



### Writing Part 1 and Speaking Part 1 – Find Your Partner

Time: 10 Minutes

This is a simple activity which many have used at different levels for sentence transformation. The adaptation I have made is using it to practice Speaking Part 1.

Prepare enough different pairs of sentence transformations for the class, and prepare speaking 1 questions.

It'd be a good idea to go horse riding.  Why _____ go horse riding?	Why don't we go horse riding?  It'd be a good idea _____ horse riding.
Summer holidays always seem to be too short!  Summer holidays never seem to be _____!	Summer holidays never seem to be long enough!  Summer holidays always seem to be _____!
How long have you been learning English for? Do you like it?	What are you going to do next summer?
What did you do last weekend?	What do you use your mobile phone for?

Have the sentence transformation on one side, and the question on the other side. Students find their partner, and compare their answers. When they are satisfied that they are correct, they turn the page over and ask each other the question.

This can be adapted for First Use of English Part 4 and for Advanced Use of English Part 4

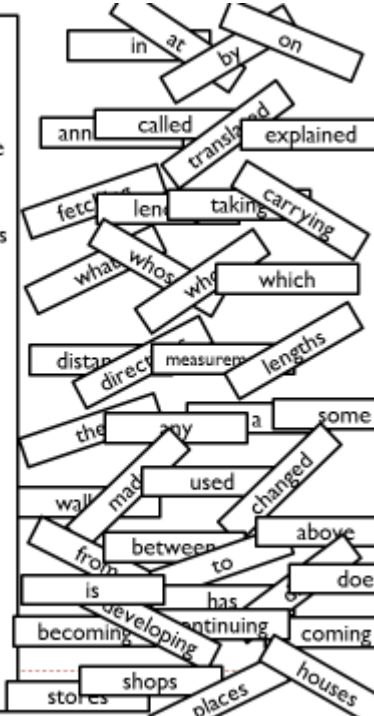
## Reading Part 5 – Fill the Gaps

Time: 30 Minutes

**The Escalator**

An American, Charles D. Seeberger, invented moving stairs to transport people 0)..... the 1890s. He 1)..... this invention an 'escalator', 2)..... the name from the Latin word 'scala', 3)..... means 'ladder'. Escalators move people up and down short 4)..... Lifts do the same, but only move 5)..... small number of people. If an escalator breaks down, it can still be 6)..... as ordinary stairs. An escalator can move 7)..... 8,000 and 9,600 people an hour, and it 8)..... not need a person to operate it.

Towards the end of the nineteenth century, cities were 9)..... more crowded and the first escalators were built at railway stations and in big department 10)....., so that people could move about more quickly. Today we see escalators everywhere.



Give the students the words first, and explain that they are going to group the words into 11 sets of 4. Explain that the words are similar whether in context or in grammar. At B1 level, I give the students 1 word from each group, the students then find the other three words to add to each group. I also make sure the words I give them rank from 0 to 10, so when the groups are completed they are in the correct order for the next stage.

When they have groups all the words correctly, I give them the text and the students physically place the answers on the gap. This encourages writing on the gaps in the exam.

Once the task is completed, ask the students to select a group of four words. We call them clusters. For example – lengths, measurements, distances and directions. These are recorded with example sentences, etc. This is a good idea, as a lot of the vocabulary in part 5 is not taught separately in course books, etc.

This activity can be adapted for Flyers Reading Part 6, KET Reading Part 5, First Use of English Part 1 and Advanced Use of English Part 1

**Listening Part 2 and Part 4 – Synonym Grid**

Time: 10 – 20 Minutes, depending on which version is used

Bad .....	Exhausted .....	Perhaps .....	Awesome .....
Not have the chance .....	Think .....	Like .....	Fast .....
Game .....	A better time .....	Have problems .....	Hard .....
Won't care .....	OK .....	Now .....	Start .....

There are a variety of ways in which you can do this activity. You can give the students the full grid and ask them to see how many words or phrases they can correctly find the synonyms for after two listens.

Alternatively, you can turn the grid into a game of Bingo, by giving students three synonyms which they need to find after one listen.

Another version is that you can give the students the transcript and ask them to create their own bingo strip. Once all students have created their own, pass them onto different students and proceed to play the recording.

Bad .....	Think .....	Now .....
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Game .....	Have problems .....	Like .....
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A better time .....	OK .....	Awesome .....
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Perhaps .....	Fast .....	Not have the chance .....
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This activity can be adapted for most listening exercises at most levels.

## Speaking Part 2 – 4 in a Row

Time: 10 Minutes

This can be played in two ways. The first is to try and use four expressions in a row, either vertically, horizontally or diagonally. The second is Student A and Student B are given two different coloured pens and must cross off the expressions they have used. The student with the most colours at the end of the task wins.

It would be a good idea to...	Yes, I agree because...	I guess...	So, we're going to choose...	Don't you think we should...?	Where shall we start?
How about...?	So, we think .... and .... Are the most... Is that right?	Shall I start?	Do you agree?	That's not a bad idea but...	Let's...
I'm sorry, but I don't agree.	I think it would be better to...	What are your thoughts about...?	I reckon...	So, which of these would...?	Yes, that's a great idea because...
We could...	No, I don't think so because...	I think...	What about the...?	I'm not sure about that. What about...?	How about you? Do you agree?
Would you like me to start?	Yes, that sounds good.	Why don't we...?	... would be useful. Do you agree?	OK, we need to decide ...	I prefer ... to ...
I don't think that's a very good idea because...	In my opinion...	What do you think?	I'd rather .... than...	From my point of view...	I'd like to...
Yes, that would be really good.	That's true but...	So we think...	I'd prefer to...	Maybe, we should move on.	Do you think that this... would be a good idea?
Yes, you're right because...	How do you feel about...	Can I just interrupt you?	No, I don't think so because...	I'd say that...	So, what have we got here?

This activity can be adapted for most levels.

### **Listening – Grab It**

Time: 5 – 15 Minutes, depending on how long the source is

For Listening Part 1, cut out the pictures and pile them on the table in the middle of small groups (2-4). Display the questions on the board. Play the audio and ask students to grab the correct picture.

For Listening Part 2, repeat as above, but using the options as the cut out part. An extra addition would be to play it in the same way as one would play pick-up sticks, whereby the students cannot disturb the pile when grabbing the answers.

For Listening Part 3, read the transcript and make grab-it cards using both answers and distractors.

For Listening Part 4, read the transcript and make grab-it cards using synonyms and antonyms to the words in the script as well a word that doesn't appear on the listening. Ask students to listen the first time and grab the synonyms to what they hear; then ask them to listen a second time grabbing the antonyms. On completion they must name word(s) that weren't stated on the listening. This teaches paraphrasing.

This can be adapted for most levels.

### **Multiple Choice**

Time: 5 – 20 Minutes, depending on how long the source is

This works for all activities that have multiple choice options. Either have the option letters bluetacked to the board, and they run up and grab it, or have cut outs of the letters on the table with which they hold up, or, have the letters written on the board, and they can either run up and touch the letter or throw a soft ball at the letter. They must justify their answer and if they are correct they get their reward but if they are wrong, the reward goes to the other students/teams. This can be adapted for all levels and all multiple choice parts, including listening.

### **Speaking Part 3 – Silly Pictures**

Time: 5 Minutes – 1 at the beginning of the class and a couple of minutes at the end of the class.

Find a silly or normal photograph on the internet. Ask a volunteer to leave the classroom before revealing it to the other students. They have 60 seconds to memorise as much detail as they can. The other student returns and the lesson continues as normal. A few minutes before the end of the class, give the volunteer a pen and ask him or her to draw the photograph as the remaining students describe it. Reveal the photograph again and compare. If you want to do a language focus, i.e. adjectives, etc. allow for a bit more time after the photo is revealed, or leave the drawing until the start of the next lesson.

*Thank you for your time and I hope that some of these activities help you in your future exam lessons. If there are questions about any activities or how to adapt them for the other levels, please contact me at [wobbilynobily@hotmail.com](mailto:wobbilynobily@hotmail.com)*

