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## Cambridge English Qualifications

B1 Preliminary

B1 Preliminary for Schools

# Classroom activities

These activities are based on topics from the B1 Preliminary/B1 Preliminary for Schools word list and classroom posters.

# Lesson 1 – Roll the dice

This lesson plan works with all the posters for B1 Preliminary for Schools

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**Timing:** 40 minutes

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**Aim:** To review and activate vocabulary

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**Skills:** Speaking for fluency, listening for detail, writing for fluency

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**Materials:** Vocabulary poster and the wordlist for the poster (see Appendix 1), sets of dice, pens and paper, vocabulary notebooks

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**Preparation:** Cut the wordlist into packs of word cards for each group. On the back of each card write a number between 1 and 6 (do not worry if there are duplicate numbers)

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## Procedure

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**Warmer:** Write the name of the topic shown on the poster on the board. Brainstorm words with the class and write them on the board. Show the class the poster and discuss. Compare with the words the class thought of on the board. Explain that the class is going to work with the words that appear on the poster.

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### 1 • Define it!

Distribute one set of vocabulary cards and dice to each group. Groups lay out the cards on their desk with the words face down, so that they can see the numbers but not the words.

Students take turns to roll the dice. The student who rolls the dice chooses a card that corresponds to the number. The student looks at the card to reveal the word, but does not show or tell the group their word. The student describes the word to the group, e.g. ice cream: 'it's cold, I like strawberry, and my sister likes chocolate.' The group guesses the word. They can look at the poster to help them. The student who guesses the word keeps that card and then rolls the dice to choose the next word. The student with the most cards at the end wins.

### 2 • Use it!

The group turns the cards face down again so the students can see the numbers but not the words.

Students take turns to roll the dice. The student who rolls the dice chooses a card that corresponds to the number. The student looks at the card to reveal the word, and makes a sentence that includes the word. The next student rolls the dice and chooses the next word. Monitor for errors and conduct feedback at the end of the task.

### 3 • Write it!

The group turns the cards face down again so students can see the numbers but not the words.

Students take turns to roll the dice and choose a word, until each member of the group has rolled the dice and chosen at least three words. Divide each group into pairs. Give the students 10–15 minutes to work together to discuss, plan and draft a short story in their notebooks. They have to use all the words they have chosen. They can also refer to the words they brainstormed onto the whiteboard in the warmer. Pairs regroup with other pairs to share their stories. Conduct whole class feedback and invite students to share their stories with their classmates.

## Extension activity

Students write a final draft of their stories in class or for homework. Make a classroom display of the stories around the poster.

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## Appendix: Lesson plan 1 – B1 Preliminary for Schools wordcards

*B1 Space*

sun	star	astronaut	climate change
take off	atmosphere	dangerous	exciting
explore	environment	helmet	discover
planet	solar system	spaceship	rocket
speed	float	science fiction	scientist
curious	enormous	Earth	destination
outer space	rock	fuel	space suit

**B1 Travel**

traffic jam	pollution	petrol	public transport
bus stop	station	motorway	driving licence
cycle	drive	traffic lights	take off
set off	boat	passport	break down
taxi	hire	helicopter	park a car
go by train	boarding pass	timetable	walk
luggage	ticket		

*B1 Technology*

homepage	mouse	keyboard	password
social media	switch on/off	headphones	blog
chat online	communicate	cut and paste	drag and drop
file	email	app	internet
laptop	tablet	mobile (phone)	network
online	link	web page	message
software	virus	upload	install
computer game	download	selfie	podcast

# Lesson plan 2 – Describe a picture

This lesson plan works with all the posters for B1 Preliminary for Schools

**Timing:** 20–30 minutes

**Exam focus:** Speaking Part 2. Extended turn – describe a photo

**Aim:** Speaking for fluency and accuracy, to demonstrate knowledge of vocabulary, to demonstrate strategies to deal with unknown vocabulary

**Skills:** Speaking for accuracy and fluency, recording vocabulary

**Materials:** Teacher-sourced pictures from the internet or a magazine connected to one of the topics from the B1 Preliminary for Schools posters (Space, Transport, Technology), handout for Lesson plan 2 self-assessment (see Appendix)

**Preparation:** Teacher identifies two pictures per topic for students to describe, on the internet or from a magazine. The picture should be linked to one of the topics on the posters (Space, Transport, Technology). Make enough copies of the picture for students to discuss in class.

Teacher makes copies of the handout for every student.

Teacher makes copies of *Useful phrases to share with students*

## Procedure

**Warmer:** To activate the topic the teacher writes the topic on the board (e.g. Space, Transport, or Technology) and talks about and around the topic with the class.

### 1 • *Brainstorming vocabulary*

Put the students into small groups of the same size, e.g. around four students. The teacher asks the class to work with their group and think of as many words as they can connected to the topic. Each student must record the words in their notebooks. Set a time limit, e.g. 1 minute. Monitor.

At the end of the activity in open class, ask groups to count their words and report how many they found.

### 2 • *Carousel – sharing and expanding the vocabulary list*

Regroup the students. Give each student in each group a number between one and four. Ask students who are number one to stand up and sit together to form a new group. Repeat for students numbered two, three and four. Once students are in their new groups, they compare their vocabulary lists. How many new words can they add to their original lists? Students write new words in their notebooks. Monitor.

### 3 • *Whole-class feedback – building a record of class vocabulary on the board*

How many words were the students able to add to their list from their new groups? Start to build a record of example words on the board. Ask students to select their favourite words from the list. Add to the vocabulary list on the board. Ask students to find words from their list with one syllable – add to the board. Can they identify words from their list with two syllables? etc. and add to the board. Ask some questions to check students' understanding of the vocabulary on the board. The questions will depend on the topic. For example:

- identify words that describe the speed of transport
- identify words that describe people's feelings
- identify types of transport/technology you haven't used before.

#### 4 • Working with the vocabulary poster

Hold up the poster. How many of the words the class identified are on the poster? How many are new words they can add to their list? Encourage students to record new words in their notebooks.

#### 5 • Describe and discuss a picture

Put the students into pairs and tell them to sit facing each other. Label them student A and student B. The teacher distributes the picture to student A. Write the following instruction on the whiteboard:

*Look at the picture of \_\_\_\_\_. Describe the picture to your partner.*

Student A describes their picture to student B using as many of the words they have identified in the lesson as possible. Student B must listen carefully and try to draw the picture based on the description.

Students should talk about everything they can see in the picture e.g. the place, the people, the objects, the colours, clothes, weather. Encourage them to use prepositions of place to say where things are e.g. next to, opposite. Set a time limit and then students compare the drawings to the original picture. Encourage students to identify any differences.

Repeat the procedure by giving student B a different picture on the same topic.

#### Useful phrases to share with students

##### *Describing what you can see*

- I can see ...
- In the background there is / there are ...
- On the left/right there is / there are ...
- In the middle there is / there are ...

##### *Making guesses*

- It looks like it is ...
- It looks like he is / she is ...
- It looks like they are ...
- It might be ...
- It could be ...
- It seems to be ...
- I think the ...
- I don't know what it's called.

#### 6 • Monitor and provide feedback on performance

#### 7 • Self-assessment

Encourage learners to reflect on their performance against the success criteria indicated on the *Happy faces or sad faces?* self-assessment form (Appendix). Discuss ways in which they can improve their speaking.

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## Appendix: Lesson plan 2 – Self-assessment B1 Preliminary for Schools Speaking Part 2

### *Happy faces or sad faces?*

1. How successfully did you show how many words you knew and could use about the topic?

<b>Between 10 and 7</b> (10 means you feel super happy)	<b>Between 6 and 4</b> (6 means you are quite happy)	<b>Between 3 and 1</b> (1 means you are not happy)
My score:	My score:	My score:

2. How successfully did you show you knew what to do when you had to guess words you didn't know?

<b>Between 10 and 7</b> (10 means you feel super happy)	<b>Between 6 and 4</b> (6 means you are quite happy)	<b>Between 3 and 1</b> (1 means you are not happy)
My score:	My score:	My score:

3. Talk to your partner and think of ideas for how to practise and prepare for B1 Preliminary for Schools Speaking Part 2. Your teacher can help you with ideas.



# Lesson plan 3 – Decisions! Decisions!

This lesson plan works for Travel.

**Timing:** 30 minutes

**Exam focus:** Speaking Part 3. Discussing options, responding to suggestions and reaching an agreement

**Aim:** Speaking for fluency and accuracy in response to a visual stimulus, to demonstrate ability to keep discussion going, making and responding to suggestions and the ability to reach a decision

**Skills:** Speaking for accuracy and fluency

**Materials:** Transport vocabulary poster, handout for Lesson plan 3 (see Appendix)

**Preparation:** Make enough copies of handout 1 and handout 2 for each student

## Procedure

**Warmer:** Whole-class discussion about travel. The teacher asks the class:

- How many forms of transport have you used in the last 24 hours / the last week / this year?
- Which form of transport is the safest / the slowest / the fastest?
- Which form of transport is the most convenient? Why?
- Which form of transport is the best for the environment?
- Which is your favourite form of transport?

Discuss the vocabulary on the Travel poster with the whole class.

### 1 • *Speaking Part 3*

Explain that the focus of the lesson is B1 Preliminary for Schools Speaking Part 3 where the students discuss options and they have to reach an agreement.

### 2 • *The family celebration*

Put the students into groups of three or four and talk them through the situation and the options that are explained on handout 1 (see Appendix).

### 3 • *Extra support and useful phrases*

Talk through the useful phrases on handout 2 (see Appendix) that the students can use to discuss the options and reach an agreement.

### 4 • *Monitor and support*

Monitor carefully and check that students are grouped so that each student feels encouraged to express their opinion and ideas about the travel options, giving their reasons why.

**5 • Feedback**

Ask each group to report back to the class on which travel option they chose, and to give their reasons. Points to think about are how easy or difficult they found it to:

- keep the conversation going
  - express their opinion
  - take turns and listen to each other's opinions
  - reach an agreement.
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## Appendix: Lesson plan 3 – Travel. Decisions! Decisions!

### *The situation*

Your friend is going to have a family celebration. Her family are organising a trip and inviting her grandparents, uncles, aunts, cousins and friends. They are going to stay in a lovely village in a luxury hotel. There is a beautiful lake and there are many activities for the whole family.

There are three travel options.

Work in groups and discuss each travel option. The whole group must reach an agreement and decide which travel option is best for your friend's family and why.

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**Option 1:** *Travel by car.* The car journey usually takes an hour, but the weekend of the celebration is a public holiday so the motorways are going to be busy. Your friend's father and mother can share driving. It may be difficult to park the car near the hotel. The family can set off for the weekend later and don't have to get up so early.

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**Option 2:** *Travel by bus.* The journey takes two to three hours by bus, and the weekend of the celebration is a public holiday. The only bus that the family can get leaves early in the morning. Your friend's parents have said she can travel with her friends. The ticket is cheap.

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**Option 3:** *Travel by train.* The train journey takes three hours and the family will have to change trains once. There won't be any traffic jams. Your friend's parents have said she can travel with her friends but the ticket is expensive and they want her to pay for half the ticket.

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## *Suggestions and decisions: useful language*

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### **Making suggestions**

Let's think about ...

How about ...?

So why not ...?

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### **Considering options**

If ... it would be ...

... might be a better choice because ...

What if we agree to ...?

What if we think about ...?

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### **Making a decision**

It's time to decide.

Are you OK with that?

We'll go for that idea then.

That sounds good to me.