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Pre
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Cambridge English Qualifications

A2 Key

A2 Key for Schools

Classroom activities

These activities are based on topics from the A2 Key/A2 Key for Schools word list and classroom posters.



Lesson 1 – Roll the dice

This lesson plan works with all the posters for A2 Key for Schools.

Timing: 40 minutes

Aim: To review and activate vocabulary

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

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

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).

Procedure

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.

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 on 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.

Appendix: Lesson plan 1 – A2 Key for Schools word cards

A2 Food

biscuit	bread	meat	burger
café	cheese	chips	coffee
cook	cream	delicious	dessert
dinner	drink	egg	favourite
knife and fork	fruit	healthy	hungry
ice cream	juice	kitchen	supermarket
menu	mineral water	oven	pizza
fridge	snack	slice	wash up
sweet	thirsty	vegetable	cup
breakfast	lunch	plate	bottle

A2 Sport

activity	climb	dance	dive
enjoy	play	practise	exercise
game	get fit	goal	gym
hobby	healthy	football match	outdoors
team	competition	pool	run
tennis racket	sail	snowboard	sports centre
swim	volleyball	swimming pool	watch
cycle	win	catch	

A2 Our planet

crowded	beach	bright	sun
star	dark	desert	sea
dinosaur	dolphin	explore	fish
world	space	sky	lake
people	outdoors	oil	petrol
plastic	rain	river	moon
tiger	tree	forest	save
spring	summer	autumn	winter

Lesson plan 2 – Integrated skills lesson

This lesson plan works with all the posters for A2 Key for Schools.

Timing: 40–60 minutes but activities can be made shorter if necessary

Aim: Vocabulary review and vocabulary building

Skills: Speaking for fluency, raising awareness of pronunciation and stress, writing for accuracy

Materials: Vocabulary poster, pens, notebooks, A4 blank paper

Preparation: Cut the blank A4 pieces of paper into 10–15 strips, make one set of strips for each group

Procedure

Warmer: Hold up a copy of the poster you are using in the lesson and/or attach to the board. Write the topic on the board. Explore and practise the vocabulary on the poster e.g. concept check the meaning, model and drill pronunciation.

Drilling activities could include:

- Repetition drills – give clear, natural-sounding models:
 - Hand movements – model the word, use your fingers to count the syllables with the class. Class repeats.
 - Find the stress – model the word, class repeats and ask them to identify the stressed syllable.
 - Clap the beat – model, clap out the syllables, focus on the stressed syllable, class repeats.
 - Standing stress drill – model the word, the class repeats and stands up when they say the stressed syllable.
 - Whisper drill – whisper the word and the class whispers back.
 - Shouting drill – shout the word and the class shouts back.

1 • *Speaking for fluency*

Generate a whole-class discussion around the topic indicated on the poster to encourage the class to use some of the vocabulary. Suggested topic starters for each poster are indicated in the box below.

Topic starters – Talking about and around the topic

A2 Food poster – favourite/least favourite foods; a food you have never tried; a food you have tried but don't want to try again

A2 Our planet poster – Which do you prefer: town or country? Why? Crowded or quiet? Why? Sun or moon? Why?

A2 Sport poster – Who likes sport? Why? Why not? Which sport? Who plays sport? Which sport? How often? Who with? Which sport do you want to try? Why?

2 • *Against the clock – 60-second vocabulary building*

Students work in pairs. They have one minute to think of any extra words connected to the topic. Encourage the students to think about nouns, adjectives, adverbs and verbs; all words are good words! Pairs make a record of their words in their notebooks.

After one minute, the pairs team up with another pair and compare the words they have thought of. Encourage pairs to explain any unfamiliar words. Students make a record of new words in their notebooks.

Extension and support option

Against the clock. With the dictionary if the class has difficulty thinking of any extra words. Pairs can work with a dictionary to find words related to the topic that they record in their notebooks. This helps develop research skills.

Set a time limit. Conduct whole-class feedback. Make a record of the new words the class has identified on the board, check understanding, and drill pronunciation and stress. Invite the students to make a record of new words in their notebooks.

3 • *Story time*

Students work in pairs or groups of four. Distribute a set of blank slips of paper to each group. The group chooses five words from the poster and from the *Against the clock* activity. They write each word on a separate slip of paper.

The group works together and plans a story. They have to use all the words they have chosen. If they don't like the words they have chosen they can select up to three new words.

Teacher monitors and supports groups during the activity. At the end of the planning phase, groups nominate a story teller/s for story time.

Feedback. Pairs/groups invite another group to come and see the words they have chosen. The story tellers tell their story. At the end of the story, the group who listened to the story invites the story tellers to come and see the words they have chosen and to listen to their story.

Whole-class feedback. Give whole-class feedback on the stories you have heard around the class. Ask whether any of the students would like to share their story with the class. Students may not be forthcoming, so give feedback on the range of stories you have heard in class, with a focus on the range of vocabulary used, stress and intonation.

Extension activity

Students write their story in their notebooks for homework. They have to give their story a title and write a list of the words they have used at the top of the page.

Explain the success criteria:

- A story with 20 or more words.
 - The story has to include the five words they have chosen.
 - The story must be linked to the title they have chosen.
 - The story has to be easy for the reader to understand.
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Lesson plan 3.1 – Food poster story

This lesson plan is for the A2 Key for Schools Food poster – see alternative lesson plans 3.2 and 3.3 for the Sport poster and Our planet poster.

Timing: 40–60 minutes (activities can be made shorter if necessary)

Aim: To review vocabulary and question formation

Skills: Listening for gist and for detail, speaking for accuracy and fluency, writing for accuracy

Materials: A2 Food poster, word cards (see Appendix from lesson 1), story attached to the poster, handout gap-fill questions and blank questions box

Preparation: Cut up the word cards – one set per group/pair. Make copies of handout – one for each student

Procedure

Warmer: Review of the vocabulary

Hold up a copy of the poster, attach to the board. Write the topic on the board. Discuss the theme and the picture with the students.

1. Concept checking meaning and pronunciation

Discuss, explore and practise the vocabulary that appears on the poster, e.g. concept check the meaning, model and drill the pronunciation (see Lesson plan 2 for suggested drilling activities).

2. Listening for the main ideas

Tell the students you are going to read a short story that includes words from the poster. Tell them to listen carefully and that you will ask them questions to see how much they can remember.

Food story

'Welcome to the programme. This is the first in a series about health and fitness. We want to find out how healthy our students are. Today we are talking to David.'

Hello David! We are trying to find out about what our students eat on a typical school day.'

'What do I eat? **Breakfast** is my **favourite** meal of the day. I usually have a cup of **coffee**, some **fruit** and **bread** and **cheese**. I take a **snack** to eat at break time, and I always carry a **bottle** of **water** with me, I drink two litres of **water** a day. I don't eat **lunch** because I always play football at lunchtime. At the end of the day, I walk home from school with my friends and two or three times a week, we stop at the **café**. We buy **chips**, maybe **pizza** or a **burger**. I know it's not very healthy, and it is expensive. I think I have quite a **healthy** lifestyle and diet, what do you think?'

Check understanding of the story with questions:

1. What is David's favourite meal of the day?
2. What does David eat at school?

3. How often does David go to the café?
4. Who does David go to the café with?
5. What do David and his friends usually buy when they go to the café?
6. How healthy do you think David's lifestyle and diet is?

Extension speaking

Encourage the students to discuss the final question (How healthy do you think David's lifestyle is?) in open class and encourage them to give their opinion about David's lifestyle.

3. Listening for detail

- a. Put the students into groups.
- b. Distribute a set of word cards from the poster to each group. The students set out the cards on their tables so they can see the words.
- c. Hold up the poster. How many of the words from the poster do the students think were in the story?
- d. Ask students to guess. Take feedback and make a record of their guesses on the board.
- e. Read the story again to listen and check.
- f. As the students listen, when they hear a word from the list, they turn the word card over (so they can't see the word).
- g. At the end of the story, tell the students NOT to turn over the cards to check the words.
- h. Students work together to remember the words they heard and write them in their notebooks.

Ask them to count how many words they heard and check with the predictions on the board. Which student was the closest?

Key: Total 15: breakfast, favourite, coffee, fruit, bread, cheese, snack, bottle, water, lunch, café, chips, pizza, burger, healthy

4. Question time – grammar review

Tell students they are going to take a closer look at the questions you asked at the end of the story, but this time, they are going to complete the questions.

Conduct a whole-class review of:

- a. Question words – e.g. what, where, when, who, how often, why
- b. The grammar associated with question formation – auxiliary + infinitive, *to be* questions
- c. The grammar associated with the answers.

5. Question time – controlled practice

- a. Hand out the gap-fill questions and answers.
- b. Students work together to complete Task 1.
- c. Monitor and check for errors.
- d. Conduct whole-class feedback.

e. Differentiation

- a. Weaker students – Distribute copies of the food story for the weaker students so they can read the text.
- b. Stronger students – Encourage stronger students to plan one or more new questions that they would ask David about his lifestyle.

6. Question time – semi-controlled writing, speaking for fluency, listening for detail

- a. Students plan up to six interview questions on the worksheet (Appendix 2) or in their notebooks to find out what their partner eats in a typical day.
- b. Students listen to their partner and make a note of their answers.
- c. Monitor as they do this and conduct whole-class feedback – what did the students find out about their partner?
- d. Discuss in open class how healthy the students are.
- e. Write example questions and answers that emerge from monitoring and from whole-class feedback on the board, e.g. we think that Juan is very healthy because he eats fruit and vegetables.

7. Extension/Homework – How healthy is my partner?

Students use their notes with the questions they asked and the information their partner gave to write a paragraph. They have to decide how healthy they think their partner is and write a sentence with their opinion.

Appendix: Food poster – Lesson 3.1 Questions and answers

Task 1 – Work with your partner to complete the questions and write the answers.

1. What _____ David's favourite meal of the day?
Answer:
2. What _____ David eat at school?
Answer:
3. _____ does David go to the café?
Answer:
4. Who _____ David _____ to the café with?
Answer:
5. _____ do David and his friends usually buy _____ they go to the café?
Answer:
6. _____ healthy do you think David's lifestyle and diet is?
Answer:

Task 2 – Writing

Plan six questions to find out what your partner eats in a typical day.

How healthy is your partner?

1.

2.

3.

4.

5.

6.

Task 3 – Interview your partner

Ask your partner the questions you planned. Write down the answers your partner gives you.

Lesson 3.2 – Sport poster story

This lesson plan follows the same structure as Lesson 3.1 but using the Sport poster as well as the Sport word cards.

Procedure

Warmer: Review of the vocabulary (as Lesson 3.1)

Sport story

'Welcome! This is another programme in our series about health and fitness. We want to find out about **exercise**. Today we are talking to Ben. So Ben, do you prefer to **play** or **watch** sport?'

'Hi there! I prefer to **play** sport and I like to think that I live a **healthy** lifestyle. For example, I try to exercise three or four times a week and I usually **cycle** to the **sports centre**, which is great because I can meet my friends and **get fit** at the same time. I do a different activity each time I go. The **swimming pool** is very busy at the weekend, so I usually **swim** on a Tuesday when it's quiet. I enjoy training in the **gym**, which I do on a Thursday. On a Saturday, I play **volleyball**. When we win our **game**, the **team** goes out and celebrates, and this is where I am not good. I am sorry to say that I don't eat a very healthy diet because I really love all fast food, so chips, pizza, burgers and chocolate. I like to say it's because I am always in a hurry, but the truth is, it's delicious and I am very lazy, I never cook after doing exercise. I am not sure how healthy I am. What do you think?'

Check understanding of the story with questions:

1. Does Ben prefer to play or watch sport?
2. How often does Ben exercise each week?
3. Where does Ben meet his friends?
4. Which days of the week does Ben exercise?
5. How many different exercise activities does Ben do?
6. What do Ben and his friends usually do after they play volleyball?
7. How healthy do you think Ben's lifestyle is? Why?

Extension speaking

Encourage the students to discuss the final question (How healthy do you think Ben's lifestyle is?) in open class and encourage students to give their opinion about Ben's lifestyle.

Follow the instructions for Lesson 3.1 using the relevant exercises in Appendix 2.

Key to Listening for detail task: Total 13: exercise, play, watch, healthy, cycle, sports centre, get fit, swimming pool, swim, gym, volleyball, game, team

Extension/Homework: How healthy is my partner?

Students use their notes with the questions they asked and the information their partner gave to write a paragraph. They have to decide how healthy they think their partner is and write a sentence with their opinion (e.g. we think that Ben is healthy because he plays volleyball, but he doesn't eat healthy food).

Appendix: Sport poster – Lesson 3.2 Questions and answers

Task 1 – Work with your partner and complete the questions and write the answers.

1. Does Ben prefer to _____ or _____ sport?
Answer:
2. How often does Ben _____ each week?
Answer:
3. Where _____ Ben meet his friends?
Answer:
4. _____ days of the week does Ben exercise?
Answer:
5. _____ different exercise activities does Ben do?
Answer:
6. What do Ben and his friends usually _____ after they _____ volleyball?
Answer:
7. How _____ do you think Ben's lifestyle is? Why?
Answer:

Task 2 – Writing

Plan six questions about sport and exercise.

How healthy is your partner?

1.

2.

3.

4.

5.

6.

Task 3 – Interview your partner

Ask your partner the questions you planned. Write down the answers your partner gives you.

Lesson 3.3 – Our planet poster story

This lesson plan follows the same structure as Lesson 3.1 but using the Our planet poster as well as the Our planet word cards.

Procedure

Warmer: Review of the vocabulary (as Lesson 3.1)

Our planet story

'Welcome to the programme. Today the discussion is about our planet. We have a climate change expert John Peters with us this morning to talk to us about what we can do to **save** our environment from pollution. My question is, what is the problem and what can we do to protect our environment!'

'A very good question. Our cities are **crowded** with so many **people**. Everyone is in a hurry. We waste petrol making short journeys in our cars, when we can walk. We buy sandwiches in **plastic** packaging, and drink from **plastic** bottles. It's easy to forget how lucky we are, so my first recommendation is to go **outdoors**, open your eyes and ears and feel the **sun**, and the **rain** on your face. Go out and **explore**. Visit **forests** and **rivers, lakes** and mountains. On a clear, **summer** night look up at the **moon** and count the **stars**. My second recommendation is for everyone to think what you can do to look after our planet, and make one small change in your lifestyle. So, what are you going to do?'

Check understanding of the story with questions:

1. Who is John Peters?
2. What does John Peters say is the problem?
3. How many recommendations does John make?
4. Where does John say we should go?
5. What small change do you want to make to your lifestyle?

Extension speaking

Encourage the students to discuss the final question: What small change do you want to make to your lifestyle? Why?

Follow the instructions for Lesson 3.1 using the relevant exercises in Appendix 2.3.

Key to Listening for detail task: Total 14: save, crowded, people, plastic, outdoors, sun, rain, explore, forests, rivers, lakes, summer, moon, stars

Extension/Homework: How kind is my partner to our planet?

Students use their notes with the questions they asked and the information their partner gave to write a paragraph. They have to decide how kind they think their partner is to the planet and write a sentence with their opinion (e.g. Ana is kind to the planet because she wants to walk to school).

Appendix: Our planet poster – Lesson 3.3 Questions and answers

Task 1 – Work with your partner to complete the questions and write the answers.

1. Who _____ John Peters?
Answer:
2. What _____ John Peters say is the problem?
Answer:
3. How _____ recommendations does John make?
Answer:
4. Where does John _____ we should go?
Answer:
5. _____ small change _____ you want to make to your lifestyle?
Answer:

Task 2 – Writing

Plan questions to ask your partner about the environment and the changes they want to make to save the planet.

Ideas you can ask about: transport, plastic, cities, recycling.

1.

2.

3.

4.

5.

Task 3 – Interview your partner

Ask your partner the questions you planned. Write down the answers your partner gives you.