

Classroom activities

Reading

Classroom activity 1: crossword completion

This will help students with Part 6 of KET for Schools – word completion for dictionary definitions.

Classroom activity 2: complete cloze

This will help students with Part 7 of KET for Schools – open cloze.

Classroom activity 3: split dialogues

This will help students with Part 3 of KET for Schools – multiple-choice items focusing on verbal exchange patterns.

Writing

Classroom activity 1: correction code

This will help students focus on accuracy when writing and encourage them to proofread their finished texts. This will help them with all the writing parts of KET for Schools and PET for Schools.

Classroom activity 2: expanding sentences

This will help students with Part 9 of KET for Schools and Part 2 of PET for Schools – encouraging them to write longer, more coherent texts containing linking words and natural expressions.

Classroom activity 3: group story

This will help students with Part 3 of PET for Schools – writing a story using linkers and sequencers.

Listening

Classroom activity 1: stories – extensive listening for pleasure

This will help students get used to a variety of accents, voices and topics.

Classroom activity 2: grids

This will give KET for Schools-level students practice in numbers and letters.

Classroom activity 3: using songs

Depending on how you exploit them, these will help students with KET for Schools Parts 4 and 5 and PET for Schools Part 3.

Classroom activity 4: telephone messages

This will help with KET for Schools and PET for Schools Parts 3.

Speaking

Classroom activity 1: circle time news

This will help students with PET for Schools Parts 2 and 4.

Classroom activity 2: more question ideas

This will help students with question forms.

Classroom activity 3: let's talk about it

This will help students talk about a variety of topics with no preparation.

Classroom activity 4: one-minute talk

This will help students prepare for PET for Schools Part 3.

Reading classroom activity 1: crossword completion

- Aim** to raise students' awareness of definitions and paraphrases
- Timing** 15 minutes
- Materials** a crossword, split into two: one copy has only the horizontal words filled in, the other only the vertical words. Take words from the KET for Schools language specifications list in the handout.
- Rationale** In Part 6 of KET for Schools students need to read and identify the appropriate lexical item, and spell it correctly. This requires students to understand and use definitions and paraphrases – this is something that will actually help in all sections of the exam; e.g. in the listening, the comprehension task often paraphrases what is said on the recording.

Procedure

1. Give out copy A to half the class, one for each student. Give copy B to the others.
2. Students work individually, or in pairs with a student with the same handout, and write a definition or paraphrase of the words they have in the crossword. Go round and help them with this. You can feed in useful language here: e.g. It's something you use for ... / It's made of ... / You need this when ... etc.
3. When students have finished, make A and B pairs – but make sure they can't see each other's handouts – e.g. get them to sit opposite each other.
4. Students have to read out their definitions and the other student has to listen and try and work out what the word is. They then write it in the correct position on their crossword.

Follow up

As a class, you can then elicit the useful language for definitions and paraphrasing that students used, and write it up on the board as a written record.

Reading classroom activity 2: complete cloze

Aim to raise students' awareness of identifying appropriate word with focus on structure and/or lexis. This will help with KET for Schools Parts 5 and 7, and PET for Schools Reading Part 5.

Timing 15 minutes

Materials a picture and a sentence that describes it. See the worksheet: complete cloze for an example. This picture was taken from:
http://school.discoveryeducation.com/clipart/clip/reading_tent.html

Rationale This is a motivating team competition that appeals to teenagers. They have to think carefully to try and guess what words are missing from the sentence. This recycles a range of grammar rules and vocabulary.

Procedure

1. Show the class the picture and explain that you have written a sentence about this picture. On the board, write a line for every word in the sentence.
2. Divide the class into two teams. Tell them that each team at a time can shout out one word that they think is contained in the sentence. If it is, you will write it in the correct place and they will get a point. If the word appears twice, you will write it in both positions and they will get two points, and so on.
3. While students are doing the activity, try not to get too involved, or help them out. They need to experiment and find out for themselves which words are possible and which are not. This should make it more memorable for them.

Follow up

Rub the sentence off the board, and get students to try and remember it and write it in their books. Give an extra 5 points for the team who gets nearest to the correct sentence!

Variation

If students get stuck, write a key word in one of the gaps to make sure they don't get demotivated.

Worksheet: complete cloze



Board at beginning of activity:

Team A		Team B
	<p>_____</p> <p>_____</p> <p>_____ , _____</p> <p>_____</p> <p>_____ !</p>	

Example of board in the middle of the activity:

Team A		Team B
6	<p>_____ girl _____ in her tent _____ a</p> <p>_____ she _____ a _____ books _____ ,</p> <p>_____ the tent</p> <p>_____ small and her feet _____ !</p>	8

Board at the end of the activity:

Team A		Team B
20	<p>I think this girl wants to stay in her tent for a long time because she has a lot of books to read, but I hope it does not rain because the tent is too small and her feet will get wet!</p>	22

Reading classroom activity 3: split dialogues

Timing 10 minutes

Materials worksheet: split dialogues

Rationale The task focus of Part 3 of KET for Schools tests the following reading sub-skills:

- recognising functional language
- reading for gist and then for detailed understanding; identifying the appropriate response

Procedure

1. Look at this KET for Schools Part 3 question. Which line of the dialogue goes in each gap?

<p>a) I didn't see it. Is the competition on all afternoon?</p> <p>b) I didn't know that was today.</p> <p>c) Hi. You're calling early!</p> <p>Hi Josh, it's Matt.</p> <p>.....</p> <p>Oh, sorry. I'm phoning about the skateboard competition this afternoon.</p> <p>.....</p> <p>Really? There was some information about it in our club magazine.</p> <p>.....</p>
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2. Take a dialogue and create two handouts – A and B. On each handout you can only see one side of the dialogue. See Handout 5 for an example. Divide the participants into pairs. One participant looks at part A of Handout 2 and one looks at part B. They have to fill in the other side of the dialogue. Give them a couple of minutes for this. Go round and help them with any problems.
3. Then form new pairs of one A and one B and get them to read out the dialogue together, using only the lines of the dialogue that they have written, not the printed ones. Usually, this creates rather funny, bizarre dialogues that teenagers enjoy.

Follow up

As a class, pool together the functional language contained in the dialogues, writing it on the board in categories e.g. inviting/suggesting/asking for information/apologising/expressing surprise etc.

Worksheets: split dialogues

Worksheet A

Hi Josh, it's Matt.

Hi. You're calling early!

Oh, sorry. I'm phoning about the skateboard competition this afternoon.

I didn't know that was today.

Really? There was some information about it in our club magazine.

I didn't see it. Is the competition on all afternoon?

.....

Do the winners get CDs like last year?

.....

I'd like a new one but I don't think I'm good enough to win.

.....

Maybe, we'll see. Shall we meet in the park at 2:00?

.....

Worksheet B

Hi Josh, it's Matt.

Hi. You're calling early!

Oh, sorry. I'm phoning about the skateboard competition this afternoon.

I didn't know that was today.

Really? There was some information about it in our club magazine.

I didn't see it. Is the competition on all afternoon?

Just from 2:30 till 5pm. They give out the prizes at 6pm.

.....

The prizes are better this time. The top prize is a skateboard.

.....

You're much better than you were last year!

.....

Great! See you then.

Writing classroom activity 1: correction code

- Aim** to encourage students to proofread their work
- Timing** 15 minutes
- Materials** worksheet: correction code
- Rationale** This activity will help students with their writing: proofreading their work at a final draft stage to check it is free of errors. Students will be motivated to try and find out where the mistake is, and how to correct it.

Procedure

1. Give out a copy of the worksheet to each student.
2. In pairs, they work through question 1, deciding where the mistakes are and what sort of mistake they are. Teacher feedback.
3. Students do question 2, correcting the mistakes indicated by the correction symbols.
4. The teacher then asks students to write an answer to a KET for Schools or PET for Schools writing task, collects it in, and marks it using the correction code. Students individually try and correct their own errors.

Key

1

- a. Look! He swimming in the river. **MW**
- b. I like cates but I don't like dogs. **S**
- c. I play very well tennis. **WO**
- d. Here are the student's mothers. **P**
- e. He play tennis every Monday. **G**
- f. He practises running every day. **WW**

2

- a. Look! He's swimming in the river.
- b. I like cats but I don't like dogs.
- c. I play tennis very well.
- d. Here are the students' mothers.
- e. He plays tennis every Monday.
- f. He goes running every day.

Worksheet: correction code

1 Look at these symbols to categorise errors:

WW = wrong word	G = grammar error
MW = missing word	P = punctuation
S = spelling	WO = word order

Here are six sentences. They each contain an error. Decide which sort of error each contains and write the symbol next to the sentence.

- a. Look! He swimming in the river. **MW**
- b. I like cates but I don't like dogs.
- c. I play very well tennis.
- d. Here are the student's mothers.
- e. He play tennis every Monday.
- f. He practises running every day.

2 Now correct the sentences.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Writing classroom activity 2: expanding sentences

Aim	to raise students' awareness of linkers and natural language
Timing	15 minutes
Materials	worksheet: expanding sentences
Rationale	In KET for Schools Part 9 and PET for Schools Part 2 students often write the bare minimum, using short unconnected sentences. This activity will encourage them to write longer sentences that link up to form a more coherent and successful text. It focuses on linking words (e.g. but/because/and) and natural language.

Procedure

1. Show the students the exam question (see worksheet)
2. Write up on the board a student's answer consisting of three short, unconnected sentences (see worksheet). Elicit that it is too short and doesn't sound very friendly. The sentences are not connected.
3. Divide the class into two teams. Tell them that each team in turn can suggest one, two or maximum three words that can be added to the answer. (The words have to go together: i.e. three words in three different positions are not acceptable.) Write the words on the board, adding them to the answer already there. Elicit whether the answer is still correct and acceptable. Sometimes the punctuation of the answer will need to be changed – e.g. a full stop becomes a comma. This is fine. If the answer is still correct and acceptable, the team gets a point for each word they have added.
4. Keep going until the board is full! See the worksheet for an example of this activity.

Follow up

Summarise with students any useful language that came up during this activity, so they have a written record for future use.

Variation

Once you have the full version, a variation is for the teams to then remove one, two or three words at a time. However, they can't use the same combinations as they did when they expanded it!

Worksheet: expanding sentences

1 Writing task from KET for Schools (Part 9):

Read the email from your English friend, Alex.

From:	Alex
To:	

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.
Write **25–35** words.
Write the email on your answer sheet.

2 Student answer:

I can come at 7:30.
I want to watch 'High School Musical'.
I would like to eat a pizza.

3 Board at end of activity (added words in bold):

Team A		Team B
16	Hi Alex , I can come to your house this evening at around 7:30 . Is that OK? I really want to watch 'High School Musical' if possible . I love it, especially the fantastic songs! I would like to eat a tomato and ham pizza and a coke . Is that OK? I hope so. See you later.	20

Writing classroom activity 3: group story

- Aim** to raise students' awareness of linking words
- Timing** 20 minutes
- Materials** worksheet: group story
- Rationale** This encourages learners to use linkers and sequencers to make their written work more coherent and cohesive.

Procedure

1. Give out a copy of the worksheet to each student.
2. Each student completes the second sentence. The teacher goes round and helps with any questions, and corrects any errors he/she sees.
3. The students then pass the piece of paper to the person sitting on their right. They then complete the third sentence on the handout they now have, reading the previous sentences so it all makes sense.
4. The procedure is repeated until the story is finished.
5. Stick up the stories around the classroom. Students stand up and read them, and vote on which is the best/funniest/silliest etc.

Follow up

The teacher could write up on the board any errors contained in the stories and the class could correct them. Since nobody knows who wrote these errors, it means no student is put on the spot and potentially humiliated.

Variation

In large groups, students could write the sentences in pairs.

Worksheet: group story

A. Last weekend, Thomas decided to take the bus and go to the town centre

B. because

C. But when he

D. So he decided to

E. because

F. But he didn't know that

G. So

H. Then

I. After that,

J. Finally,

Listening classroom activity 1: stories – extensive listening for pleasure

Timing 5–10 minutes per class

Materials a simplified audiobook

Rationale Students need to be exposed to a variety of voices and accents as well as a variety of listening topics. One way to do this is through the use of audiobooks.

Procedure

1. Choose a short story that your students will find interesting.
2. At the end of each class have your students sit comfortably.
3. Play part of the story. Aim to end with a cliff-hanger where possible.
4. Set no tasks! The objective is that your students listen to a variety of materials for pleasure.

Follow up

After completing the first story you could also have your students choose the next audiobook.

Variation

You could also use films.

Listening classroom activity 2: grids

Timing 10 minutes

Materials worksheet – grids, squared paper

Rationale Lower level students need to practise listening to numbers and letters.

Procedure

1. Sit students face to face. Student A has a completed grid. Student B has squared paper.
2. Student A dictates the squares to be filled in to student B. They may not look at each other's papers. When Student A finishes, student B should have the same picture.

Variation

You could have students in pairs, one facing the board and one with his back to the board. Then you could use a large grid on the board.

Worksheet A: grids

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1						■	■	■	■					
2					■	■	■	■	■	■				
3				■	■	■	■	■	■	■	■			
4			■	■	■	■	■	■	■	■	■	■		
5		■	■	■	■	■	■	■	■	■	■	■	■	
6			■	■	■	■	■	■	■	■	■	■	■	
7				■	■	■	■	■	■	■	■	■		
8				■	■	■	■	■	■	■	■	■		
9														
10				■	■	■	■	■	■	■	■	■		
11				■	■	■	■	■	■	■	■	■		
12														

Worksheet B: grids

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2								■							
3							■	■	■						
4						■	■	■	■	■					
5					■	■	■	■	■	■	■				
6				■	■	■	■	■	■	■	■	■			
7			■	■	■	■	■	■	■	■	■	■	■		
8		■	■	■	■	■	■	■	■	■	■	■	■	■	
9							■	■	■						
10							■	■	■						
11							■	■	■						
12							■	■	■						

Listening classroom activity 3: using songs

Timing 10 minutes

Materials songs of the students' choice

Rationale Teenagers love music so working with songs is a logical option. Aim to use songs that your students suggest. Many songs can be used to practise KET for Schools and PET for Schools task types. By listening only twice you will be preparing your students for the exam.

Procedure

1. Choose a song. Decide which of the task types it lends itself to. (See 'variation' for options.) Prepare the task.
2. In class set the task.
3. Students listen and do the task.
4. Students listen a second time and check the task.
5. Finish the class with a whole group review.

Follow up

Students could work in small groups to prepare their own tasks for this song (or others).

Variation

The easiest tasks are gap-fills where students fill in the missing song lyrics. If the song has a story then it's also possible to recreate KET Parts 4 and 5 and PET Part 3. PET Part 4 has yes/no questions. This will work with many songs. It is also possible to write multiple choice questions. If you are good at drawing you could also prepare a series of pictures that should be put in order as the students listen to the song.

Listening classroom activity 4: telephone messages

Timing 10 minutes

Materials worksheet – message form and role cards

Rationale This activity allows students to practise their note-taking skills (which are necessary for task 3 on both KET and PET).

Procedure

1. Sit students back to back.
2. Student A phones, looking for a person who's not at home so student B takes a message.

Variation

You could try electronic versions using computers with Skype or messenger with headsets. Where possible you could use real phones. Students could also create their own situations and role play with or without cards they have prepared themselves.

Worksheet: phone messages

While you were out ...
Message for: _____
Message from: _____
Telephone number: _____
Message: _____

Student A You're Rob. You phone Mike. The football match is now on Sunday, not on Saturday. It's at 3pm. Your phone number: 0702-495-8218	Student B You're Jake/Jane (Mike's brother/sister). You answer the phone. Mike's gone to the cinema. Take a message.
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Student A You're Steve/Stephanie. (You're Suzie's brother/sister.) You answer the phone. Suzie is not at home. She's gone shopping. Take a message.	Student B You're Amanda. You phone Suzie. Your birthday party starts at 6pm, not at 7pm. It's at your house. Your phone number: 419-339-2557.
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Speaking classroom activity 1: circle time news

- Timing** 10 minutes
- Materials** article (chosen by one student per class or per small group)
- Rationale** PET for Schools candidates need to ask questions, give their opinions and comment on what the other candidate talks about (in tasks 2 and 4.) This activity is good practice. It also helps students develop their listening skills as they need to listen to what is said in order to formulate questions or make comments on what they have heard.

Procedure

1. Before class, one student finds an interesting article. He reads it carefully and notes the main ideas.
2. At circle time the student talks about his article, using his notes. (He should not read the article to the class.)
3. The other students take it in turns to ask questions about the article and to comment on the subject.

Follow up

Vocabulary work related to the article

Variation

This can work well in small groups as well as with the whole group. When working in small groups each group should then report back to the whole group.

Speaking classroom activity 2: more question ideas

- Timing** 10–20 minutes (plus preparation time)
- Materials** worksheet – more question ideas
- Rationale** Question and answer cards are a way to add variety to the classroom use of questions and answers.

Procedure

1. Create a series of question and answer cards. When you make domino cards remember that the question and the answer on the card should not match. Aim to make between 20 and 30 cards.
2. Put students in groups of four.
3. Students play dominoes or pairs.

Follow up

Review the questions and answers.

Variation

Students can make their own cards.

Worksheet: more question ideas

<i>What's your name?</i>	<i>My name's James Walker.</i>
<i>Where's Matthew from?</i>	<i>He's from Boston.</i>
<i>What's her favourite sport?</i>	<i>Her favourite sport's tennis.</i>
<i>What did you do last weekend?</i>	<i>I went to the cinema with my friends.</i>
<i>How old is Judy?</i>	<i>She's 12.</i>
<i>Have you got any brothers or sisters?</i>	<i>Yes, I've got one brother called Matt.</i>
<i>Is your favourite colour yellow?</i>	<i>No, it's not. It's red.</i>
<i>Do you study French?</i>	<i>No, I don't. I study German.</i>

Speaking classroom activity 3: let's talk about it

- Timing** 10–20 minutes (plus preparation time)
- Materials** worksheet – let's talk about it; one dice per small group; one counter per student; a stop watch
- Rationale** PET for Schools candidates have to talk about a variety of subjects without any time to prepare. This board game is great preparation.

Procedure

1. Prepare a board or use the worksheet – let's talk about it. It's a good idea to use a larger copy.
2. Pre-teach game vocabulary: It's your turn. Miss a turn. Go forward 4 spaces. Go back 2 spaces.
3. Put students in groups of four. Make sure each group has a dice and all the students have a small counter to keep their place.
4. Students play the board game. When they land on a subject space they need to talk about that subject for 20 seconds.

Follow up

Have students share something they have found out about their classmates.

Variations

- Students can make their own boards to play with or for other groups to use.
- You can vary the time your students talk about each subject.
- Instead of talking about the subject, the student can ask the next student a question about the subject, which that student answers.

Worksheet: Let's talk about it

START HERE	FOOD	GO FORWARD 4 SPACES	LIKES	MUSIC
				MISS A TURN
GO BACK 2 SPACES	HOME	DISLIKES		
MISS A TURN			DANCING	WINTER
HOLIDAYS			CLOTHES	A JOB YOU'D LIKE
FUTURE			BIRTHDAYS	WEATHER
SPORT			INTERNET	GO BACK 2 SPACES
GO FORWARD 2 SPACES			FINISH HERE	FREE TIME
FAMILY	FILMS	MISS A TURN	FUTURE	SCHOOL

Speaking classroom activity 4: 1 minute talk

- Timing** 5 minutes plus (depending on the number of repetitions)
- Materials** a variety of pictures; a stop watch per small group
- Rationale** PET for Schools candidates have to individually describe a picture. A minute can seem a long time so this activity helps students to help each other.

Procedure

1. Students sit in groups of four or five. Make sure the picture is big enough for all the students in the group to see and that each group has a stop watch.
2. One student is in charge of the stop watch. Change the student for each photo.
3. Student 1 describes the photo for 10 seconds. Student 2 adds to the description for another 10 seconds without repeating anything the first student said. Student 3 continues for another 10 seconds. The students continue to take it in turns to describe the photos for 10 seconds until they run out of ideas. The student with the stop watch records the time they were able to talk for.
4. Repeat the activity with a new photo. (Make sure you change the student with the stop watch so all the students talk.)

Variation

Increase the time that students talk for (so you eventually get to a minute each). Students could just say one sentence each.