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# B1 Preliminary for Schools vocabulary booklet

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for Schools



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# Who this booklet is for

This booklet contains 10 motivating and communicative classroom activities to encourage learners to practise the vocabulary they will need to succeed in the B1 Preliminary for Schools examination.

Use this booklet if you're preparing students for this exam or if you're teaching an A2/B1 general English class and are looking for new ideas!

## How this booklet can be used

Each activity is designed to practise a specific vocabulary set from the **B1 Preliminary for Schools vocabulary list**, but many can be used with other vocabulary topics – see the ‘Adapt it’ section for suggestions.

1. Choose an appropriate activity from this booklet after you have presented vocabulary to your learners. You could do the activity in the same lesson that learners first meet the new vocabulary, in the next lesson or a later lesson to review and consolidate.
2. Check the adaptation and differentiation suggestions for your chosen activity ('Add challenge' and 'Extra support').
3. Begin with a quick review of the essential vocabulary students will need for the activity, each activity has its own suggestions, then follow the procedure.

These activities can be used whether you are teaching face to face or online. Where groupwork is suggested, if you are teaching online, you can put students into breakout rooms to discuss their ideas or share answers. You can also create shared documents for students to work on together during the lesson so they can work collaboratively as well as make use of the chat box for student participation. Students can also share their screens if you want them to present or share something with group members or the whole class.

## Challenges of learning vocabulary

When learners encounter a new vocabulary item, they need to not only understand the meaning and how to say it (pronunciation) and spell it (form), but also how to use it in a sentence and in which social situations it is appropriate (use).

Learners will naturally make links between words they already know in other languages and this can be helpful. However, they may also make false assumptions about meaning, spelling or pronunciation of new vocabulary.

Learners need to encounter and use new words and phrases multiple times before they remember them. To help move new vocabulary items from working memory to long-term memory, recycle and practise by using the activities in this booklet.

## ★ Top tips for teaching vocabulary

### Be prepared

Look carefully at the vocabulary you plan to teach (target language). Make sure you're confident about the meaning, form, pronunciation and use. If you aren't, use a reputable information source (such as the Cambridge dictionary) to get yourself ready to help your learners.

Think about what your learners might find difficult, and how you'll support them. For example: What sounds might they have difficulty producing? Does this word only collocate (go together) with a few other words? Does it look or sound similar to another word (in English or your learners' first language(s)) that could cause confusion about meaning?

### Provide context

Present vocabulary in a context that helps learners to understand the meaning, for example through a story, pictures, real objects, listening or reading a text or a video. Contexts that are relevant to learners' lives and interests provide the best hooks and are the most meaningful. Use mime, gesture, facial expressions, the tone of your voice and your own examples to provide important information about meaning and use.

### Find out what they know

Discover and elicit what learners already know in English before 'teaching' something new. For example, use visuals and ask questions like *What's this in English? What can you see? What is she saying? Find a word in the text that means ...* If they don't know, tell them. But give them the opportunity to try and show you what they know first!

You could challenge them to write all the words they know on a certain topic or give a matching task (like in **Appendix 1**) to see what they already know. Once you can see what your students know, you can build on their existing knowledge.

### Provide information about new vocabulary

Provide example sentences so that learners can see how to use new vocabulary in a sentence – you could take these from a text or create your own sentences to describe visuals.

Ask questions to highlight important information, for example *Is it a verb, noun or adjective? Is it countable or uncountable? [for nouns] Is it regular or irregular? [for verbs] How do you know?*

Encourage learners to use reliable sources such as the Cambridge Learner's Dictionary to discover and check the meaning of vocabulary by themselves.

### Check understanding

Ask questions to evaluate what your learners have understood, such as *Is this a ...? What's this? Show me ... What's the opposite of ...? What's another word for ...? How do you say ... in your language?*

Ask learners for their own examples, using the new vocabulary, for example *Think of three ways we can protect the environment. Tell me what you can do if your car breaks down.*

Set tasks like matching vocabulary to pictures, selecting flashcards, defining words and choosing the right word from a pool to go in a sentence. Monitor and review meaning, form, pronunciation as needed.

### Help learners to use the language

Provide multiple opportunities for learners to use the new language in games, conversations, discussions, problem-solving and role plays, for example. Use the activities in this booklet to get you started.

Make sure students have opportunities to use language to talk and write about themselves, their lives and their opinions about things that matter to them. The more they use language in a personalised and meaningful way, the better they will remember it.

Pronunciation practice helps learners to recognise, produce and memorise new language. Say new words alone and in a short sentence for learners to listen and repeat (drilling), or use a recording as a model.

When learners make mistakes with new language, praise them for trying! It takes courage to use a new word or phrase in a foreign language. Help them by gently correcting pronunciation, guide them where they misunderstood meaning or use, and highlight spelling errors in written work.

### Learn together

Sometimes learners ask about vocabulary that isn't part of the lesson you planned, and you don't have an example or explanation ready. Don't panic! Use this as an opportunity to find out together, either by using a dictionary or doing an internet search using reliable sites. Alternatively, make a note of the question, research it yourself and tell them in the next lesson.

Encourage curiosity and discovery – help learners to spot similarities and differences between languages, and to notice how language is used in real life. This way you'll help them to become lifelong learners.

# List of activities

Activity	Description	B1 Preliminary for Schools exam links	Timing	Activity	Description	B1 Preliminary for Schools exam links	Timing
1. Categories	Students work in small groups to find associations between sports words.	Vocabulary: sport Speaking Part 3: make and respond to suggestions; discuss alternatives; make recommendations; and negotiate agreement.	10–15 minutes	6. What should I pack?	Students work in pairs to select clothing for different types of holiday and justify their choices.	Vocabulary: clothing Speaking Part 3: make and respond to suggestions; discuss alternatives; make recommendations; and negotiate agreement. Writing Part 1: write an email (100 words)	30–40 minutes
2. My perfect holiday	Students take part in a whole class activity to find someone who likes the same kind of holiday as them.	Vocabulary: travel and transport; city/countryside; hobbies and leisure Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.	15–20 minutes	7. Where am I?	Students describe a picture, then prepare and perform a role play set in a specific building.	Vocabulary: buildings Speaking Part 2: describe a colour photograph Listening Part 1: listen and choose a visual image	30–40 minutes
3. Freeze flash mob	Students work in groups to create a freeze scene. Other students guess the place.	Vocabulary: places in a town or city; services	15–20 minutes	8. Top ten	Students work alone, then in pairs and groups to rank leisure activities. They write an article about popular leisure activities in their country.	Vocabulary: hobbies and leisure Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc. Writing Part 2: write an article (100 words)	30–40 minutes
4. What makes you feel ...?	Students work in pairs and then groups of four to find things in common.	Vocabulary: adjectives to describe personal feelings, opinions and experiences. Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc. (Optional) Writing Part 2: write a short story (100 words)	15–20 minutes	9. Entertainment survey	Students work in groups to design and conduct a class survey about entertainment.	Vocabulary: entertainment and media Speaking Part 1: respond to questions, giving factual or personal information	30–45 minutes
5. Spot the similarities	Students work in pairs to find similarities between photographs inside a house.	Vocabulary: house and home; environment Speaking Part 2: describe an image, talking for about one minute.	20–30 minutes	10. Silent movie scene	Students work in pairs to script and perform a role play of a scene in a doctor's. They watch other silent scenes and guess the script.	Vocabulary: health and medicine	45–60 minutes

## 1. Categories

**Time required:** 10–15 minutes

**Materials required:** Pictures of different sports (optional)

**Aim:**

- To review sports vocabulary

- To critically analyse sports words and make associations

**Exam links:**

- Vocabulary: sports

- Speaking Part 3: make and respond to suggestions; discuss alternatives; make recommendations; and negotiate agreement.

### Procedure

Model the activity. On the board, write five words from the sports vocabulary topic list:

*cyclist, athlete, football player, goalkeeper, swimming*

Tell students they need to create two categories (groups) for these words. Each word should fit into one of the categories. Be clear that there are lots of ways to categorise these words.

Divide students into groups of three or four. They have five minutes to choose their categories. Tell them to be ready to justify their choices, for example by saying “*I think ... because ...*”

As a class, elicit ideas from different groups. Encourage them to give reasons for their choices. Accept all ideas that are justified.

### Suggested answers

People: *cyclist, athlete, football player, goalkeeper* Sport: *swimming*

Two syllables: *cyclist, athlete, swimming* More than two syllables: *football player (4), goalkeeper (3)*

Sports/sports players that use balls: *football player, goalkeeper*

Sports/sports players that don't use balls: *cyclist, athlete, swimming*

Team sports: *football player, goalkeeper* Sports that can be team or individual: *cyclist, athlete, swimming*

### Adapt it

Use this activity with words from any vocabulary set in the **B1 Preliminary for Schools vocabulary list**, such as food and drink, space, technology, travel etc.

### Extra support

Give more examples or use pictures to support students with the demonstration activity. You could also give them flashcards to divide into groups.

## Extra challenge

Students in one group tell the class the contents of their two categories; the other students have to guess the category titles. In a large class, one group can tell another group their categories for the other group to guess the titles.

You could give them eight words instead of five, and ask students to divide the words into three categories. Students could create their own challenge, by choosing five words at random from the sports vocabulary topic list in the **B1 Preliminary for Schools vocabulary list**.



## 2. My perfect holiday

- Time required:** 15–20 minutes
- Materials required:** Travel/holidays pictures (optional)
- Aim:**
- To review vocabulary connected to travel and holidays
  - To talk about preferences
- Exam links:**
- Vocabulary: travel and transport; town and city; countryside; hobbies and leisure
  - Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.

### Procedure

Tell the class they are going to plan their perfect holiday.

Draw a 3x3 grid on the board.

Ask: 'Think of different ways to travel'. Write three ways in the first row (e.g. *helicopter, train, bus*).

Elicit and write three places to stay on holiday in the second row (e.g. *hotel, campsite, cabin*.)

In the third row, elicit and write three activities people do on holiday (e.g. *sightseeing, shopping, swimming*).

Ask students to look at the holiday choices and silently choose their favourite for each row.

Students stand up and move around the room, trying to find someone else who likes exactly the same kind of holiday that they do.

If students can't find anyone who likes exactly the same things, say they can find a partner who shares two out of their three choices.

Students sit down together in their new groups. Ask each group to discuss more details about their perfect holiday. For example:

- Which country/place will they go to?
- When will they go?
- How long for?
- How much money will they need?

Elicit ideas from some different groups. To encourage other students to listen during this stage, ask them to say if they have anything in common.

## Extra support

Use pictures to elicit holiday/transport/activities vocabulary. Elicit and drill useful phrases for the mingle, such as *I'm going to ... How about you? I like/prefer ... And you? Me too!*

## Extra challenge

In their new groups, students can plan more details of their holiday. *Where will they go? When? How long will they spend there? What will they do each day?*

## Adapt it

You could use this for different sets of vocabulary e.g. food, hobbies, sports etc.

You could do this activity at the beginning of a class as a way to group students for another activity.



### 3. Freeze flash mob

<b>Time required:</b>	15–20 minutes
<b>Materials required:</b>	Video/pictures of a freeze flash mob, pictures of services (optional)
<b>Aim:</b>	<ul style="list-style-type: none"> <li>To review services vocabulary</li> <li>To guess where a scene takes place</li> </ul>
<b>Exam links:</b>	Vocabulary: places in a town or city; services

#### Procedure

You could introduce the topic by showing a video or picture of a freeze flash mob (when a group of people freeze for a few minutes in a particular 'scene').

Divide students into groups of four or five. Tell them they are going to create their own freeze flash mob for a particular place in a town or city. Give example of possible scenes e.g. in a classroom: the teacher is frozen while writing on the board, a student is mid-way through walking through the door, another student is frozen while chatting to their partner. In a café: a waiter is frozen on his way to serve a table, a customer has a cup of coffee half way to their mouth, two friends are frozen while laughing at a joke etc.

Give students time to choose a place and to practise creating their scene.

Groups take it in turns to perform their freeze flash mob for the rest of the class. The other students guess the place.

#### Extra support

Provide students with a list of services to choose from – you could elicit these using pictures. For example: *bus stop, doctor, dentist, hairdresser, hotel, garage, restaurant, tourist information, bank* etc. If other students have difficulty guessing, the freeze flash mob can move a little to give clues.

#### Adapt it

You could use this activity to practise other vocabulary sets such as buildings, sports, work and jobs. Students could create a written description of their scene, for example *The room is full of chairs and tables. Two friends are laughing at a joke. A man is drinking a coffee. Another man is carrying a tray of drinks.* They read out the description or swap it with another group for them to guess the place.

### 4. What makes you feel...?

<b>Time required:</b>	15–20 minutes (optional writing activity +20 minutes)
<b>Materials required:</b>	Emojis showing different emotions e.g. <i>happy, frightened, depressed, nervous, relieved, confused, angry, surprised, excited</i>
<b>Aim:</b>	<ul style="list-style-type: none"> <li>To review adjectives describing personal feelings</li> <li>To find things in common with a partner</li> </ul>
<b>Exam links:</b>	<ul style="list-style-type: none"> <li>Vocabulary: adjectives to describe personal feelings, opinions and experiences</li> <li>Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.</li> <li>Writing Part 2: write a short story (100 words) (optional)</li> </ul>

#### Procedure

Display the emojis and elicit some adjectives to describe personal feelings e.g. *happy, frightened, depressed, nervous, relieved, confused, angry, surprised, excited*. Check understanding through mime or questions and drill to correct pronunciation if necessary.

Ask: "*What makes you feel [happy]?*" Write one or two sentence stems on the board e.g. *[noun/gerund] makes me feel happy. I feel happy when I ...*

Choose an adjective, and ask students to think, alone, of examples of what makes them feel like this. They can make notes to help them remember.

Divide students into pairs. They share their ideas and find things in common.

Join pairs to make groups of four. Again, they share and see what they have in common.

Elicit ideas from different groups after the discussion.

Repeat with other adjectives or encourage students to choose their own adjectives.

#### Extra support

Display adjectives for students to match to the emojis. Provide students with a graphic organiser to support them with the discussion e.g. a table or Venn diagram.

#### Adapt it

Create a Writing Part 2 activity by displaying the opening sentence of a story: *I heard a strange noise, looked out of the window and immediately felt frightened.* Students have to complete the story, writing about 100 words. They could do this alone, in pairs or groups.

## 5. Spot the similarities

**Time required:** 20–30 minutes

**Materials required:** See Appendix 1

**Aim:**

- To review vocabulary to describe house and home
- To find similarities between photographs

**Exam links:**

- Vocabulary: house and home
- Speaking Part 2: describe an image, talking for about one minute.

### Procedure

Divide students into pairs. Give them one minute to write things that they can find in a house (e.g. *bed, lamp, refrigerator, sofa, curtains* etc.)

Ask each pair to read out their list. The other students listen and tick words that are mentioned.

Model the activity with a strong student: Tell them you have picture A. Give them picture B. Tell students that the pictures are different. They have to find similarities by describing their pictures. They are NOT allowed to look at each other's pictures!

Demonstrate by saying, for example: "*In my picture, there's a girl and her mum. How about you?*" Encourage the student to say there's a boy in their picture.

Say: "*In my picture there's a table.*" Encourage the student to look and say there is a table in their picture too. Highlight that this is a similarity: both pictures have a table. They look different, but it doesn't matter.

Distribute picture A to half the students and picture B to the other half. Make pairs: A and B. Students work with their partner to find as many similarities as they can. Set a time limit e.g. 10 minutes.

Monitor and encourage creativity!

As a class, elicit similarities from different pairs. Students listen and tick if they found the same similarity.

Finally, ask students to award themselves points: two points for each similarity that no other pairs thought of, and one point for each similarity that other students mentioned. Celebrate the class 'winners' and the most creative ideas, too.

**Suggested answers:** Both pictures have: people, a table, people looking at something, doors/cupboards. In both pictures: they're inside a house, it's daytime, there's something electronic (a tablet and a TV), there are things to sit on etc.

## Extra support

Before starting the speaking task, put students with the same picture into small groups. They identify vocabulary they need for the speaking task. Monitor and provide any unknown words. You could elicit and write useful questions and phrases for describing where things are on the board, e.g. *What colour is it? Is there a ...in your picture? I've got ... How about you? It's the same/different. On the left/right, at the top/bottom, next to, under/above.* If students get stuck, they can look at each other's pictures.

## Extra challenge

Students take it in turns to describe their picture for their partner to draw.

## Adapt it

You can use this activity for different vocabulary sets e.g. food and drink, health, clothes, the natural world. Choose any two photos that include words from the relevant topic of the **B1 Preliminary for Schools vocabulary list**. Make sure you can find some similarities between the photos!



## 6. What should I pack?

<b>Time required:</b>	30–40 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>Pictures of clothes and accessories e.g. <i>a scarf, sunglasses, a raincoat, a sweatshirt, a cap</i></li> </ul>
	<ul style="list-style-type: none"> <li><b>See Appendix 2</b></li> </ul>
<b>Aim:</b>	<ul style="list-style-type: none"> <li>To review clothes and accessories vocabulary</li> <li>To select appropriate clothing for a specific type of holiday and justify choices</li> <li>To write an email giving information and suggestions</li> </ul>
<b>Exam links:</b>	
<ul style="list-style-type: none"> <li>Vocabulary: clothes and accessories; weather; countries; leisure</li> <li>Speaking Part 3: make and respond to suggestions; discuss alternatives; make recommendations; and negotiate agreement</li> <li>Writing Part 1: write an email (100 words)</li> </ul>	

### Procedure

Tell students they are going on a summer holiday by the sea. Ask questions like “*What's the weather like in summer?*” “*What activities can you do by the sea?*”

Choose some pictures to show students and elicit some of the clothing and accessories words.

Students work alone and choose clothing to take for the trip. They can use the words from the pictures and other words they know.

Students compare their ideas in pairs. Encourage them to say why they chose these items, for example: *I'm taking sunglasses because it will be really sunny.*

As a class, nominate students to give their ideas and reasons for their choices.

Divide students into pairs. Ask them to think of a holiday they would like to go on. Pairs should choose a place and activities they might do there. They decide together what clothes and accessories to take and give reasons for their choices.

After the discussion, join pairs to make groups of four. Each pair takes it in turns to describe what clothes and accessories they will take but they don't reveal their holiday destination! The other students in the group listen and guess the place.

Show students the email (**Appendix 2**). Give them time to read it and then ask them to cover it. Ask questions to check understanding of the task:

*Who is the email from?* (Anna)

*Is she your friend?* (Yes)

*What does she want to know about?* (weather, activities, clothes to pack)

As a class, have a brief discussion about the weather in the country at the moment, possible activities and clothes. This will start students thinking about the task. You could elicit some useful language and write it on the board e.g. How to start an email to a friend: *Hi / Hello / Dear Anna; Suggestions: You could ...*

Divide students into pairs. They work together to write their email, answering the questions. Monitor and help where needed.

Students exchange their email with another pair. Ask them to read it and:

- tick the weather
- circle the activities
- underline the clothes.

Praise good use of language that you noticed in the emails.



### Extra support

Brainstorm clothing/accessories as a class and record words on the board for students to refer to during the activities. Check that students can pronounce the words correctly. You could give students a choice of trips to choose from. You could provide a framework for students to make notes for speaking and/or writing tasks, for example:

Place	Weather	Activities	What to take



### Extra challenge

Students could think of their own situations and set a challenge for another group to suggest suitable clothing for this situation.



### Adapt it

Use the idea of asking students to make choices and justify them with different vocabulary sets. For example: transport – students select the best way for tourists to travel around their city.

Students could draw a picture of their chosen outfit and swap with another pair for them to guess the type of holiday or activity the outfit is designed for. The drawing could be done digitally or by hand.

## 7. Where am I?

**Time required:** 30–40 minutes

**Materials required:** Pictures of different buildings (see Appendix 3)

- Aim:**
- To review buildings vocabulary
  - To describe a place in a picture
  - To role-play an everyday conversation

- Exam links:**
- Vocabulary: buildings
  - Speaking Part 2: describe a colour photograph
  - Listening Part 1: listen and choose a visual image

### Procedure

Display the pictures. Elicit the places. Check understanding and pronunciation.

Model the first activity: describe a building and students guess which place you are describing  
e.g. *There's usually one of these in big cities. There are lots of books inside. You can read or borrow books, but you can't buy them.*

Invite another student to choose a place and describe it for the rest of the class. Alternatively, divide students into groups of four. Students take it in turns to describe a place for their group to guess (10–15 minutes).

Model the second activity. Read out or display a conversation like this:

*A: Excuse me, where is the pasta?*

*B: It's down here, next to the rice.*

*A: Thank you. And where do I pay?*

*B: Just over there.*

*A: Thank you.*

Ask the students to guess where the people are (supermarket).

Divide students into pairs. They choose a place and imagine a conversation that might occur in that place. Encourage creativity and give them time to practise (10 minutes).

Ask pairs to act out their role play so the rest of the class can guess where the conversation takes place (10–15 minutes).

## Extra support

Students do a matching activity so that they have a record of places vocabulary they will need for the task (see Appendix 3 or create your own using place words you want to review). Brainstorm common phrases they might hear in each place. Encourage them to make notes.

## Extra challenge

Students think of a problem that might occur in each place and role-play it.

## Adapt it

Cut up the cards in Appendix 3. Students work in groups and take it in turns to describe a place for others to guess. Use the role play activity with different vocabulary sets e.g. transport, places in a town or city. For example: work and jobs – students role-play a conversation in a workplace, the rest of the class guess the job.



## 8. Top ten

**Time required:** 30–40 minutes

**Materials required:**

- Pictures of leisure activities and sports
- Writing prompt ([Appendix 4](#))

**Aim:**

- To review hobbies and leisure vocabulary
- To rank free time activities in order of popularity and justify decisions
- To write an article describing popular leisure activities in a country

**Exam links:**

- Vocabulary: entertainment; sports; communications; and technology
- Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.
- Writing Part 2: write an article about popular leisure activities (100 words)

### Procedure

Show the pictures and ask students what they have in common (free time activities).

Students work alone and think of the Top 10 most popular leisure activities in their country.

Divide students into pairs. Ask students to compare their lists and try to agree a Top 5.

Join two pairs to make groups of four. They now have to agree their Top 3.

Monitor this stage, supporting students with new language, spelling and pronunciation. Ask questions to encourage them to justify their choices.

Display and distribute the writing prompt in [Appendix 4](#).

Working in the same groups, students write a short article (approximately 100 words) describing the most popular leisure activities in their country. Monitor and help, making sure they answer the writing prompt fully (WHAT the most popular leisure activities in their country are and WHY they are popular).

Ask each group to exchange their article with another group. They read the other group's article and tick if they had any of the same activities on their own list.

## Extra support

As a class, brainstorm free time activities and write them on the board for students to choose from when they create their Top 10.

## Extra challenge

Give different groups different profiles e.g. *teenagers*, *children*, *old people*. They create a Top 10 free time activities for their profile. They swap their Top 10 with another group and guess the profile.

## Adapt it

Use this kind of ranking activity with different vocabulary sets e.g. most to least delicious food, fastest to slowest ways to travel, best-paid to worst-paid jobs etc.

For extra listening practice: dictate some leisure activities at the beginning of the activity instead of showing pictures.

Students could read several articles from different groups and decide which they think is the best.



## 9. Entertainment survey

- Time required:** 30–45 minutes
- Materials required:** Pictures of different TV programmes (optional)
- Aim:**
- To review entertainment and media vocabulary
  - To create and discuss a class survey about entertainment preferences
- Exam links:**
- Vocabulary: entertainment and media
  - Speaking Part 1: respond to questions, giving factual or personal information

### Procedure

Introduce the topic by writing a statistic on the board e.g. *Most teenagers watch more than five hours of television a day.* Ask students if they think it is true or not.

Tell them they are going to create a survey about TV habits in their class. Brainstorm TV vocabulary to help with the survey, such as what people watch on TV (e.g. *drama series, chat show, news, sport, comedy, film, cartoon, documentary, concert*) and other TV words from the vocabulary list, like *channel, audience, advert, programme, presenter*. Check understanding and pronunciation.

Elicit ideas for possible survey questions and types of response. For example:

- Yes/no questions: *Do you like watching sport on TV?* Yes/No
- Multiple choice questions: *How much TV do you watch each day?*
  - a) *less than 1 hour*
  - b) *1–2 hours*
  - c) *more than 2 hours*
- Open questions: *What's your favourite TV show?*

Divide students into groups of four. Each group writes four questions.

Demonstrate how to create a table to record results e.g.

	a) less than 1 hour	b) 1–2 hours	c) more than 2 hours
How much TV do you watch each day?			

Each student takes one question and asks all the other students in the class, recording their responses.

Put students back in their groups to share their findings.

Ask each group to create a visual representation of their results – this could be a poster, a bar chart, a graph, a pie chart or a picture, then ask students to describe it to the class.

### Extra support

You could use pictures of familiar TV shows to elicit the vocabulary.

### Extra challenge

Encourage students to choose their own entertainment topic (e.g. *music, cinema, events, reading*), or write more than four questions. You could also ask them to write a paragraph about their results

### Adapt it

Change the topic of the survey to practise different vocabulary sets e.g. health; food and drink; education; sport; work and jobs; communications; and technology etc.

If you have a very large class, divide it into groups (for example of 15 or 20) and ask the students only to survey the students in that group.

In the final stage, encourage each group to ask the rest of the class to predict the results of their survey, before they reveal them e.g. *We asked about your favourite types of film. What do you think is the most popular type of film in this class?*



## 10. Silent movie scene

**Time required:** 45–60 minutes

**Materials required:** Pictures to elicit health/medicine vocabulary (optional)

**Aim:**

- To review health and medicine vocabulary

- To script and perform a silent role play in a doctor's surgery

**Exam links:**

- Vocabulary: health and medicine

### Procedure

Start with a review of vocabulary for this activity. Write the following on four large pieces of paper:

- Health problems
- Treatments
- Parts of the body
- Things doctors say

Divide students into pairs. They walk around the room, writing vocabulary they remember on each piece of paper e.g. health problems: *sore throat, cough, fever*. Things doctors say: *What's the matter? How long have you felt like this?* Monitor and help with vocabulary, spelling and pronunciation.

Nominate students to read out the words on each sheet. Leave the papers for students to refer to.

Tell students they are going to create a movie scene set in a doctor's surgery.

Divide students into pairs. Ask them to decide who the doctor is, who the patient is and what the problem is.

Students create a script for their scene. Monitor and help with language or pronunciation.

Students rehearse their role play. They should keep their role play secret, so tell them not to speak too loudly as they are planning (10 minutes).

When all the students are ready, tell them the film production company has run out of money and only has enough budget for a silent movie. Give them a few minutes to practise acting their scene silently.

Divide learners into two groups. In each group, one pair acts out their movie scene, silently. The other students in their group work in pairs to try to guess the movie script. They can 'pause' 'rewind' or 'fast forward' the scene. They can make notes.

When they have watched the scene enough times, students read out their ideas to the pair who acted the scene, who give feedback about how close they were to their original script. Then it is the next pair's turn to act out their scene (20 minutes).

As a class, discuss how easy or difficult this activity was. How close were their guesses to the 'real' script?

## Extra support

If students need help remembering health vocabulary, you could elicit a list of health problems and possible treatments for them, and write them on the board. For example:

<b>Health problems</b>	headache, sore throat, cough, flu, stress, painful knee, cut finger, stomach ache
<b>Treatments</b>	rest, take exercise, prescription, pills, lie down, operation, bandage

You could ask one pair to act their scene for the whole class to guess the script, before dividing the class into two groups to continue the activity.

## Extra challenge

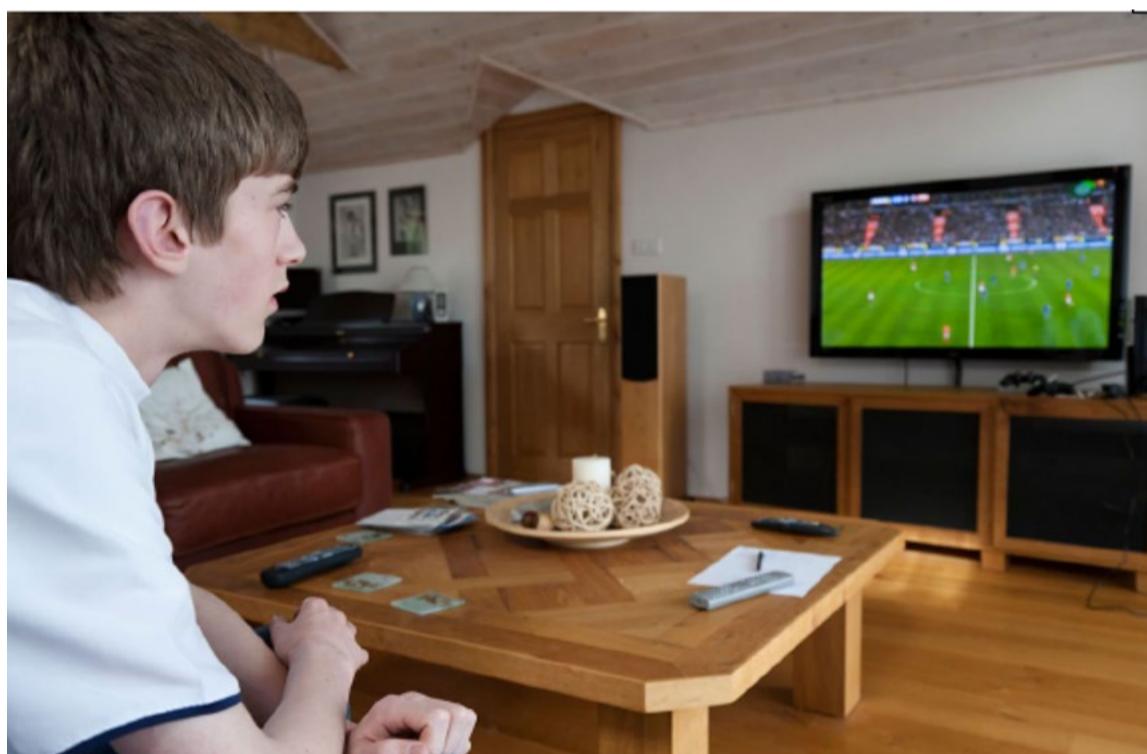
You could ask students to write the script for the silent movie scenes they watch. Then, they submit their scripts to the pair who created the scene, who choose the closest to the original.

## Adapt it

Use this activity with a different set of vocabulary, for example a workplace scene (work and jobs), a restaurant scene (food and drink). You could record students' scenes with sound, play them without sound and then, after the other students have guessed the script, play them with sound for students to compare.

# Materials

## Appendix 1: Find the similarities



Source: B1 Preliminary for Schools 2020 sample tests Speaking p. 7

## Appendix 2: What should I pack?

Read this email from your friend and your notes.

EMAIL	
From:	Anna
Subject:	What should I pack?
<p>Hi!</p> <p>I'm really looking forward to visiting you next week! It's been so long since I saw you. We are going to have a GREAT time!</p> <p>I have some questions.</p> <p>What is the weather like at the moment?</p> <p>I heard there are lots of fun things to do there. What activities are we going to do?</p> <p>Finally, I'm not sure what clothes to bring. What should I pack?</p> <p>Please reply soon so that I can start packing!</p> <p>I can't wait to see you!</p> <p>Anna</p>	

Me too!

Describe

Explain

Suggest

Write your email, using all the notes.

### Appendix 3: Where am I? Matching task

Match the words to the pictures.

swimming pool	library	railway station
supermarket	cinema	gallery



1. swimming pool



2.



3.



4.



5.



6.

### Appendix 4: Top ten

You see this advertisement in an international student magazine.

#### Articles wanted!

### Top leisure activities in your country!

We would like to know:

- Which leisure activities are most popular in your country?
- Why are these activities so popular?

The best articles answering these questions will be published next month.

Write your article.

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