



**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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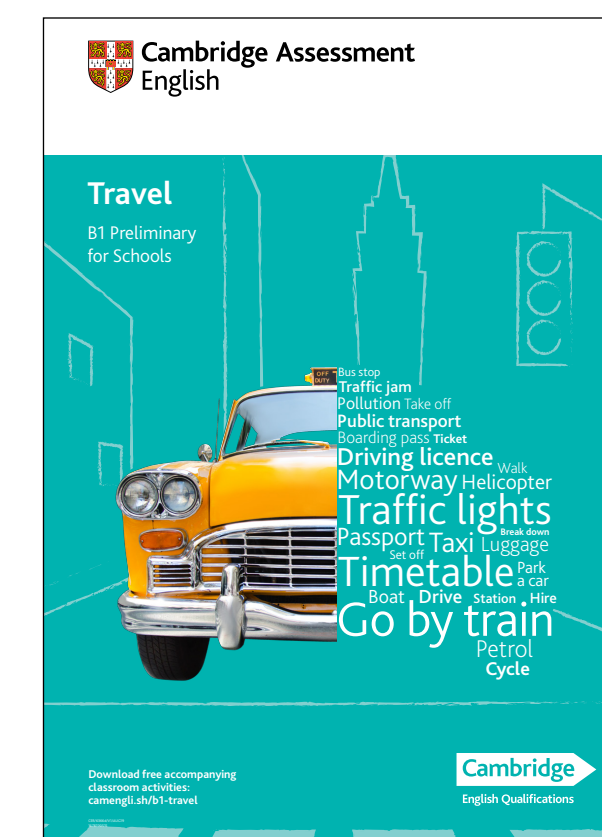
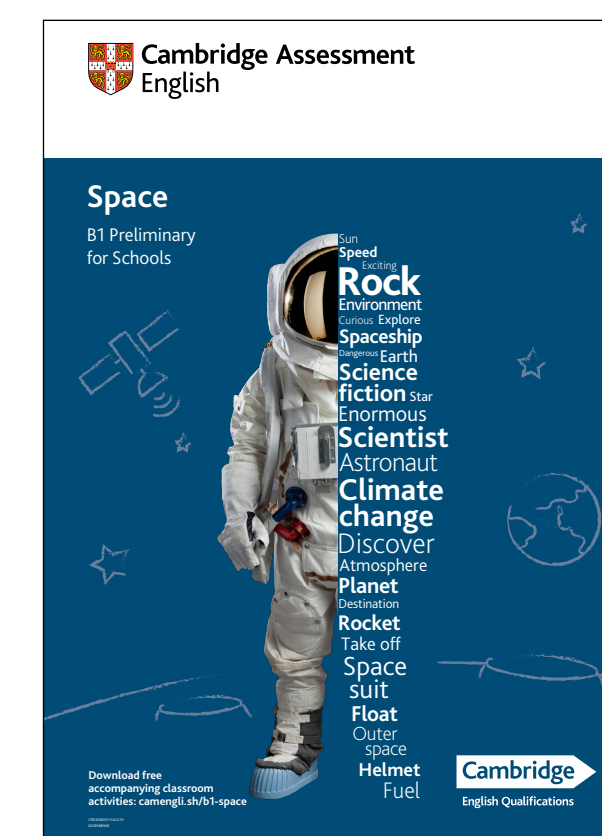


How to use this booklet

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.





Brainstorm



Collate ideas



Guess



Note

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.

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

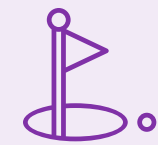
If you are able to safely facilitate breakout rooms, students take turns to read one of the example sentences they have written ('beeping' the new word) to members of their team who try to guess the missing word being described. The first one to do so wins a point and describes the next word. Continue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

1. Using the poster (image side) elicit the topic.
2. 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.
3. 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

1. Display the poster (either showing a printed version with your webcam, sharing the link, or sharing your screen) and elicit the topic.
2. Establish two evenly-sized, mixed ability teams and allocate each a colour.
3. 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.



Demonstrate



Useful language



Students prepare



Describe and draw

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

In the background there is/are ____.

On the left/right there is/are ____.

In the middle there is/are ____.

At the top/bottom there is/are ____.

Describing appearance

I think it's a ____.

It looks ____ (adjective).

It looks like a ____ (noun).

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

In the background there is/are ____.

On the left/right there is/are ____.

In the middle there is/are ____.

At the top/bottom there is/are ____.

Describing appearance

I think it's a ____.

It looks ____ (adjective).

It looks like a ____ (noun).

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).



Introduce poster



Listen



Collocations



Speak

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		my headphones		check		an app
put on				download		
take off				design		

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		my headphones		check		an app
put on				download		
take off				design		

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.



Guess topic



Complete questions



Write



Speak and compare

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.



Introduce poster



Questions



Pronunciation



Quiz

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?	<i>What do astronauts travel in?</i> <i>What kind of vehicle do astronauts travel in?</i>	rocket, spaceship
What / astronaut / wear?	<i>What do astronauts wear?</i> <i>What clothes and equipment do astronauts wear?</i>	spacesuit, helmet
Where / astronaut / work?	<i>Where do astronauts work?</i> <i>Which places do astronauts work in?</i>	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?	<i>What do astronauts travel in?</i> <i>What kind of vehicle do astronauts travel in?</i>	rocket, spaceship
What / astronaut / wear?	<i>What do astronauts wear?</i> <i>What clothes and equipment do astronauts wear?</i>	spacesuit, helmet
Where / astronaut / work?	<i>Where do astronauts work?</i> <i>Which places do astronauts work in?</i>	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.



Set up



Find words



Categories



Other topics

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.

Space race

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](https://www.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](https://www.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.



Choose words



Guessing and discussion



Repeat with students



Feedback

Hot seat

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 ____.
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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.

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.

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 ____.
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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.



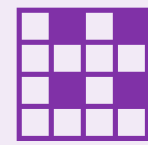
Describe words



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**

1. 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*.
2. 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.
3. Describe some of the words on the poster. Students listen, note them and then raise a hand.

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

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

4. Ask students to write the clues (from memory). Add them to the board.
5. 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.
6. 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.
7. 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**)

1. 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*).

2. Describe some of the words on the poster. Students race to type them in the class chat.

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

3. 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.
4. 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.
5. 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.
6. 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.
7. 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:

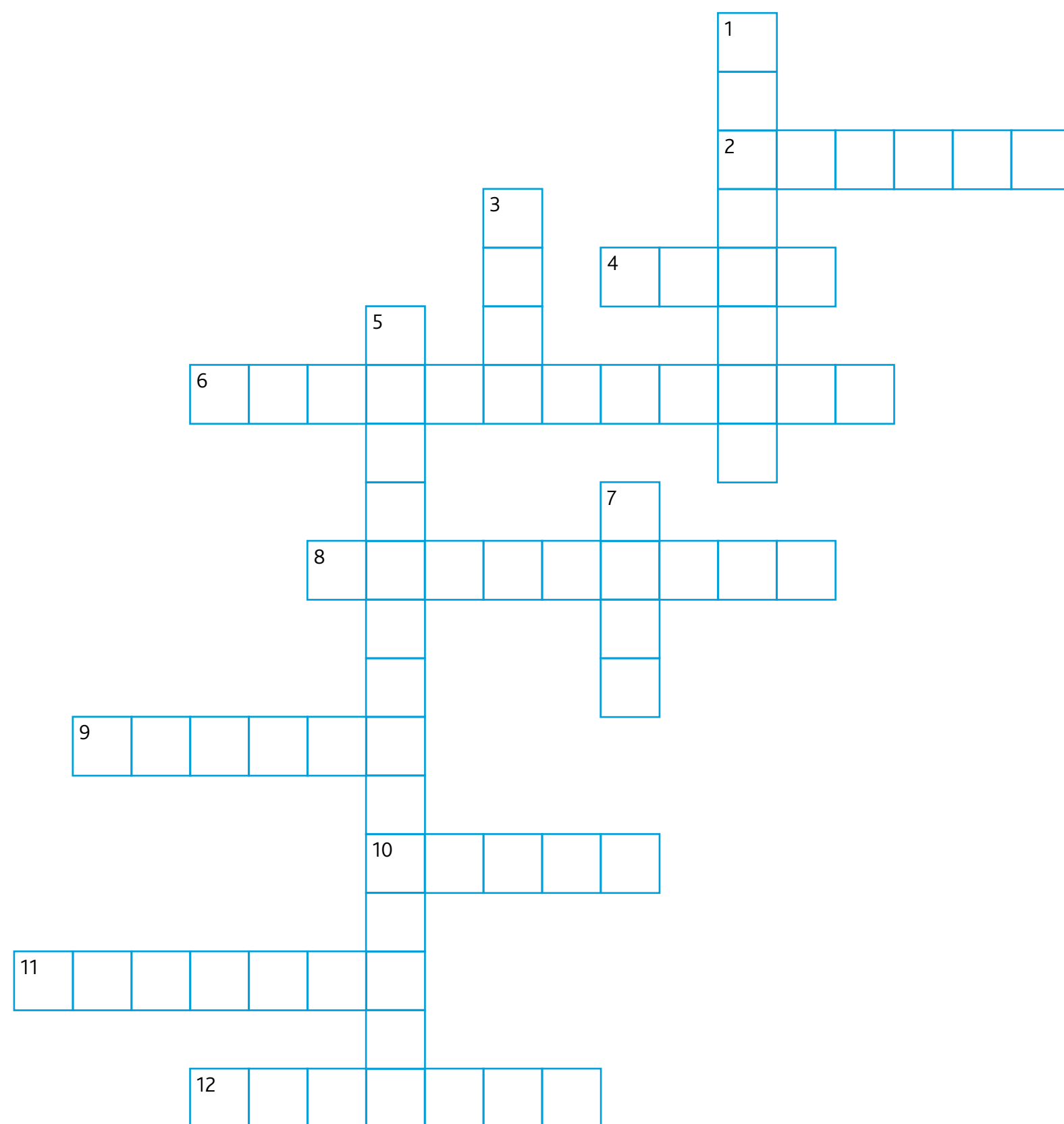
8. Timetable:

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:

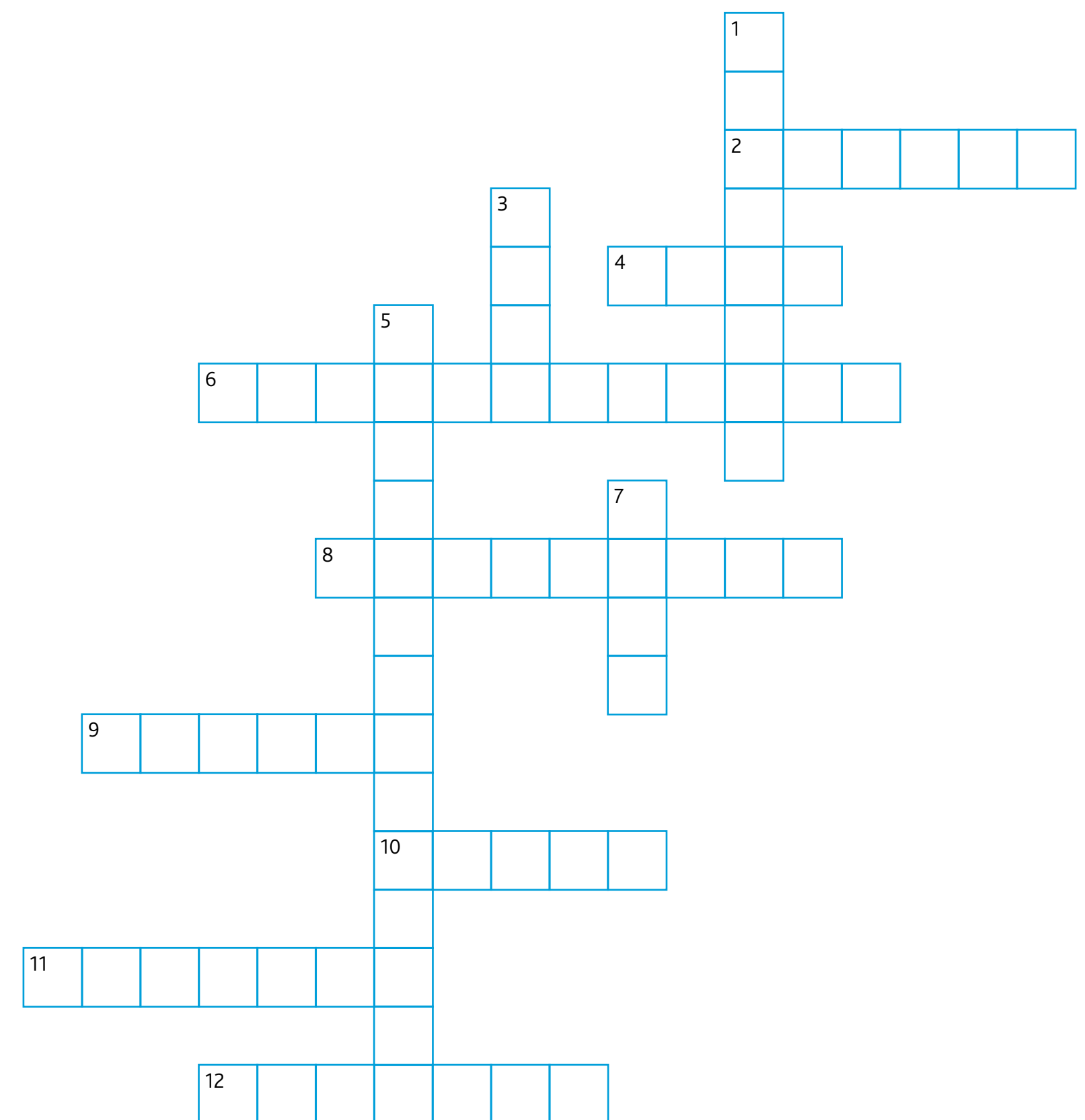
12. Take off:

Down

5. Driving licence:

7. Walk:

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



Crossword answers

