
- prompt with ideas to get students started if necessary
- ask for examples and justifications
- reflect on the success of the class discussion with the class.

## Focus on vocabulary 2

### Student worksheet Exercise 2 (10 minutes)

Students read the statements in Exercise 2. To focus them on the context, ask if the statements relate to any of the pictures.

Students then fill the gaps in the sentences. They must change the form of some of the verbs to do this.

Elicit feedback (see [Answer key](#)).

Additional clarification: You could also check that students understand the difference between *die* and *die out*, make them aware of the phrasal verbs which are separable, and model and drill pronunciation to highlight features of connected speech – see [Language summary 1](#).

## Options for socially distanced classrooms

If you have access to mini whiteboards, ask students to write their answers and hold them up. You can also use up A4 scrap paper that's blank on one side for this.

Display the [Answer key](#) to Exercise 2 instead of nominating students in open class.



## Focus on grammar – Conditional forms

### Student worksheet Exercises 3 and 4 (10 minutes)

In Exercise 3 students work in pairs to match the statements to one of the four options.

Feedback (see [Answer key](#)).

Students complete Exercise 4 to focus their attention on the form of the different 'if' structures.

Compare answers with a partner and elicit feedback (see [Answer key](#)).

## Options for socially distanced classrooms

The teacher works through each statement on the board by eliciting answers from students.

The form could also be highlighted to students on the board or using a slide.

## Practice 1

### Student worksheet Exercise 5 (10 minutes)

Students complete the sentences in Exercise 5 with their own ideas to practise the different forms of the conditional.

Students compare and discuss their answers with a partner.

**Exam strategy:** To encourage more interaction the teacher could provide some useful language to help the students react to each other's statements e.g. *I agree and I also think ..., I'm not sure I agree but ...*

## Options for socially distanced classrooms

Identify and nominate a student who you feel has the confidence to lead the discussion in open class to make the activity more student-centred.

## Practice 2

### Student worksheet Exercise 6 (20 minutes)

Put the students into small groups. Give them time to discuss and make notes on their ideas.

Feedback – Students present their ideas to the class and vote on which group they think has the best idea.

To round off the lesson, highlight good examples of conditional use on the board as well as any common errors for students to correct.

## Options for socially distanced classrooms

Brainstorm ideas as a class – list them on the board under the headings of problems/solutions.

Give students time to choose the problems they think are most important and prepare a short summary of their ideas to share with the class.

## Homework


This homework task could be set BEFORE teaching the above lesson – it provides useful inspiration for the final speaking task.

In this [TED Talk video](#)<sup>1</sup>, entitled 'Our campaign to ban plastic bags in Bali', the young speakers share how they made a difference by tackling an environmental problem in their community. Watch and listen. Write down your answers to the following questions in your notebook:

1. What inspired sisters Melati and Isabel to start their campaign?
2. What four things did they learn during their campaign?





**Exam strategy:** Predict possible answers to each question before you listen.


# Student worksheet

 Focus on vocabulary 1

1. Discuss the questions below:

- Which environmental problems do the pictures show?
- How many more environmental problems can you think of?
- Which problems affect your country/your local community?



 Focus on vocabulary 2

2. Read the statements from an environmental activist below. Use the correct form of the phrasal verbs in the boxes to fill the gaps.

take part in	run out of	die out	chop down	
wipe out	cut down on	dry up	dispose of	freeze over

**Example:** a) If logging companies chop down rainforests, some native species will be wiped out.

b) Many lakes could \_\_\_\_\_ if global warming caused more droughts.


c) A lot of animal, insect and plant species wouldn't have \_\_\_\_\_ if we had acted sooner.

d) If we don't stand up for change, we will eventually \_\_\_\_\_ time to reverse global warming.

e) If we all \_\_\_\_\_ a protest, the government would probably change its environmental policy.

f) If some parts of the Arctic had stayed \_\_\_\_\_ all year round, polar bears wouldn't be struggling to survive now.

g) If we \_\_\_\_\_ waste and find better ways to \_\_\_\_\_ it, this helps the environment.

 Focus on grammar

3. Which of the statements b–g in Exercise 2 suggest the speaker thinks the situation is:


- likely (a)
- less likely
- too late to change
- a fact?

4. Look at the example in the box below. Now underline the 'if' clause in statements c) to g) in Exercise 2.

- Which verb form is used in the 'if' clause?
- Which verb form is used in the main clause?
- Which sentences need a comma?

**Example**

<i>could (or would) + infinitive</i>	<i>simple past</i>
b) Many lakes <b>could</b> dry up <u>if global warming <b>caused</b> more droughts</u>	
↑	↑
main clause	'if' clause

 Practice 1

5. Complete the sentences with your own ideas then discuss your answers with a partner. Try to use some of the phrasal verbs from Exercise 2.


a) If we hadn't invented cars, ...

b) If I was responsible for the environmental laws in my town/city, I would ...

c) If the temperature became much hotter/colder in my country, people would ...

d) People would have to ... if fossil fuels ran out.

e) If people cut down on ...

 Practice 2

6. Work with your group and look back at the problems you spoke about in Exercise 1.

- Choose one problem.
- Brainstorm what you could do to address your chosen environmental problem.
- Consider possible results of different actions. For example, 'If we get enough people together, we could ...', 'If we persuaded someone famous to support us, it might ...'.
- Make notes and get ready to present your ideas to the class.



Language summary 1: Phrasal verbs	
Phrasal verbs	Definitions <sup>3</sup> and examples
chop down (separable) /ˌtʃɒp ˈdaʊn/	<i>to cut through something to make it fall down</i> Examples: They have <b>chopped</b> all of the trees <b>down</b> ./They have <b>chopped down</b> all of the trees.
cut down on /ˌkʌt ˈdaʊn ɒn/	<i>to reduce the size, amount or number of something</i> Example: We need to <b>cut down on</b> our use of plastic bags.
die out /ˌdaɪ ˈjaʊt/	<i>to become more and more rare and then disappear completely</i> Example: Many animals will <b>die out</b> if we don't act soon.
dispose of /dɪˈspəʊz əv/	<i>to get rid of something, especially by throwing it away</i> Example: It's a real challenge to <b>dispose of</b> all of our rubbish.
dry up (separable) /draɪ ʌp/	<i>If a river or lake dries up, the water in it disappears</i> Examples: In a drought, all of the lakes and rivers <b>dry up</b> ./A drought can <b>dry</b> rivers and lakes <b>up</b> .
fight for /faɪt fɔːr/	<i>to try hard to support or achieve something you want or think is right</i> Example: Greta Thunberg <b>fights for</b> environmental causes.
freeze over /friːz ˈəʊ.vər/	<i>to become covered in ice</i> Example: Parts of the Arctic have stopped <b>freezing over</b> due to global warming.
knock down (separable) /nɒk.daʊn/	<i>to destroy or demolish something</i> Example: We could create more green spaces in urban environments if we were to <b>knock down</b> disused buildings.
run out of /rʌn ˈaʊt əv/	<i>to use something completely so that nothing is left</i> Example: We will eventually <b>run out of</b> fossil fuels.
stand up for /stænd ʌp fɔːr/	<i>to defend or support a particular idea or a person who is being criticised or attacked</i> Example: Many young people <b>stand up for</b> animal rights.
take part in /teɪk pɑːt ɪn/	<i>to be actively involved in something with other people</i> Example: People all over the world have <b>taken part in</b> environmental protests.
wipe out (separable) /ˌwaɪp ˈəʊt/	<i>to destroy something completely or cause something to be completely lost</i> Examples: We must avoid <b>wiping</b> endangered animals <b>out</b> completely./We must avoid <b>wiping out</b> endangered animals completely.

<sup>3</sup> Definitions sourced from: [dictionary.cambridge.org/dictionary](https://dictionary.cambridge.org/dictionary)

Language summary 2: Conditional forms			
Conditional type	Meaning	Form	Example sentences
Zero	A fact	<i>If + present simple, present simple or can</i>	If we cut down on waste and find better ways to dispose of it, this helps the environment.
1st	Likely	<i>If + present simple, will or may, might, could</i>	If logging companies chop down rainforests, some native species will be wiped out. If we don't stand up for change, we will eventually run out of time to reverse global warming.
2nd	Less likely	<i>If + past simple, would or might, could</i>	Many lakes could dry up if global warming caused more droughts. If we all took part in a protest, the government would probably change its environmental policy.
3rd	Too late to change	<i>If + past perfect, would have or might have, could have + past participle</i>	A lot of animal, insect and plant species wouldn't have died out if we had acted sooner.
Mixed 2nd/3rd	A situation that is too late to change but with a present result	<i>If + past perfect, would or might, could</i>	If some parts of the Arctic had stayed frozen over all year round, polar bears wouldn't be struggling to survive now.

# Answer key

✓ Exercise 2

b) dry up

c) died out

d) run out of

e) took part in

f) frozen over

g) cut down on, dispose of

✓ Exercise 3

- likely – a, c (1st conditional)
- less likely – b, e (2nd conditional)
- too late to change – c (3rd conditional), f (mixed conditional)
- a fact – g (zero conditional)

✓ Exercise 4

Highlight the structure of the different conditional forms – See [Language summary 2](#)

✓ Exercise 5

**Possible answers**

a) If we hadn't invented cars, we wouldn't have **wiped out** so many endangered animals.

b) If I was responsible for the environmental laws in my town/city, I would **fight for** more cycle lanes.

c) If the temperature became much hotter/colder in my country, people would be more likely to **take part in** protests against global warming.

d) People would have to **dispose of** their petrol cars and use electric cars if fossil fuels ran out.

e) If people **cut down on** flying, they would reduce their carbon footprint.

# Extra activities

🔍 Extra activity 1: Word finder

**Time required:**

- 10 minutes

**Materials required:**

- Mini whiteboards if available or A4 paper
- Marker pens

**Aims:**

- Vary the classroom dynamic
- Boost spelling skills

**Set up**

This game can be played individually or in pairs/groups if your situation allows.

Write the word 'environment' on the board in large letters.

Set the challenge: According to several websites, it's possible to make more than 250 words using the letters in 'environment' – how many do you think you can make? (Note: A link to one of the websites is available in the feedback section).

Outline the rules of the game:

- Words should be three letters or more and must be in your classroom dictionary or the [Cambridge Dictionary online](#).
- Letters can't be used more than once if they only occur once in 'environment'. For example, there is only one 'i', so it isn't possible to make the word 'mini'.
- Points are given based on the number of letters in each word: 1 point for 3-letter words, 2 points for 4 and 5-letter words and 10 points for 6 letters or more!
- Students should write their words in fairly large letters on a piece of paper or mini whiteboard, so they can be easily checked.

Give students a time limit (approx. 3 minutes).

**Activity**

Students write their lists – if they struggle to find words of more than four letters you could give them an extra minute.

**Feedback**

You can find a list of all the possible words that can be made from 'environment' [here](#). Note that some of these words are archaic or are used extremely rarely. Around 20 to 25 words would be a very good result from B2-level students.

To check the answers, first ask students to count up their words. They can hold these up on their mini whiteboard/paper or, if your school's guidelines and safety protocol allow, ask students to exchange their lists of words to:

- check for spelling mistakes
- look up words they don't think exist.

In the event of a draw, the winning teams could be asked to make sentences with some of their words.

Congratulate and reward the winner – this can be with something as simple as a round of applause from the class.





## Extra activity 2: Conditional chain game

### Time required:

- 10 minutes

### Materials required:

- No materials required

### Aims:

- To review conditional forms
- To practise using the phrasal verbs from the poster
- To create a comfortable classroom atmosphere through use of humour

### Set up

Tell learners they are going to use their imaginations to invent a story as a class (or as a group if your situation allows). The sentences must use a conditional form and they should try to use the phrasal verbs from the poster to earn extra points.

Choose a conditional statement to start them off. For example:

If I hadn't taken part in the competition, I wouldn't have won a million pounds.

If I hadn't won a million pounds ...

### Activity

Nominate a student to continue with the next sentence.

To keep the pace, allow no more than 30 seconds of thinking time.

The activity can be made more competitive by awarding extra points when students come up with:

1. a sentence that includes the use of one of the phrasal verbs from the poster:
  - a. half a point for an attempt, even if it is incorrect
  - b. a full point if the phrasal verb is used correctly
2. a sentence that makes the class laugh out loud
3. a sentence that is very imaginative.

### Feedback

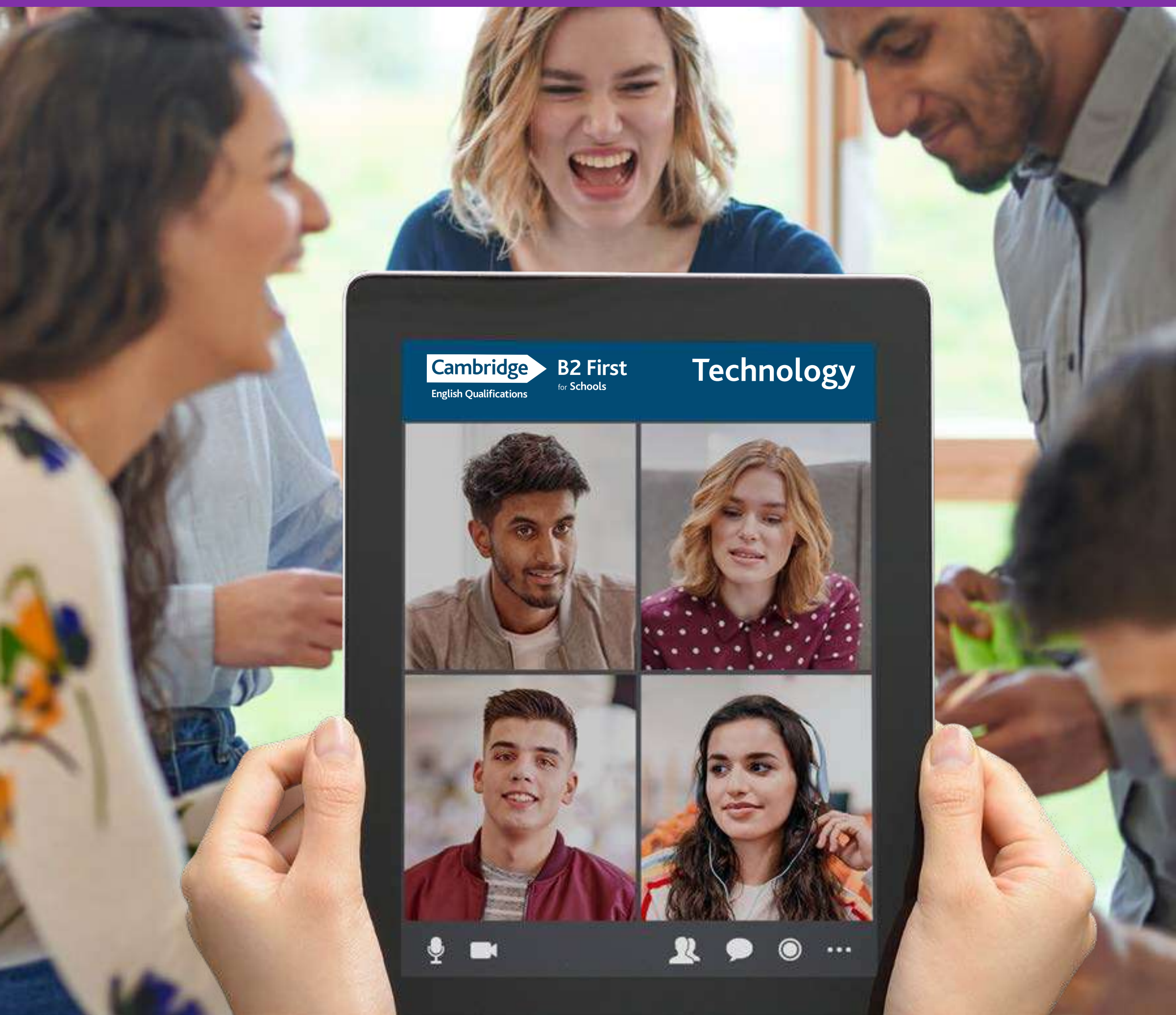
If you do decide to correct mistakes with the conditional form, maintain rapport by reacting to the content of what the student said first e.g. *great idea, that's hilarious*, etc. before correcting.

### Follow-up task for homework

Students could write up a 10-sentence story. The story could be linked to the ideas that the class came up with in the lesson, or it could be based around their own ideas using the original stem 'If I hadn't taken part in the competition ...'.

# B2 First for Schools: Technology poster lesson plan and activities

This lesson plan and two extra activities are designed for use with the B2 First for Schools Technology poster.





# Lesson plan

## Procedure

### Time required:

- 60 minutes

### Materials required:

- Student worksheet 1 – Text
- Student worksheet 2 – Diagrams
- Student worksheet 3 – Vocabulary matching task

### Aims:

By the end of the lesson the students will have:

- practised reading for gist and detailed information
- reviewed some useful phrasal verbs related to technology
- discussed the benefits and drawbacks of social media and smartphone use.

### Warm-up (5 minutes)

**"Your time is limited, so don't waste it living someone else's life."** Steve Jobs

Draw students' attention to this quote from the poster.

Show these questions on the board. Ask students to discuss in groups and give reasons for their answers.

- a) Do you think people spend too much time looking at other people's lives on social media? Why?/ Why not?
- b) Should people try to spend less time on their phones or online? Why/Why not?
- c) What are the problems for young people spending so much time online?

Feedback: Encourage a lively discussion in class and ask students to share points they agreed on or disagreed on.

## Options for socially distanced classrooms

Give students time to think and note down their ideas.

Tell them to find out from their classmates what their ideas are.

Ask the classmate:

1. to your left
2. to your right
3. in front of you
4. behind you.

Nominate students to share their ideas and what they learned from their classmates.

Try the following strategies to increase the chances of a lively class discussion:

- invite students to react and respond to each other's ideas
- ensure all students participate
- prompt with ideas to get students started if necessary
- ask for examples and justifications.

## Pre-reading task: Prediction task

### Student worksheet 1 (5 minutes)

Ask students to cover the text and focus on student worksheet 1 ('Do you spend too much time on your smartphone?'). Ask them to discuss these questions in pairs:

- a) What do you think each person uses their smartphone for?
- b) Who do you think spends the most time on their smartphone?

Students compare their ideas with a partner.

Feedback: Ask some students to share their guesses but do not correct as they will now read the text to see if they were right.

**Exam strategy: Encouraging students to predict the content of the text before they read helps them understand the text more quickly.**

## Options for socially distanced classrooms

Place worksheets face down on students' desks before the start of the class to avoid close contact when handing them out.

The discussion task could be done as a poll in open class, e.g. raise your hand if you think Ada spends the most time on her smartphone.

## While reading task 1: Checking predictions

### Student worksheet 1: Reading for the main idea (5 minutes)

\* Consider pre-teaching *under pressure*, *hack into*, *addictive* and *distracts*.

Give students 3 minutes to read the text and check if their predictions from the pre-reading task were correct. See **Answer key**.

## While reading: Reading for detail

### Student worksheet 2 (15 minutes)

Ask students to read the text again and note down the benefits and drawbacks of having a smartphone in the diagrams on Student worksheet 2.

Students compare their answers in pairs. Encourage them to add ideas of their own. See **Answer key**.

Options for socially distanced classrooms

Give students prompts to help them self-correct before sharing answers in open class. You could:

- give students clues as to where the answers can be found in the text e.g. Andrew's paragraph contains two benefits
- show mixed-up answers on a slide and nominate students to say which are benefits and which are drawbacks.

Post-reading: Focus on phrasal verbs

**Student worksheet 3** (10 minutes)

Ask the students to match the phrasal verbs from the text to the definitions on worksheet 3. Remind them to look back at the words in the text to help them do this. Students check their answers in pairs – see

**Answer key.**

**Exam strategy:** It is useful to guess the meaning of new words from context because students won't have access to a dictionary in the exam.

Discuss the phrasal verbs with the class by:

- checking understanding, e.g. asking students to mime the action 'scroll through' or asking for examples of things you can hook up to
- asking students to identify any separable phrasal verbs in the text, e.g. I need to **charge** my phone **up**, I need to **charge up** my phone
- modelling and drilling to practise pronunciation of difficult words or to highlight features of connected speech, such as the linking between final consonants and vowels, e.g. *put on*.

See **Language summary** for more information.

Options for socially distanced classrooms

Ask students to write their answers on mini whiteboards or A4 paper and hold them up.

Display an answer key instead of nominating students in open class.

Post-reading task 2: Focus on speaking skills

(20 minutes)

**Student worksheet 2:** Return to worksheet 2. The completed task provides options for two speaking tasks to practise B2 First for Schools Speaking Part 3. Choose just one option.

**Speaking task Option 1:** Students work in pairs to do the following speaking task based on the completed diagram 'Benefits of having a smartphone' from worksheet 2.

**Speaking task Option 1**

Imagine that a mobile phone company wants to persuade more parents to buy smartphones for their teenage children. Here are some ideas they are thinking about. Talk to each other about how these ideas would benefit teenagers' lives now and in the future. (2 minutes)

Now decide together which idea is most likely to persuade parents to buy a smartphone for their child. (1 minute)

**Speaking task Option 2:** Students work in pairs to do the following speaking task based on the completed diagram 'Drawbacks of having a smartphone' from worksheet 2.

**Speaking task Option 2**

Imagine that a group of parents wants to persuade a school to ban smartphones. Here are some of the drawbacks of smartphones they want to highlight. Talk to each other about how these disadvantages could impact students' lives now and in the future. (2 minutes)

Now decide together which idea is most likely to persuade the school to ban smartphones. (1 minute)

Before they speak, give students a few minutes to read the question to plan what they will say. They should identify as many opportunities as they can to practise the phrasal verbs from the text/poster.

During the task the teacher should monitor, noting down any problems the students have and how successfully they have used the phrasal verbs from the text/poster.

Below are some typical problems students have with Part 3 of the Speaking test and some suggested further practice to address these.

Potential problems	Solutions
Students didn't speak for long enough	Ask the students to repeat the speaking task to build up confidence.
Students didn't interact much with their partner	Brainstorm useful functional phrases for asking for opinions, asking for reasons, interrupting politely, etc. Write these on the board for students to copy in their notebooks. Students repeat the speaking task or try the other task and try to use the phrases.
Students didn't use a range of vocabulary or grammar accurately	Write down six to eight sentences you heard on the board. They should be a mix of sentences with errors and really good sentences. Ask students to decide together which are correct and which contain errors. They should then try to correct the sentences with errors.



Options for socially distanced classrooms

This task might be too challenging if students aren't able to work in pairs and you have a large class. You could replace it with the writing task suggested for homework, and complete it in class.

If the class is small, you could give students more time to prepare and make notes before role-playing the dialogue in front of the class.

Teenagers can be less self-conscious when acting out a role. Ask one student to play a very shy candidate, and the other a confident one. A third student takes the role of the examiner.

Ask students to reflect on how they might behave in the Speaking test and discuss possible coping strategies.

For further tips, suggestions and strategies for teaching in the socially distanced classroom, follow [this link](#).

Extra tasks for homework

**Option 1:**  
**Vocabulary task to generate a discussion between students at the start of the next lesson**

- Choose five phrasal verbs from Student worksheet 3.
- Write five questions to ask your partner or the class in the next lesson. Use the phrasal verbs you have selected in your questions.

For example: What was the last thing you **signed up for** online? or Can you name three websites or apps you like **scrolling through** in your free time?

**Option 2:**  
**Writing task to write an essay about technology, incorporating the phrasal verbs in the lesson/poster**

You see this announcement in an international magazine.

What is the most important piece of technology you have?

Write an article about it, saying why it is so important to you and how it could be improved. The writer of the best article will win a prize.

*Write your article in 140 – 190 words.*

*Use as many of the phrasal verbs from the lesson/poster as you can.<sup>1</sup>*


# Student worksheet 1

**Do you spend too much time on your smartphone?**

We asked four British teenagers and got some surprisingly different answers!


Andrew, 16

I'm really into skateboarding. When I'm **hanging out with** my friends, we use our phones to video each other doing skateboarding tricks, so we can upload them to *YouTube*. I've got a couple of apps for editing them and adding special effects – you can be really creative. I also use my phone for playing online games like *Minecraft*. I've made lots of friends all over the world playing games and it's my dream to become good enough to win competitions.




Ada, 17

I spend a lot of time on my smartphone – maybe 6 hours a day or more! I've tried a couple of apps like *Houseparty* and *TikTok* that have **caught on** at my school but I'm not sure if they will stay popular for long. I mainly use *Snapchat* and *Instagram* – I have about 2,700 followers on Instagram. I don't really worry about my privacy online. You are in control of the pictures you **put up** and can **take** anything **down** you don't like. I do feel under pressure to look good all the time though in case someone takes a photo of me and posts it.




Bhaskar, 15

I don't use my phone that much because I prefer meeting up with friends face-to-face. I often forget to **charge it up**. I've never taken a selfie – I really don't understand people who post pictures of themselves online all the time. All the everyday stuff is **filtered out**, so you don't see the real person. I've **signed up to** one social media app for messaging close friends. I think you have to be really careful about your privacy online too. It's so easy to **hack into** someone's phone these days and you could lose all your data if you haven't **backed it up**.



Rosie, 17

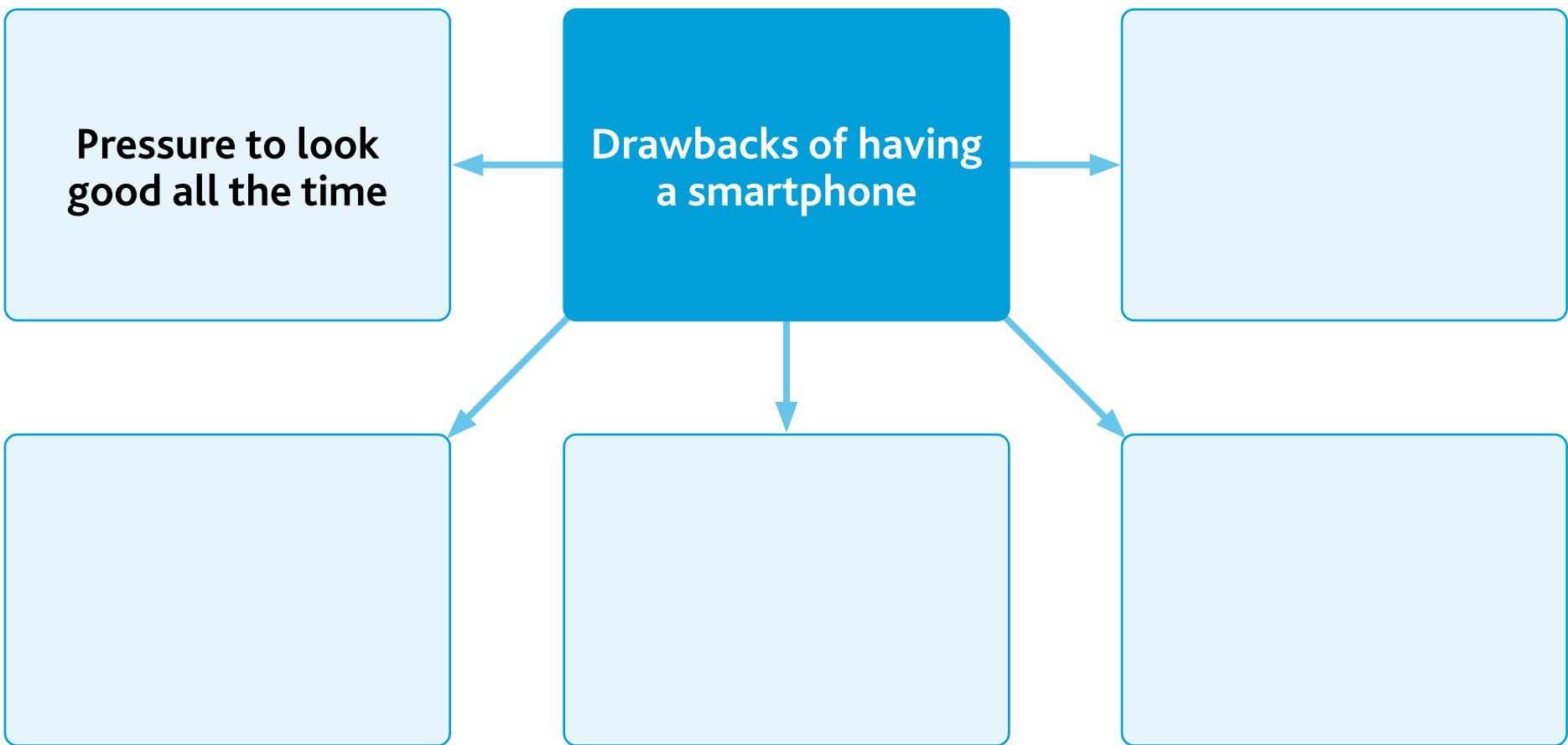
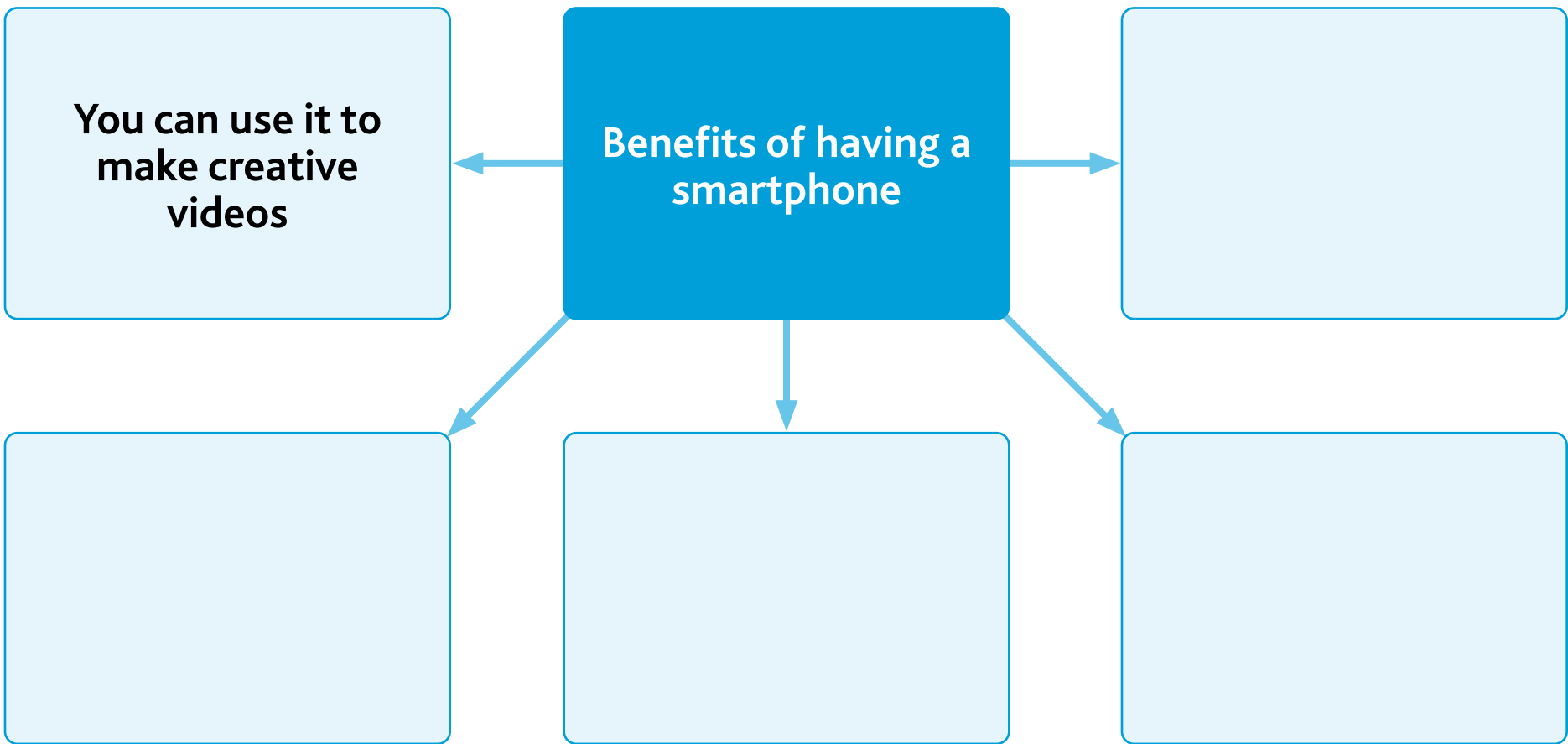
Believe it or not, I only got a smartphone about two months ago. It drives me crazy when I'm with friends and the first thing they want to do is **hook up to** the wi-fi and start **scrolling through** their messages. It's so anti-social. I finally gave in and bought one because I was feeling a bit left out of their group chats. I admit, it is quite useful to have all that information at your fingertips, but I've already noticed it distracts me a bit when I should be studying for my exams.<sup>2</sup> I make myself log off and **shut** everything **down** at the end of the day.



# Student worksheet 2

## While reading: Reading for detail

Read the text again. What benefits and drawbacks of having a smartphone are mentioned in the text? Add them to the diagrams.



# Student worksheet 3

## Post-reading: Focus on phrasal verbs

Match the phrasal verbs from the text to the correct definition.

Phrasal verb	Definition
1. catch on	a) connect a machine to a power supply, another machine or a wi-fi network <sup>3</sup>
2. hang out with	b) spend time with a particular group of people <sup>4</sup>
3. put up	c) remove something that you do not want from a group <sup>5</sup>
4. take down	d) get into someone's computer or phone without permission in order to get information or do something illegal <sup>6</sup>
5. filter out	e) post something online
6. sign up to	f) become popular <sup>7</sup>
7. hack into	g) start doing or having something, especially by signing a document <sup>8</sup>
8. hook up to	h) remove something from online
9. scroll through	i) move text or pictures up or down on a computer or phone <sup>9</sup>
10. charge up	j) take a copy of computer data and store it somewhere else in case you lose the original data
11. back up	k) to put electricity into a device or battery
12. shut down	l) switch off a device

★ Tip

If you are not sure about the answer, find the verb in the text. The context can sometimes help you guess the meaning.

<sup>3</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)  
<sup>4</sup> *ibid*  
<sup>5</sup> [macmillandictionary.com/dictionary/british/](https://macmillandictionary.com/dictionary/british/)

<sup>6</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)  
<sup>7</sup> *ibid*  
<sup>8</sup> *ibid*  
<sup>9</sup> *ibid*



# Language summary

Phrasal verbs	
Phrasal verbs	Definitions and examples
back up (separable) /ˌbækˈʌp/	<i>take a copy of computer data and store it somewhere else in case you lose the original data</i> Examples: It's important to back up your data so you don't lose it./It's important to back your data up so you don't lose it.
catch on /ˌkætʃˈɒn/	<i>become popular</i> <sup>10</sup> Example: In the nineties many people predicted that email would never catch on.
charge up (separable) /ˌtʃɑːrdʒˈʌp/	<i>to put electricity into a device or battery</i> Examples: My phone is almost out of power, so I need to charge it up./I need to charge up my phone because it's almost out of power.
filter out (separable) /fɪl.tə aʊt/	<i>remove something that you do not want from a group</i> <sup>11</sup> Examples: I need to filter out the spam messages./I need to filter the spam messages out.
hack into /ˌhækˈɪntuː/	<i>get into someone's computer or phone without permission in order to get information or do something illegal</i> <sup>12</sup> Example: Update your security settings so nobody can hack into your computer.
hang out with /ˌhæŋ ˈaʊt wɪð/	<i>spend time with a particular group of people</i> <sup>13</sup> Example: I usually hang out with my friends at the weekend.
hook up to /ˌhʊkˈʌp tə/	<i>connect a machine to a power supply, another machine or a wi-fi network</i> <sup>14</sup> Example: You need to hook up to the wi-fi to access the internet.
put up (separable) /ˌpʊtˈʌp/	<i>post something online</i> Examples: Popular vloggers put up new videos at least once a week./Popular vloggers put new videos up at least once a week.
scroll up/down /ˌskrɔʊl ʌp/daʊn/	<i>move text or pictures up or down on a computer or phone</i> <sup>15</sup> Example: I enjoy scrolling through pictures on Instagram.
shut down (separable) /ˌʃʌtˈdaʊn/	<i>switch off a device</i> Examples: Shut down your computer before you go to bed to save energy./Shut your computer down before you go to bed to save energy.
sign up for /saɪnˈʌp fɔːr/	<i>start doing or having something, especially by signing a document</i> <sup>16</sup> Example: I've signed up for an online course in computer programming.
take down (separable) /ˌteɪkˈdaʊn/	<i>remove something from online</i> Examples: The site administrator took the post down because it broke the site rules./The site administrator took down the post because it broke the site rules.

<sup>10</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)  
<sup>11</sup> [macmillandictionary.com/dictionary/british/](https://macmillandictionary.com/dictionary/british/)  
<sup>12</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)

<sup>13</sup> *ibid*  
<sup>14</sup> *ibid*  
<sup>15</sup> *ibid*  
<sup>16</sup> *ibid*

# Answer key

✓

Worksheet 1: Checking predictions

a) What do you think each person uses their smartphone for?

1. Andrew – uploading videos, watching YouTube videos, online gaming

2. Ada – chatting, posting on Instagram

3. Bhaskar – messaging close friends

4. Rosie – chatting with friends

b) Who do you think spends most time on their smartphone?

Ada, possibly Andrew

✓

Worksheet 2

Benefits of having a smartphone

• You can use it to make creative videos

• You can make new friends around the world

• You can chat with your friends

• Information at your fingertips

• You can play online games

Drawbacks of having a smartphone

• Pressure to look good all the time

• Hard to know the real person from the information they post

• Danger from hacking

• Could lose data if you don't back it up

• Addictive – distracts from schoolwork

✓

Worksheet 3

1. f

2. b

3. e

4. h

5. c

6. g

7. d

8. a


9. i

10. k

11. j

12. l

# Extra activities



Extra activity 1: Categories game

**Time required:**

- 10 minutes

**Materials required:**

- Categories cards (see next page)

**Aims:**

- Warm up the class
- Check students' knowledge of vocabulary related to technology

**Set up**

This game can be played individually or in pairs/groups if your situation allows.

Choose one of the six categories cards. Read out the heading, for example: Nouns – hardware for technology. Elicit an example from the class and tell students there are 10 words related to the heading on the card.

Explain the rules:

- They should try to guess as many of the words on the card as they can in 1 minute.
- They will get a point for each word that is on the card.
- Words should be spelled correctly.

**Activity**

Play the activity with as many of the cards as you have time for. Acknowledge words that students give that are not on the card but correctly fit the category.

This is an easy activity to adapt for different topics/word sets.

**Feedback**

After the 1-minute time limit is over, read the list out for the students to tick off any words they managed to get.

Congratulate and reward winners – this can be with something as simple as a round of applause from the class.

Encourage students to check/ask about the meaning of any new words and write them down in their notebooks.

**Nouns – hardware for technology**

laptop (computer)  
desktop (computer)  
keyboard  
mouse  
screen  
server  
printer  
smartphone  
tablet  
webcam

**Adjectives to describe technology**

advanced  
cutting-edge  
digital  
new  
modern  
wireless  
sophisticated  
high  
low  
mobile

**Verbs – actions on a computer**

upload  
download  
print  
access  
click (on)  
save  
install  
shut down  
back up  
delete

**Nouns – online media**

podcast  
blog  
vlog  
website  
video  
audio  
clips  
social media  
chat room  
tweet

**Nouns – technology and communication jobs**

blogger  
vlogger/YouTuber  
(online) gamer  
programmer  
(systems) analyst  
operator  
software developer  
(network) engineer  
IT support  
website designer

**Phrasal verbs – related to technology\***

catch on  
charge up  
filter out  
hack into  
hang out with  
hook up to  
put up  
scroll through  
sign up for  
take down



## ? Extra activity 2: Backs to the board

### Time required:

- 10 minutes

### Materials required:

- No materials required

### Aims:

- To review phrasal verbs related to technology
- To vary the dynamic of the lesson

### Set up

Divide the class into two teams. Ask for a volunteer from each team. The volunteers should stand 1–2 metres apart at the front with their backs to the board, so they can't see what the teacher writes on it.

Explain the rules:

- Each team should try to help their team member guess the phrasal verb the teacher writes behind them.
- They are not allowed to say any part of the phrasal verb but should use techniques such as giving a definition, giving an example, making a sentence but 'bleeping out' the phrasal verb, etc.
- The first person to guess the verb wins the point for their team.

The list of phrasal verbs from the lesson/poster is:

back up, catch on, charge up, filter out, hack into, hang out with, hook up to, put up, scroll up/down, shut down, sign up for, take down

### Activity

The game can be played for several rounds with different volunteers. The level of challenge can be increased by asking the teams to make sentences with the verbs for extra points.

### Feedback

Congratulate and reward the winning team – this can be with something as simple as a round of applause from the class.