



CAMBRIDGE

Teaching vocabulary to B1 Preliminary for Schools students

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10 & 12 May 2022

Where your world grows



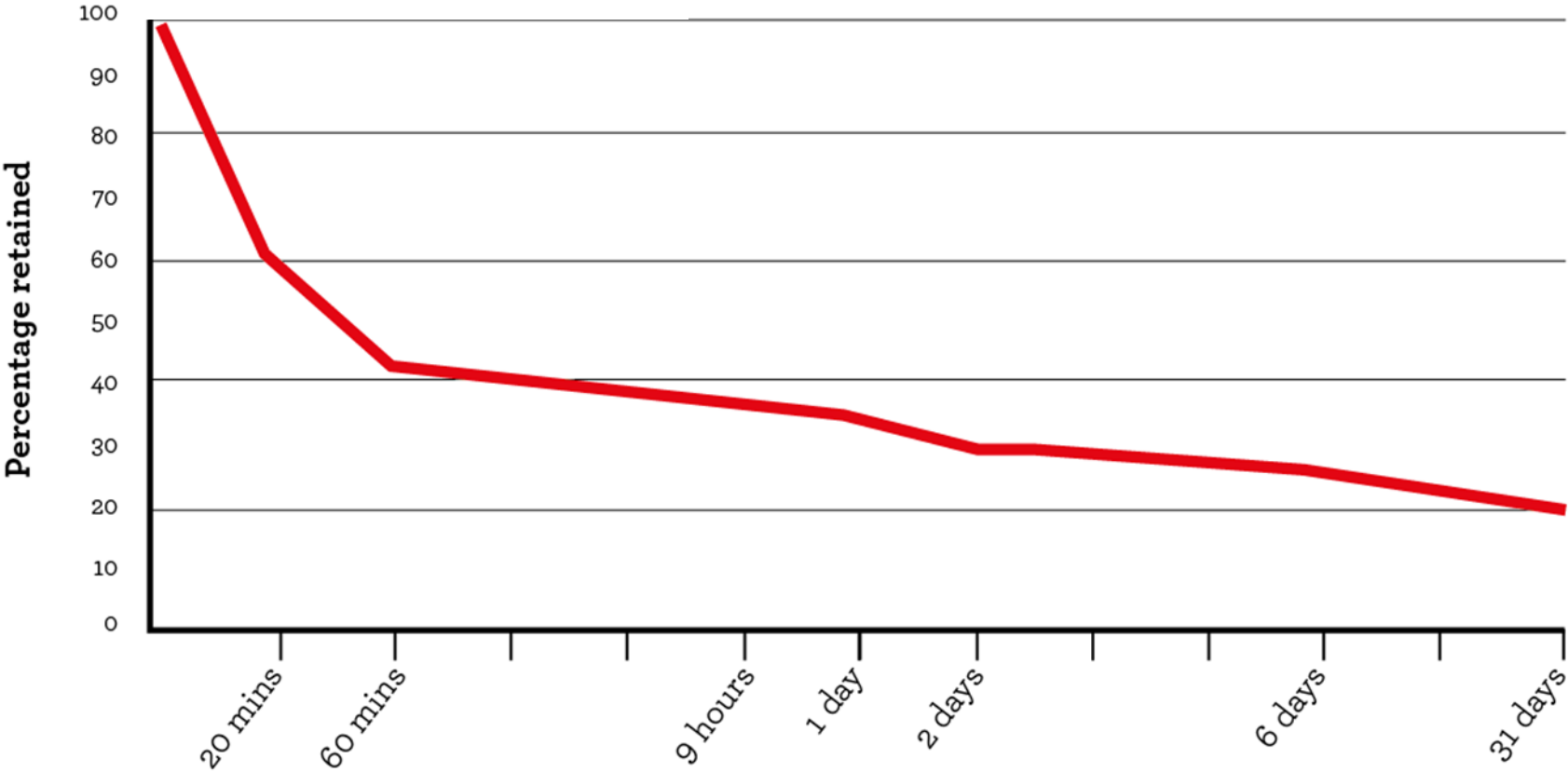
1. How can I help my learners to learn new vocabulary effectively?
2. How can I motivate my students to practise vocabulary they need for the B1 Preliminary for Schools examination?



Learning new vocabulary



Ebbinghaus’ Forgetting Curve

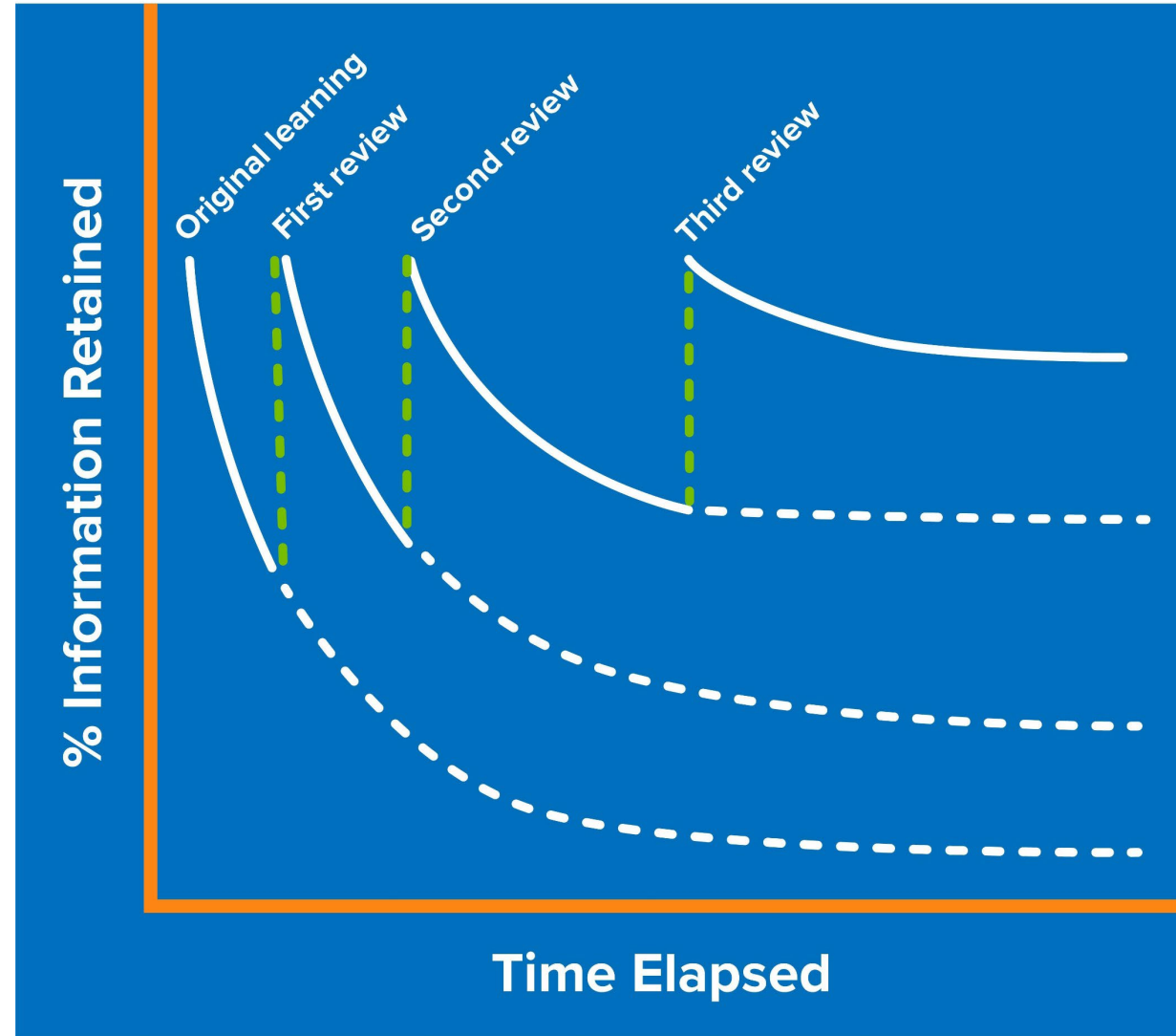


Choose the correct option in each sentence:

1. Memories ***strengthen / weaken*** over time.
2. The biggest drop in retention happens ***soon / a week*** after learning.
3. It's easier to remember things that have ***meaning / a lot of content***.
4. The way something ***sounds / is presented*** affects learning.
5. How you ***feel / look*** affects how well you remember.

How can this help us, as teachers?

- Make learning meaningful
- Lower affective factors
- Use spaced learning



Top tips for teaching vocabulary

1. Be prepared
2. Provide context
3. Find out what they know
4. Provide relevant information
5. Check understanding
6. Help learners to USE new language
7. Learn together



B1 vocabulary practice activities





From 2020

VOCABULARY LIST

B1 Preliminary
B1 Preliminary for Schools

Where your world grows

★ Top tips for teaching vocabulary

Be prepared
 Look carefully at the vocabulary you plan to teach (target the meaning, form, pronunciation and use. If you aren't, use the Cambridge dictionary) to get yourself ready to help your learners.
 Think about what your learners might find difficult, and how sounds might they have difficulty producing? Does this word have any other meanings? Does it look or sound similar to another word (in English or in their language)? Could this cause confusion about meaning?

Provide context
 Present vocabulary in a context that helps learners to understand it. Stories, pictures, real objects, listening to reading a text, or real lives and interests provide the best hooks and are the most effective. Facial expressions, the tone of your voice and your own examples can also help.

Find out what they know
 Discover and elicit what learners already know in English before you teach. Use visuals and ask questions like *What's this in English?* *What does this mean?* *In the text that means...* If they don't know, tell them. But first, find out what they know first!
 You could challenge them to write all the words they know on the topic. In [Appendix 1](#) to see what they already know. Once you have a list, you can check on their existing knowledge.

Provide information about new vocabulary
 Provide example sentences so that learners can see how to use the words. Take these from a text or create your own sentences to describe the pictures.
 Ask questions to highlight important information, for example: *Is it countable?* *[for nouns] Is it regular or irregular?* *[for verbs] Is it transitive or intransitive?*
 Encourage learners to use reliable sources such as the Cambridge dictionary to find the meaning of vocabulary by themselves.

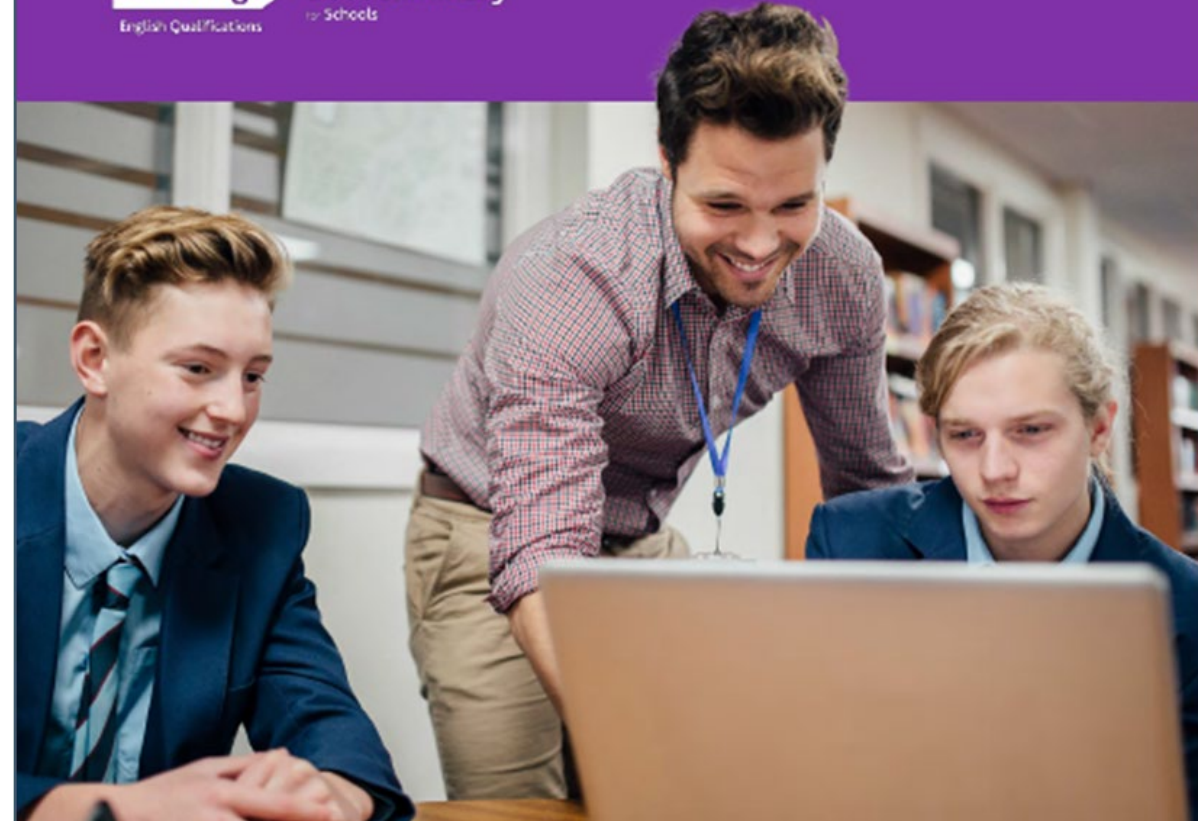
Activity	Description	B1 Preliminary for Schools exam links	Timing
1. Categories	Students work in small groups to find associations between sports words.	Vocabulary: sports Speaking Part 3: make and respond to suggestions; discuss alternatives; make recommendations; and negotiate agreement	10–15 minutes
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; town and city; countryside; hobbies and leisure Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.	15–20 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
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. Writing Part 2: write a short story (100 words) (optional)	15–20 minutes
5. Spot the similarities	Students work in pairs to find similarities between photographs inside a house.	Vocabulary: house and home Speaking Part 2: describe an image, talking for about 1 minute	20–30 minutes
6. What should I pack?	Students work in pairs to select clothing for different types of holiday and justify their choices.	Vocabulary: clothes and accessories; weather; countries; leisure 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

Vocabulary activities

- 1. What makes you feel...?

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for Schools



What makes you feel...?

I feel ... when I ...

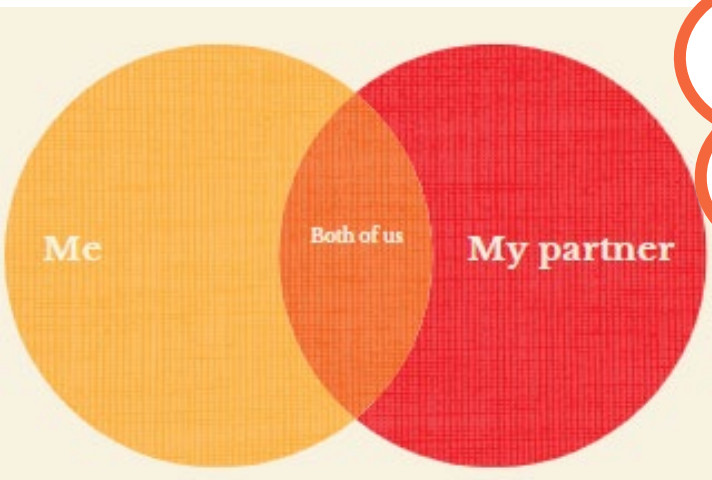
... makes me feel ...



How does this help learners prepare for the B1 Preliminary for Schools examination?

Can you think of a follow up writing activity?

How could you make this activity easier / more challenging?



Where your world grows

"It was a cold, dark night. I heard a strange noise, looked out of the window and immediately felt ..."

Complete in 100 words.



4. What makes you feel ... ?

Time required: 15–20 minutes (optional writing activity +20 minutes)

Materials required: Emojis showing different emotions e.g. *happy, frightened, depressed, nervous, relieved, confused, angry, surprised, excited*

Aim:

- To review adjectives describing personal feelings
- To find things in common with a partner

Exam links:

- Vocabulary: adjectives to describe personal feelings, opinions and experiences
- Speaking Part 4: discuss likes, dislikes, experiences, opinions, habits, etc.
- Writing Part 2: write a short story (100 words) (optional)

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.



Extra challenge

Broaden the task to 'Find things in common'. For example, *We both feel frightened when we see big spiders and snakes. We both feel disappointed when it rains on sports day.*



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.



Extra support



Extra challenge



Adapt it

Vocabulary activities

- 1. What makes you feel...?
- 2. What should I pack?

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You're going here on holiday. What will you pack in your suitcase?



Where am I going on
holiday?
What am I going to do?



Sunglasses
Hiking boots
Woolly hat
Tent
Sleeping bag
Raincoat
Torch
Jumpers
Knitting
Kazakh dictionary

Read the email.
Write a reply.

Read this email from your friend and your notes.

EMAIL

From: Anna

Subject: What should I pack?

Hi!

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!

I have some questions.

What is the weather like at the moment?

I heard there are lots of fun things to do there. What activities are we going to do?

Finally, I'm not sure what clothes to bring. What should I pack?

Please reply soon so that I can start packing!

I can't wait to see you!

Anna

Me too!

Describe

Explain

Suggest

How does this help
learners prepare for
the B1 Preliminary
for Schools
examination?

How could you
make this activity
easier / more
challenging?

Place	Weather	Activities	What to take

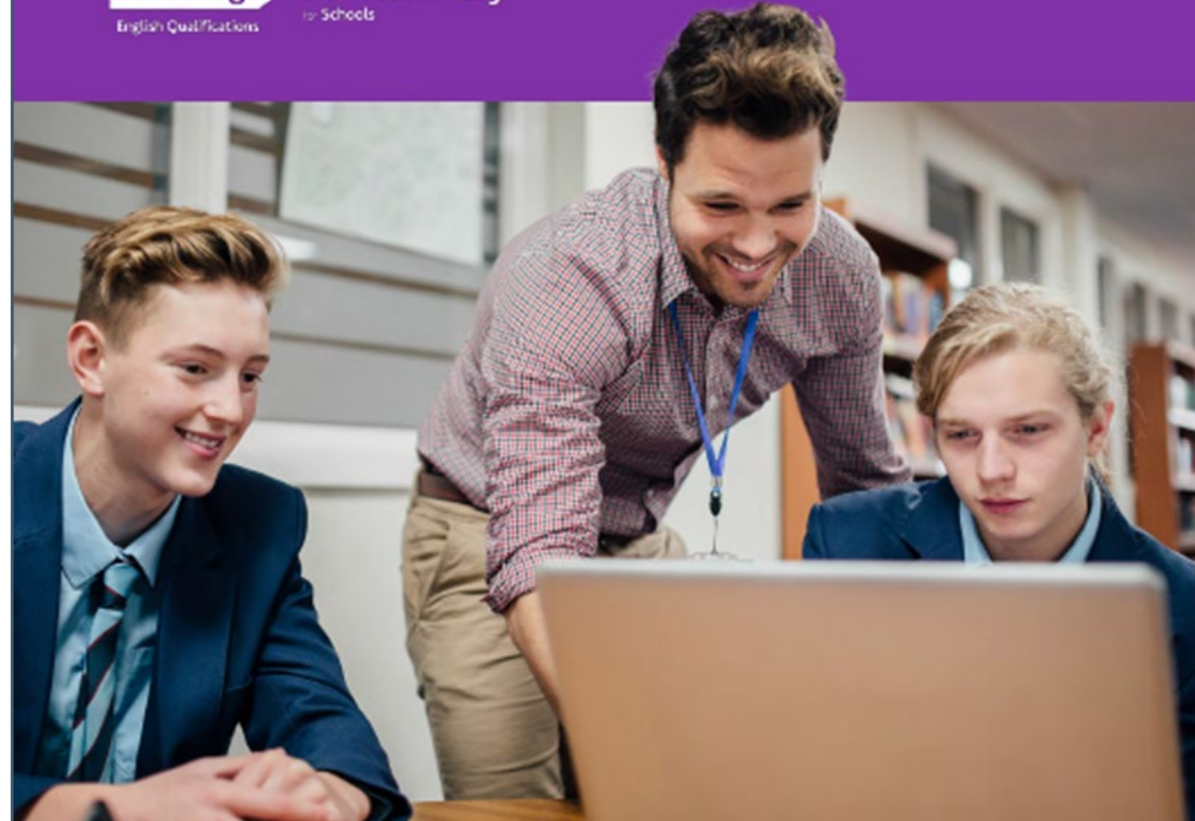
Could you use this
with a different
vocabulary set?

Vocabulary activities

- 1. What makes you feel...?
- 2. What should I pack?
- 3. My perfect holiday

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for Schools



Think of 3:

- Ways to travel
- Places to stay
- Things to do

train	bus	horse
hotel	cabin	tent
shopping	swimming	sightseeing

How does this help learners prepare for the B1 Preliminary for Schools examination?

How could you make this activity easier / more challenging?

Could you use this with a different vocabulary set?

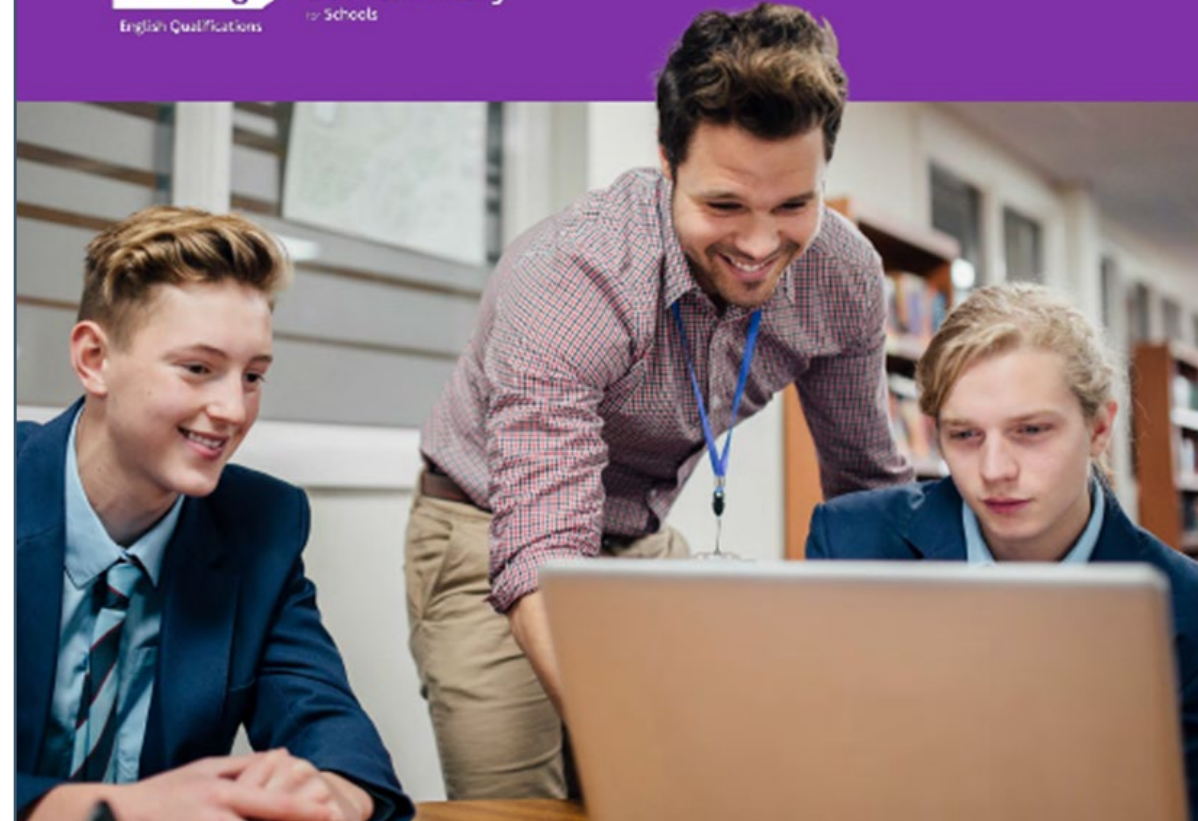


Vocabulary activities

- 1. What makes you feel...?
- 2. What should I pack?
- 3. My perfect holiday
- 4. Where am I?

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Read the conversation.
Where are the people?

*A: Delayed again!
We're going to miss the
start of the film!*

B: What time is it due?

A: It says 25 minutes.

*B: Oh well, let's have a
drink while we wait.*

*A: But it's freezing out
here!*



1. swimming pool



2.



3.



4.



5.



6.



7.



8.



9.

How does this help learners prepare for the B1 Preliminary for Schools examination?

How could you make this activity easier / more challenging?

Appendix 3: Where am I? Matching task

Match the words to the pictures.

swimming pool	library	school	prison	office
railway station	supermarket	cinema	gallery	



1. swimming pool



2.



3.



4.



5.



6.



7.



8.



9.

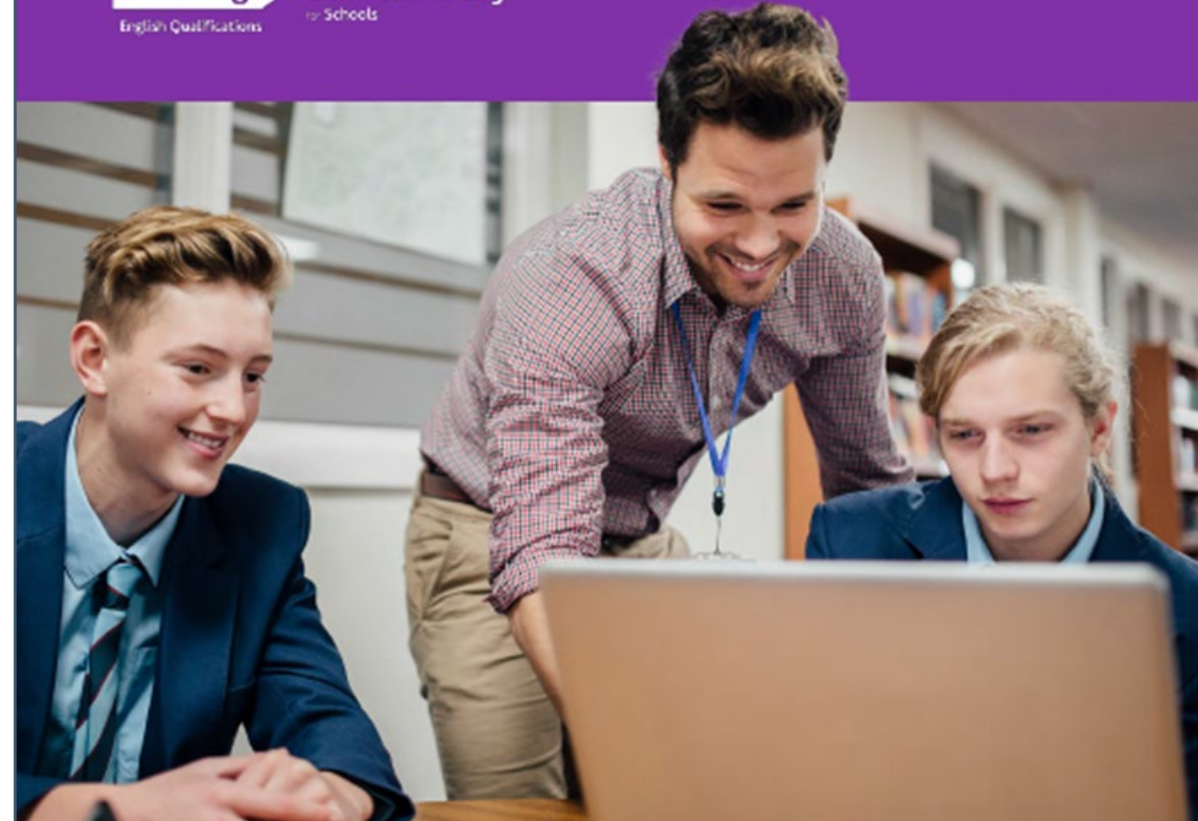
Could you use this with a different vocabulary set?

Vocabulary activities

- 1. What makes you feel...?
- 2. What should I pack?
- 3. My perfect holiday
- 4. Where am I?
- 5. Spot the similarities

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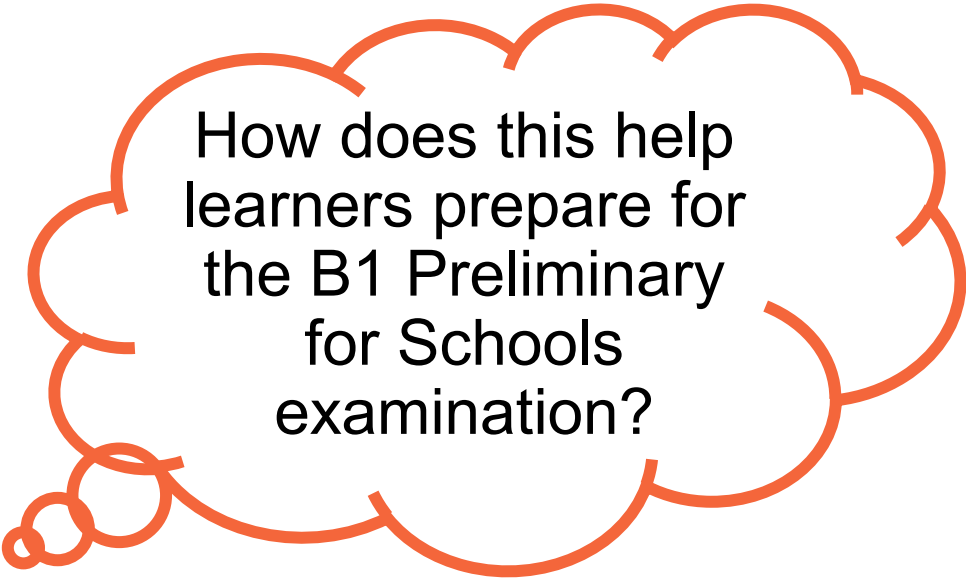
You have 1 minute.
Write as many things
as you can that you can
find **in a house**



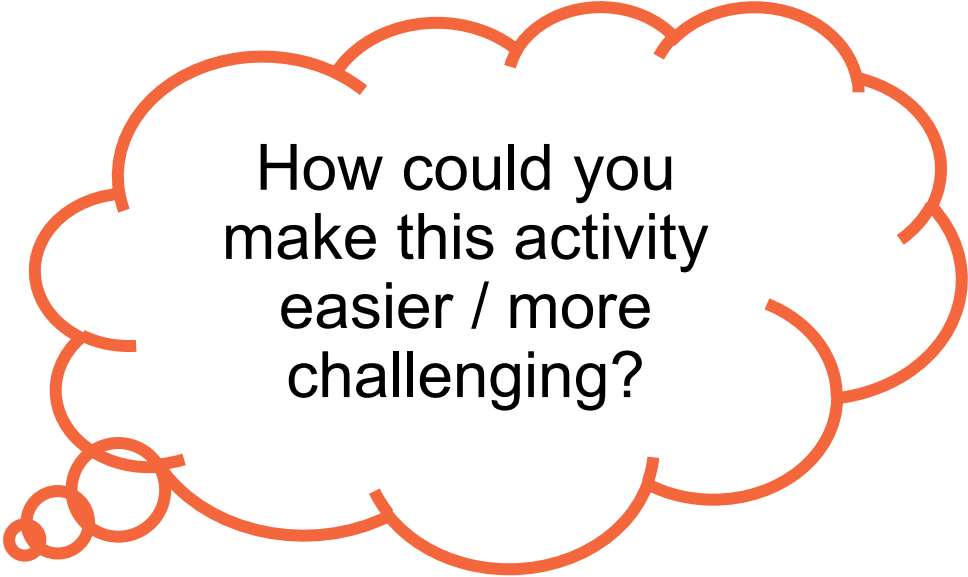


Find similarities
between the pictures



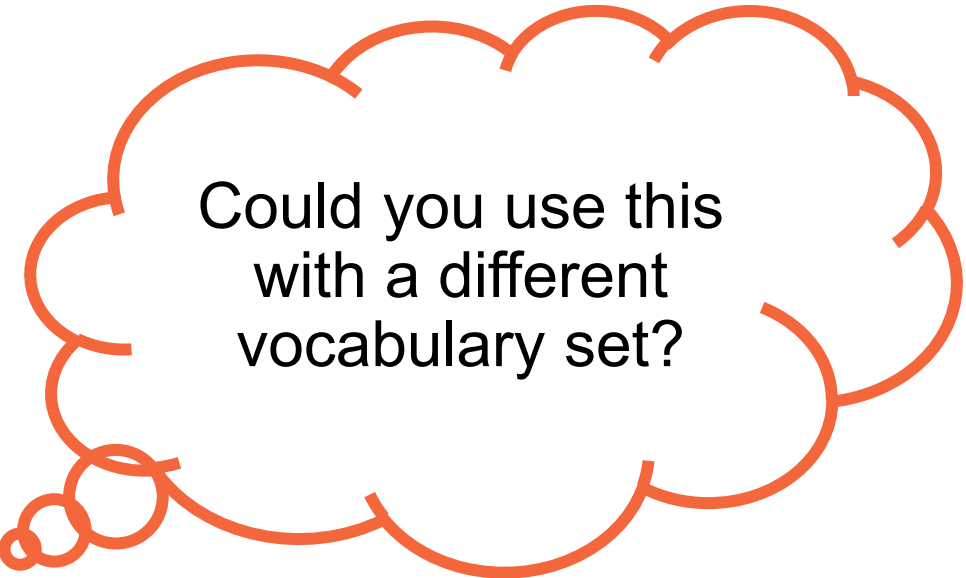


How does this help
learners prepare for
the B1 Preliminary
for Schools
examination?



How could you
make this activity
easier / more
challenging?

*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.*



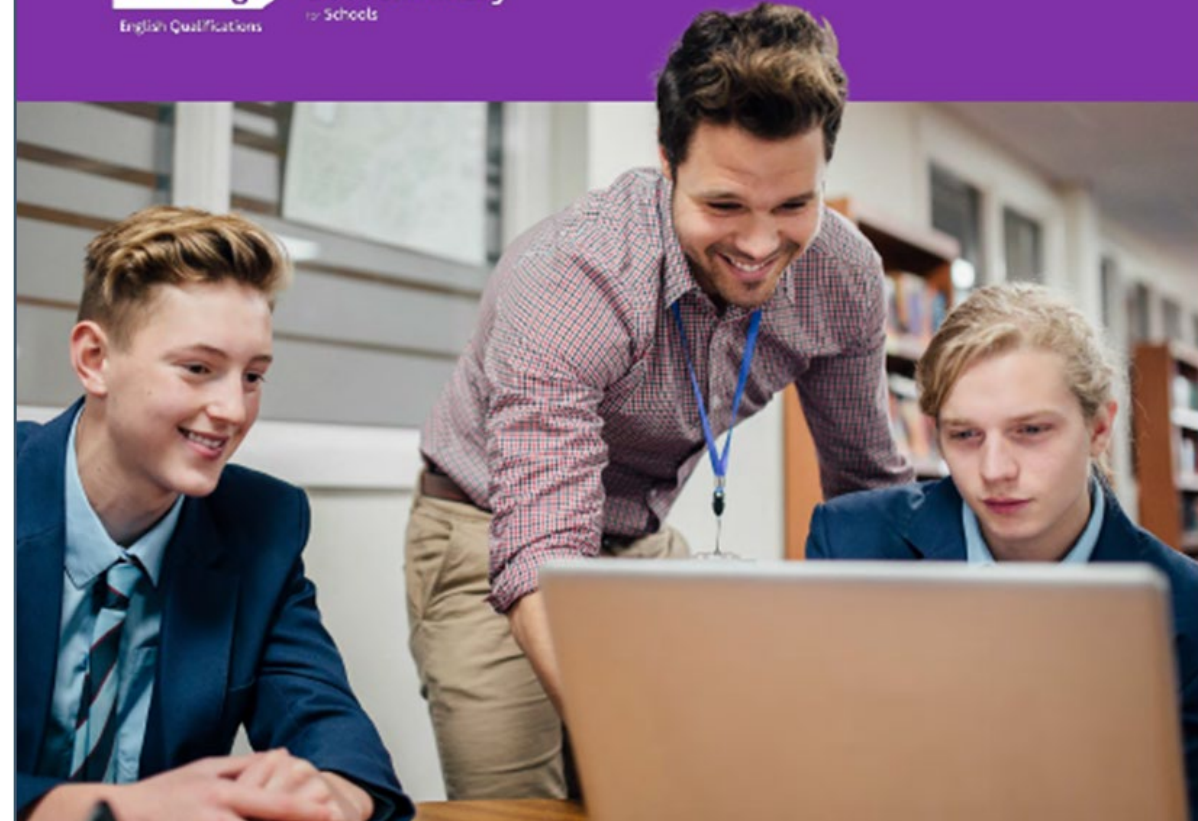
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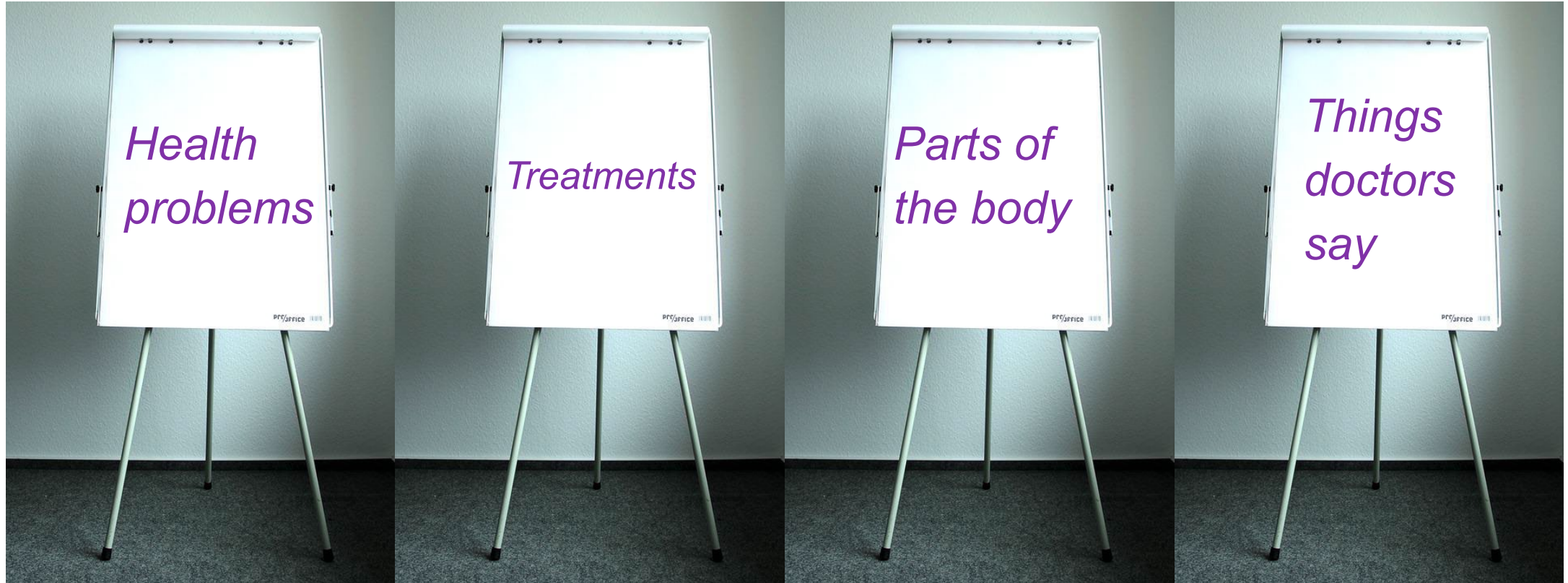
Vocabulary activities

- 1. What makes you feel...?
- 2. What should I pack?
- 3. My perfect holiday
- 4. Where am I?
- 5. Spot the similarities
- 6. Silent movie scene

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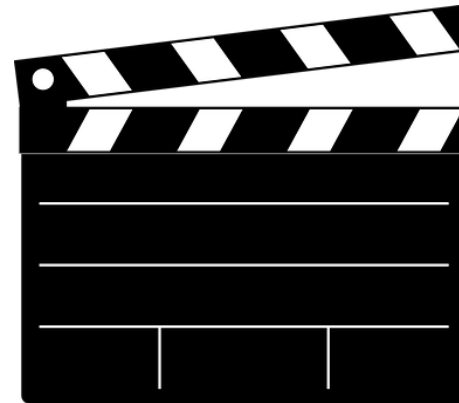
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Watch the silent movie
Guess the script



How does this help
learners prepare for
the B1 Preliminary
for Schools
examination?

How could you
make this activity
easier / more
challenging?

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

Could you use this
with a different
vocabulary set?

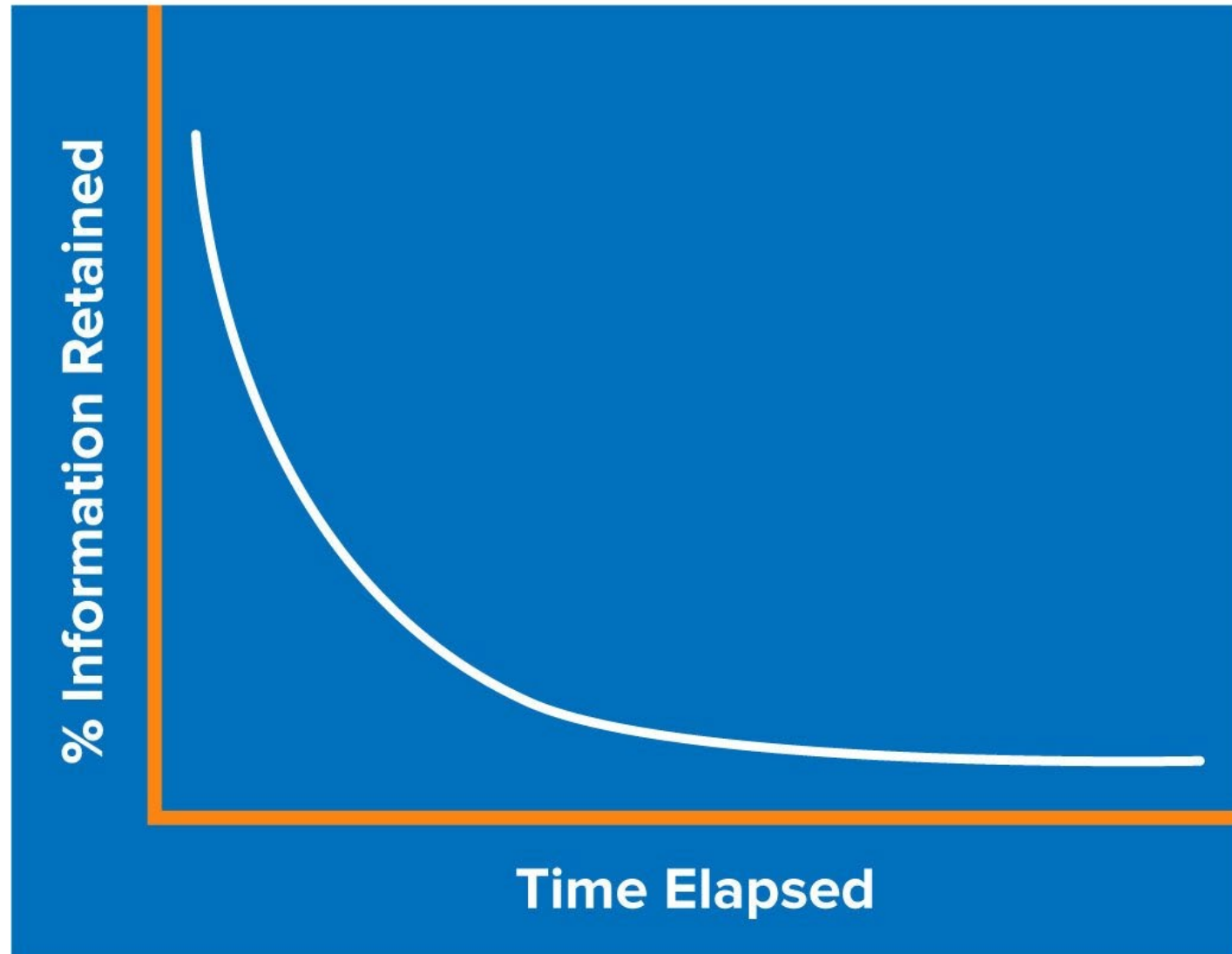
Summary



Key questions

1. How can I help my learners to learn new vocabulary effectively?
2. How can I motivate my students to practise vocabulary they need for the B1 Preliminary for Schools examination?





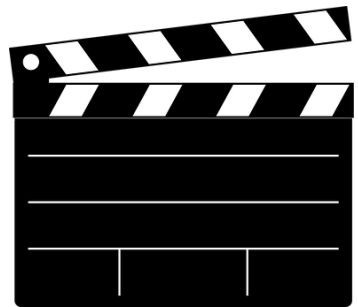
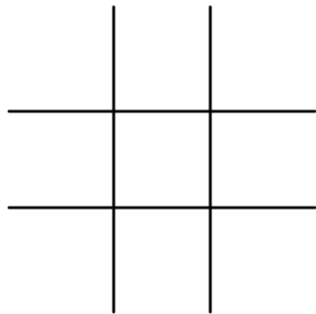
Top tips for teaching vocabulary

1. Be prepared
2. Provide context
3. Find out what they know
4. Provide relevant information
5. Check understanding
6. Help learners to USE language
7. Learn together



Which did you like best?

- 1. What makes you feel...?
- 2. What should I pack?
- 3. My perfect holiday
- 4. Where am I?
- 5. Spot the similarities
- 6. Silent movie scene



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2. My perfect holiday

- Time required:** 15–20 minutes
- Materials required:** Travel/holiday 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.'* Elicit three ways and write them in the first row (e.g. *helicopter, train, bus*).

In the same way, 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.



Cambridge B1 Preliminary for Schools vocabulary booklet, p.10&11

cambridgeenglish.org/Images/648172-b1-preliminary-for-schools-vocabulary-booklet.pdf

Thank you
Any questions?

References and useful links

- **Free Resources for Teachers:**

<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

- **B1 Preliminary for Schools Vocab Booklet:**

<https://www.cambridgeenglish.org/Images/648172-b1-preliminary-for-schools-vocabulary-booklet.pdf>

- **B1 Preliminary / for Schools Vocabulary list:**

<https://www.cambridgeenglish.org/images/506887-b1-preliminary-2020-vocabulary-list.pdf>

- **Background reading on vocabulary lists:**

<https://www.cambridgeenglish.org/blog/updating-the-a2-key-and-b1-preliminary-vocabulary-lists/>





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