



**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







Check understanding



Memorise



Compare and correct



Bingo

Aim

To review and recycle vocabulary

Lesson tip

This activity could be used to review any vocabulary set

# Total recall

## Face-to-face

### Materials and preparation:

- Vocabulary poster

1. 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.
2. 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.)
3. Give students 1 minute to memorise the words revealed on the poster. Blank the screen or take down the poster.
4. In pairs, students write down as many words as they can remember.
5. Show the poster again and allow students to check their answers. They can write down any words they missed and correct the spelling.
6. Individually, students write six words in their notebooks. Encourage students to ask questions about meaning again at this stage if they are unsure.
7. 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

1. 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.
2. 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.
3. Give students 1 minute to memorise the words revealed on the poster. Stop screen-share.
4. Students write down as many words as they can remember.
5. 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.
6. Individually, students write six words in their notebooks. Encourage students to ask questions about meaning again at this stage if they are unsure.
7. 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.



Elicit topic



Brainstorm



Compare and check



Categorise

<b>Aim</b>	To generate topic-specific vocabulary
<b>Lesson tip</b>	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**

1. Show students the image from the poster: fold it or project a section on the board. Elicit the topic.
2. Challenge students to think of as many words as they can related to the topic. Set a time limit.
3. 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.
4. 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**

1. Share your screen showing students just the image from the poster. Elicit the topic.
2. 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.
3. 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.
4. 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.

### 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.



<b>Aim</b>	To practise pronunciation of the vocabulary
<b>Lesson tip</b>	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.

### 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.

## 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.

### 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.



Choose a character



Tell the story



Write the story



Check for mistakes

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

# Story writing

## 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.



Gap fill



Demonstrate



Ask and answer

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

## Q & A

### 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	playing ... going ... doing ...	... is more	exciting boring interesting beautiful fun	than ...
I love				
I prefer				
I hate				

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	playing ... going ... doing ...	... is more	exciting boring interesting beautiful fun	than ...
I love				
I prefer				
I hate				

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

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.

# Magazine article

## 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.



Review vocabulary



Demonstrate



Create poster

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.

# Picture dictionaries

## Face-to-face

### Materials and preparation:

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

1. 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.
2. 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.
3. 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.
4. 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](#)

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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

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.

### Extend

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.

### Adapt

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).

### Support

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.

### Extend

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.

### Adapt

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.



Review vocabulary



Review prepositions of place



Describe and draw

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.