



# **Classroom Activities:** Guide for Teachers



## Introduction

Skills for English tests assess candidates' ability to use English in a variety of everyday situations and contexts.

Where teachers and learning providers are using high quality EFL/ESL coursebooks, much of the practice activities in these coursebooks will be relevant to test preparation for the Skills for English tests. You will also be able to use the texts and listening scripts from these coursebooks by adapting these to reflect the task types in the Skills for English tests, such as filling a gapped sentence. You can also use texts and scripts in your coursebooks for many of the classroom activities suggested here. You do not necessarily have to find 'new' texts and scripts for development or extension activities.

The tables below provide you with information about the tests at each of the CEFR levels and give examples of classroom and extension activities which can support test preparation.

The list of topics provided for each level are indicative only. Similarly, the example classroom activities and extension activities are suggestions of activities that can be undertaken in any English language classroom and which can support test preparation.

Activities which have been proposed for a given level can often be used or adapted for use at higher or lower levels. You should use your knowledge of your students and adapt suggested activities as appropriate. Similarly, some activities have been expanded to cover a variety of skills.

For further information about the Skills for English tests please refer to the Skills for English website at <https://skillsforenglish.com/>

# Contents

|  |           |
|--|-----------|
| <b>A1 Speaking and Listening</b>                   | <b>4</b>  |
| A1 Speaking  | 4         |
| A1 Listening                                       | 7         |
| <b>A2 Speaking and Listening</b>                   | <b>11</b> |
| A2 Speaking  | 11        |
| A2 Listening                                       | 13        |
| <b>B1 Speaking, Listening, Reading, Writing</b>    | <b>16</b> |
| B1 Speaking  | 16        |
| B1 Listening                                       | 19        |
| B1 Reading   | 22        |
| B1 Writing   | 25        |
| <b>B2 Speaking, Listening, Reading, Writing</b>    | <b>27</b> |
| B2 Speaking  | 27        |
| B2 Listening                                       | 30        |
| B2 Reading   | 33        |
| B2 Writing   | 36        |
| <b>C1/C2 Speaking, Listening, Reading, Writing</b> | <b>38</b> |
| C1/2 Speaking                                      | 38        |
| C1/2 Listening                                     | 40        |
| C1/2 Reading                                       | 43        |
| C1/2 Writing                                       | 46        |

## A1 Speaking and Listening

# A1 Speaking

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Speaking activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS  | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|--|--|--|--|
| 1    | Part 1 is not assessed   |  |  |  |
| 2    | <p><b>Understanding and responding to questions about self and everyday life</b></p> <p>Skills being assessed include:</p> <ul style="list-style-type: none"> <li>• Talking about likes and dislikes</li> <li>• Talking about habits and routines</li> <li>• Describing mood and feelings</li> <li>• Describing people and places</li> <li>• Describing preferences</li> </ul> | <ul style="list-style-type: none"> <li>• Daily routines, times and days of the week</li> <li>• Family and friends</li> <li>• Where you live, your home, your town</li> <li>• Hobbies and regular activities</li> <li>• Making arrangements, accepting and refusing invitations</li> <li>• Weather, travel food and shopping</li> <li>• Things you can/can't do, things you are going to do and things you did</li> </ul> | <p><b>Bingo:</b> Students draw a small table, 5 rows and 5 columns. They choose numbers from 1 to 100 and put a number in each box. The teacher calls out numbers at random and students put an X in each box where that number appears. The first student to have an X in all boxes is the winner. The game can be adapted to practise any vocabulary item.</p> <p><b>Survey questions:</b> Students work together and compile a list of questions that would help them get to know each other better. These are corrected and agreed by the whole group. The</p> | <p><b>Show and tell:</b> Students bring a favourite object to the classroom, without revealing what the item is and describe it to the group to see if they can guess what it is.</p> <p><b>My favourite room/person/object:</b> Students bring a photo of someone or an object into class and work in groups to talk about the photo they have brought in, describing it and talking about why they like it/him/her.</p> <p><b>Completing a diary:</b> Students work in pairs and complete a blank diary for each other with activities that they do each week.</p> |

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|   |   |  | <p>students then use the survey questions to interview each other. Once completed they can use the answers to tell the group about one of the people they surveyed or alternatively, they can write a short paragraph about one of the people they surveyed and work together to identify and correct any errors.</p>   | <p><b>Film and TV reviews:</b> Students take turns to talk about their favourite films/TV programmes. They can describe their favourite characters and what they do and do not like about them.</p>  |
| 3 | <p><b>Responding appropriately to a situation / context; presenting everyday information in a scenario</b></p> <p>Skills being assessed include:</p> <ul style="list-style-type: none"> <li>• Giving invitations, suggestions and advice</li> <li>• Providing information and descriptions</li> <li>• Shopping, requesting or returning goods</li> <li>• Making appointments, enquiries and bookings</li> </ul> |  | <p><b>Pair work role play activities:</b></p> <p>Students roleplay situations where they exchange information to reach an outcome: for example ordering meal in a café from a menu or asking about various types of food at a grocer's shop. They can either work out the dialogue and write this out and correct it before role playing in front of the group or, alternatively, they can role play in front of the group and then write out the dialogue based on comments and feedback they have had from the group the teacher.</p> | <p><b>Gap fill activities:</b> Students work through a gapped dialogue with formulaic language which can take place in a variety of contexts, for example at a pharmacy, or focusing on specific functions, for example giving an invitation. They work together to write out the dialogue with the correct phrases and then practise the dialogue in pairs. Each pair can focus on a particular scenario or function, and the completed dialogues can be shared with the whole group.</p> <p><b>Drawing activities:</b> One student describes a simple location such as their bedroom. The class attempts</p> |

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|  | <ul style="list-style-type: none"> <li>• Making simple arrangements</li> <li>• Stating where something is</li> <li>• Stating basic problems</li> </ul> |  | <p><b>Group work activities:</b><br/>Students agree on a personality that they would like to invite to the class from a compiled list and make a list of questions they would like to ask the personality. They then role play the interview, with one student pretending to be the chosen person.</p> | to make a simple drawing of where things are. |
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# A1 Listening

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Listening activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|--|---|--|--|
| 1    | <p><b>Listening to short recordings (dialogues and monologues) for specific everyday information and answering 3-option MCQ</b></p> <p>Information being assessed includes:</p> <ul style="list-style-type: none"> <li>Names, addresses, phone numbers, family members and place of stay</li> <li>Numbers, times, days of the week, months and dates</li> <li>Likes, dislikes and needs</li> </ul> | <ul style="list-style-type: none"> <li>Family</li> <li>Likes and dislikes</li> <li>Times, daily routines and weekend/leisure activities</li> <li>Homes, rooms and where you live</li> <li>Using 'can' and 'can't' to express ability and make requests</li> <li>Making, accepting and refusing invitations</li> <li>Making arrangements</li> <li>Making suggestions, accepting and refusing them</li> <li>Talking about current activities</li> <li>Describing people, places and objects</li> <li>Describing basic problems</li> <li>The weather, travel and shopping</li> </ul> | <p><b>Identifying key information from a variety of recorded monologues:</b></p> <ul style="list-style-type: none"> <li>Descriptions of people/places/objects</li> <li>Weather reports</li> <li>Brief announcements (stations/airports)</li> <li>Telephone messages</li> </ul> <p><b>Identifying key information from brief dialogues:</b></p> <p>Listening to two people</p> <ul style="list-style-type: none"> <li>stating likes/dislikes</li> <li>agreeing/disagreeing</li> <li>exchanging information</li> </ul> | <p><b>Listening to different types of everyday announcements and identifying key information:</b></p> <p>Weather reports, travel information at train/bus stations and airports (times or platform changes), phone messages about arrangements or making requests are all examples of relevant listening activities. Students can also be encouraged to write out their own, work in pairs to correct them and then read these out to the whole class.</p> <p><b>Listening to different types of everyday conversations and identifying key message being communicated:</b> Examples include making arrangements, asking and answering questions about events and activities, asking and</p> |



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|   |   |  |   | <p>answering questions about people, places and objects, asking and answering questions about locations of objects or places. Material can be used from coursebooks or recorded from TV or Radio. Alternatively, students can write out their own conversations, correct these in pairs and then read them out to the whole group.</p>  |
| 2 | <p><b>Listening to a conversation between two speakers exchanging information, for example to arrange to meet or selecting food items to buy</b></p> <p>Information being assessed includes:</p> <ul style="list-style-type: none"> <li>• Location of objects in relation to each other: on, under, in</li> <li>• Simple directions and location of places</li> <li>• Making arrangements: times, dates and days</li> </ul> |  | <p><b>Gap fill activity:</b> Listening to two people accomplishing a variety of functions (making arrangements, describing objects, places or people, talking about likes and dislikes) and noting down key information. Recordings from coursebooks can be used for this or alternatively, developed in pairs and then read out.</p> <p><b>Survey questions and feedback:</b> Students work together to compile a set of survey questions. They then use the survey questions to</p> | <p><b>Using video:</b> Students watch short video clips in a variety of settings with the audio down and discuss what each speaker might be saying. Students can then work in pairs and develop the dialogue. As an extension activity, they can read their dialogues to the rest of group and compare their composed dialogues with the actual conversation.</p> <p><b>One sided telephone conversation:</b> Students listen to one side of a telephone conversation and predict what the other speaker might say. In pairs, they then write out the dialogue or</p> |



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|   | <ul style="list-style-type: none"> <li>• Simple agreements and disagreements</li> <li>• Holiday/weekend plans</li> <li>• Simple descriptions</li> </ul>  |  | <p>find out about their partner. In the final stage of the activity, they sum up the information they have collected and tell the whole group about their partner. The group use these short presentations to write answers to the survey question about each individual in the group.</p>   | <p>complete a gapped exercise, share each version with the wider group and practise the dialogue in pairs.</p>  |
| 3 | <p><b>Listening to a longer monologue (phone message, announcement, talk) and identifying key information</b></p> <p>Information being assessed includes:</p> <ul style="list-style-type: none"> <li>• Days, dates and times</li> <li>• Places and locations</li> <li>• Hobbies and activities</li> <li>• Families, friends and daily routines</li> <li>• Simple descriptions of places</li> </ul> |  | <p><b>Gap-fill activity:</b> Students listen to a talk about an everyday topic and complete sentences with key information.</p> <p><b>Using scripts from coursebooks or recorded material:</b> Students read through the script and identify key information by highlighting it. Scripts from coursebooks can also be adapted for gap fill exercises, focusing on a variety of linguistic elements studied in class.</p> | <p><b>Picture dictation:</b> Students listen to brief descriptions as they look at a series of images of the places being described. They locate each place as they listen. They can compare their responses and repeat the activity in pairs with a new set of pictures. Alternatively, students can work in pairs, with one person describing and the other identifying places.</p> |



## A2 Speaking and Listening

# A2 Speaking

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Speaking activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS  | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|--|--|---|--|
| 1    | Part 1 is not assessed   |  |   |  |
| 2    | <p><b>Understanding and responding to direct questions about self and everyday life</b></p> <p>Skills being assessed include talking about:</p> <ul style="list-style-type: none"> <li>• Daily routines</li> <li>• Likes and dislikes / simple opinions and preferences</li> <li>• Personal experiences and future plans</li> <li>• Mood and feelings</li> <li>• People and places</li> <li>• Things you use everyday</li> </ul> | <ul style="list-style-type: none"> <li>• Work and/or studies</li> <li>• General health and well being</li> <li>• Accommodation</li> <li>• Local area, places of interest</li> <li>• Socialising, conversations, exchange of information</li> <li>• Personal opinions</li> <li>• Free time activities and going out</li> <li>• Television and media</li> <li>• Holidays and festivals</li> <li>• Food and ingredients</li> <li>• Shopping, returns and complaining</li> </ul> | <p><b>Quick fire questions:</b> Provide students with a set of topics. Students work in pairs and develop 1, 2 or 3 questions for each topic. These are shared with the group, corrected, and the best selected. They can then be written on separate slips of paper and put into a hat. Students take turns to pull out a question and have 15, or 20 seconds to provide an answer. These can be recorded for correction at a later stage.</p> | <p><b>My favourite room/person/object:</b> Students bring a photo into class and put them up on the board without identifying whom each photo belongs to. Students then take turns to talk about the photo they have brought in, describing it. The group then have to match the description to the correct photo.</p> |

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| 3 | <p><b>Responding appropriately to a situation / context; presenting everyday information in a scenario</b></p> <p>Skills being assessed include:</p> <ul style="list-style-type: none"> <li>• Giving simple descriptions of people, living or working conditions</li> <li>• Describing plans for an outing</li> <li>• Giving invitations, suggestions and advice</li> <li>• Comparing objects and possessions</li> <li>• Giving simple directions</li> <li>• Shopping, returning goods and explaining problems</li> <li>• Making appointments and arrangements</li> <li>• Making enquiries and describing preferences</li> </ul> | <ul style="list-style-type: none"> <li>• Lost and found items, simple emergencies</li> <li>• Enquiries and bookings</li> <li>• Travel, maps, timetables and directions</li> </ul> | <p><b>Planning a holiday:</b> Students are presented with a list of 7 or 8 objects they might take on holiday with them. They work in pairs and choose three that they both agree on. They then present their choices to the whole group and explain why they chose them.</p> <p><b>Planning a journey:</b> Students use a variety of timetables and travel information to plan a journey to a specified place by a specified time within a specified budget. They can then present their solution to the whole group.</p> | <p><b>Role plays:</b> Students work together to write out possible conversations they may have during various daily activities: for example at the supermarket, at the pharmacy, at the doctor's reception or surgery and so on. These are corrected by the group and written out correctly. The students use these scripts for a series of role play activities. These can be recorded for discussion at a later stage.</p> <p><b>Using telephone messages:</b> Student work together to write out a series of common messages they may receive on their phones. They then record these or use their phones to leave message for each other. They use the recordings or the messages to write simple notes to themselves. Alternatively, they can write out responses and record these or send these via their phones to each other.</p> |
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# A2 Listening

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Listening activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS  | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|--|--|---|---|
| 1    | <p><b>Listening to short recordings (dialogues and monologues) for specific everyday information and answering 3-option MCQ; understanding specific everyday information</b></p> <p>Information being assessed includes:</p> <ul style="list-style-type: none"> <li>• Numbers, times and dates</li> <li>• Simple directions and locations of places or objects</li> <li>• Likes, needs and requirements</li> <li>• Agreements and disagreements</li> </ul> | <ul style="list-style-type: none"> <li>• Work and/or studies</li> <li>• General health and well being</li> <li>• Accommodation</li> <li>• Local area, places of interest</li> <li>• Socialising, conversations exchange of information</li> <li>• Personal opinions</li> <li>• Free time activities and going out</li> <li>• Television and media</li> <li>• Holidays and festivals</li> <li>• Food and ingredients</li> </ul> | <p><b>Identifying the purpose:</b><br/>Students listen to a series of telephone messages and identify why each person is calling. Then, for each purpose identified, they write and record a similar message of their own or alternatively a response to the original message.</p> <p><b>Identifying key information, who, where, when and what:</b><br/>Students listen to a series of brief dialogues and identify:</p> <ul style="list-style-type: none"> <li>• Who the speakers are</li> <li>• Where the speakers are</li> <li>• What time of day it is</li> <li>• What they are talking about</li> </ul> | <p><b>Leaving voicemail messages:</b><br/>Students discuss a variety of voicemail messages that they leave or receive regularly. They work together to develop their own voicemail messages. Once corrected by the teacher or in groups, these are then recorded by the students and played to the whole class as a listening activity.</p> <p><b>Agree and disagree pair work:</b><br/>Students discuss a variety of TV programmes/local restaurants, and so on, giving their opinions and saying why they like/dislike each selection. These allow them to practise using phrases to show agreement and disagreement.</p> |

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| 2 | <p><b>Listening to a short conversation between two speakers and identifying key information being exchanged</b></p> <p>Information being assessed includes:</p> <ul style="list-style-type: none"> <li>• Details of a booking for example at a restaurant</li> <li>• Shopping for specific goods, making a selection and discussing merits</li> <li>• Returning goods and complaining</li> <li>• Details of past events and activities, likes and dislikes</li> <li>• Agreements and disagreements between speakers</li> <li>• Simple interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Shopping, returns and complaining</li> <li>• Lost and found items, simple emergencies</li> <li>• Enquiries and bookings</li> <li>• Travel, maps, timetables and directions</li> </ul> | <p><b>Guess the job:</b> Students are provided with short audio clips describing various jobs without saying what the job is. Students have to fit the correct job with the description.</p> <p><b>Following Directions:</b><br/>Students are given a map and follow the directions from the teacher and pinpoint the end destination.<br/>This activity can be adapted to reflect a 'treasure hunt': a hidden treasure on the map which students have to find following clues given by the teacher.</p> | <p><b>Self-Study:</b> Various well-known organisations provide practice material for students learning English. Students can be provided with links to selected websites so that they can work on listening skills on their own.</p> |
| 3 | <p><b>Listening to a short monologue and identifying key information being conveyed</b></p> <p>Information being assessed includes:</p>  |  | <p><b>Note-taking:</b> Student listen to a description of a person, object or place and take notes. They then attempt to recreate the description by using their notes to write short sentences. They complete the task by comparing</p>   | <p><b>Following instructions:</b><br/>Students listen to sets of instructions on how to make something simple, such as a cup of tea, replacing batteries, putting together everyday objects and so on. Students are then given</p>   |

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|  | <ul style="list-style-type: none"> <li>• Key information: dates, times and locations</li> <li>• Suggestions, explanations and reasons for an event</li> <li>• Descriptions of places, events and people</li> <li>• Guidance, and instructions</li> </ul> |  | <p>their sentences in groups and choosing the most accurate. These can then be recorded for practice on pronunciation.</p> | <p>jumbled cards with the instructions and work together in pairs to put the cards in the correct order.</p> |
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## B1 Speaking, Listening, Reading, Writing

# B1 Speaking

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Speaking activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|--|---|--|---|
| 1    | Part 1 is not assessed   |   |  |   |
| 2    | <p><b>Understanding and responding to simple direct questions about yourself, your everyday life</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Reporting factual information</li> <li>• Justifying a viewpoint, giving reasons and explanations</li> <li>• Describing experiences, feelings and reactions</li> <li>• Explaining why something is a problem</li> <li>• Describing people and places</li> </ul> | <ul style="list-style-type: none"> <li>• The self</li> <li>• Family and culture</li> <li>• Work, jobs and routines</li> <li>• Study</li> <li>• Making choices and giving reasons</li> <li>• Hopes and plans</li> <li>• Past experiences</li> <li>• Daily life</li> <li>• The home, the neighbourhood and places to live</li> <li>• Getting things done</li> <li>• Free time and things to do</li> <li>• Media, and everyday concerns</li> <li>• Health and wellbeing</li> <li>• Places of interest and getting there</li> </ul> | <p><b>Listening and drawing:</b><br/>Students work in pairs. One is given a simple picture which they must describe in detail for their partner to draw. The group then reviews all the pictures and chooses the best one.</p> <p><b>Present your partner:</b> Students work in pairs and ask and answer questions in order to get to know each other. These can be based around agreed topic areas. They then take turns presenting their partner to the rest of the group.</p> | <p><b>Predicting vocabulary:</b> Give students the location of a recording/dialogue that they are going to be listening to: for example two people at the cinema. Students work in pairs and make a list of all the words or phrases that they are likely to hear on the recording. These are shared with the group and discussed. Students then listen to the recording and tick off each of the phrases or words that they heard. They then practise the dialogue in pairs using the script. These can be recorded for group analysis and correction at a later date.</p> |

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|   | <ul style="list-style-type: none"> <li>• Describing preferences and giving personal views, beliefs and opinions</li> <li>• Agreement and disagreement</li> <li>• Narrating past experiences</li> </ul>   | <ul style="list-style-type: none"> <li>• Advertising, mobile phones and technology in general</li> <li>• Opinions and reasons for them</li> </ul> |  | <p><b>Vocabulary Tennis:</b> Two students sit face-to-face. They are given a recently studied topic. The first student says a word related to the topic then the other student says a word associated with the first word, and so on. This activity is good for consolidating new topic vocabulary and can be adapted for other levels.</p>  |
| 3 | <p><b>Extended talk: responding appropriately to a situation / context</b></p> <p>Skills being assessed include:</p> <ul style="list-style-type: none"> <li>• Narrating a straightforward description of an event</li> <li>• Explaining the main points of a problem</li> <li>• Expressing thoughts on cultural topics such as films</li> <li>• Comparing and contrasting alternative choices</li> </ul> |   | <p><b>Using photos in the classroom:</b> Provide students with photos taken from magazines and newspapers. Students choose a photograph and, working in pairs, spend some time imagining what the life of the individual in the photo is like. They use their notes to present the individual to the rest of the group.</p> <p><b>Using mobile phones in the classroom:</b> Students can practise leaving voicemail messages, related to current topics, on their own phones (using the voice recording facility which most phones</p> | <p><b>Exploring Reading texts and Listening recordings:</b> Students can choose someone they have read about or someone from a recording they have listened to. They work together and imagine what that individual is like, where they live and so on. They can then present their work to the whole group, talking about this individual's life, activities, hobbies, work and so on.</p> <p><b>Party Planning:</b> In pairs, students are given a particular person for whom they should plan a birthday party: venue / food / music / guests / time and date / theme. They work in pairs and make notes of their</p> |

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|  | <ul style="list-style-type: none"> <li>• Giving advice and providing suggestions</li> </ul> |  | <p>have). These can then be used by other students for a listening activity to identify key information. Students can also write out responses to the message, and record this for their partner in response to the original message.</p> | <p>plans. The plans can then be presented to the rest of the class.</p> |
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# B1 Listening

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Listening activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|--|---|---|---|
| 1    | <p><b>Listening to brief recordings (monologues and dialogues) and understanding of straight forward factual information</b></p> <p>Focus is on comprehension of key/specific information being communicated. Examples include:</p> <ul style="list-style-type: none"> <li>• Everyday life events and activities, work or study</li> <li>• Recorded messages and public announcements</li> <li>• Short broadcasts and radio bulletins</li> <li>• Asking for opinions, agreeing and disagreeing</li> <li>• Requesting and giving information</li> <li>• Making bookings and ordering goods</li> </ul> | <ul style="list-style-type: none"> <li>• The self</li> <li>• Family and culture</li> <li>• Work, jobs and routines</li> <li>• Study</li> <li>• Making choices and giving reasons</li> <li>• Hopes and plans</li> <li>• Past experiences</li> <li>• Daily life</li> <li>• The home, the neighbourhood and places to live</li> <li>• Getting things done</li> <li>• Free time and things to do</li> </ul> | <p><b>Word identification:</b> Give students a series of words or phrases taken from a text that you are going to read aloud (or that they are going to listen to). These can focus on specific aspects of language that the group has been studying. As you read the text, students can cross out each of the words or phrases they hear. To allow for more challenge, you can add words or phrases to the list that are not in the text (or the recording).</p> | <p><b>Group dictation:</b> A chosen text is divided into sentences and each student is given a sentence that they have to dictate to others to write down. These can be corrected by the group.</p> <p><b>Understanding instructions:</b> Each student invents a simple board game for homework. They then describe it to their partner who has to write down the instructions. Each pair can then discuss how to improve the instructions for clarity.</p> <p><b>News clips:</b> Students listen to a variety of news clips and are asked to identify the main points, key people, facts and opinions.</p> |

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| <b>2</b> | <p><b>Listening to a dialogue between two/three speakers</b></p> <p>Focus is on comprehension of main points and specific information. Examples include:</p> <ul style="list-style-type: none"> <li>• Everyday life issues and concerns, including work and study</li> <li>• Familiar and factual matters regarding work, study, or leisure activities</li> <li>• Discussion of issues of everyday interest</li> <li>• Suggestions and predictions of what will happen next</li> </ul> | <ul style="list-style-type: none"> <li>• Media, and everyday concerns</li> <li>• Health and wellbeing</li> <li>• Places of interest and getting there</li> <li>• Advertising, mobile phones and technology in general</li> <li>• Opinions and reasons for them</li> </ul> | <p><b>Ordering stories / events / processes:</b> Choose a story which has several steps or events, or a process. You can write key elements on strips of paper which students have to put in order as they listen to you reading out the story or the process or telling / describing the story / process.</p> | <p><b>Treasure maps:</b> Provide students with maps of a town or an imaginary location where treasure is buried. Give verbal directions from an identified starting point on the map and students listen and follow your directions to locate the treasure. A follow-up activity would be to give each student a different starting point and location of the treasure and students take turns to give directions to the rest of the group.</p> <p><b>Sporting event:</b> Students listen to a short clip about a sporting event or similar. Students are asked to identify what has happened and what could happen next. The same activity could be used with short comedy sketches or cartoons.</p> |
| <b>3</b> | <p><b>Listening to a monologue (talk or presentation)</b></p> <p>Focus is on comprehension of main points and detailed information with some simple</p>  |   | <p><b>Summing up reports:</b> Students listen to a news report or similar and take notes. They work in pairs and reconstruct the report from the notes that they made. They can then read out their 'news</p>  | <p><b>Who am I?:</b> Each student is given the name of a well-known individual. Students work in pairs and take turns asking and answering Yes/No questions</p>   |

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|  | <p>inference of meaning. Examples include:</p> <ul style="list-style-type: none"> <li>• Short narrative and order of events</li> <li>• News reports and descriptions of specific events</li> <li>• Talks about a given topic or how to deal with a situation and detailed understanding</li> <li>• Messages about everyday life, work or study</li> </ul> |  | <p>report' for other groups to judge if they captured the key information.</p> | <p>about the person until they guess who it is.<br/>This idea can also be adapted to 'What am I?' for objects or even places.</p> <p><b>Alternative meanings:</b> Students are given an audio clip to listen to. They are then asked to think of alternative words (synonyms) for key words, which do not alter the meaning.</p> |
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# B1 Reading

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Reading activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|---|---|--|--|
| 1    | <p><b>Reading a series of short, concise texts: messages, emails, letters, signs, notices, adverts and so on</b></p> <p>Focus is on understanding main points or specific information. Examples include:</p> <ul style="list-style-type: none"> <li>• Key information</li> <li>• Purpose of communication</li> <li>• Instructions and what you should do</li> <li>• Changes to plans, dates and activities</li> <li>• Advertising of goods and services</li> <li>• Order confirmation and despatch notices</li> </ul> | <ul style="list-style-type: none"> <li>• The self</li> <li>• Family and culture</li> <li>• Work, jobs and routines</li> <li>• Study</li> <li>• Making choices and giving reasons</li> <li>• Hopes and plans</li> <li>• Past experiences</li> <li>• Daily life</li> <li>• The home, the neighbourhood and places to live</li> <li>• Getting things done</li> <li>• Free time and things to do</li> <li>• Media, and everyday concerns</li> <li>• Health and wellbeing</li> <li>• Places of interest and getting there</li> </ul> | <p><b>Matching activities:</b> Students are presented with a series of short, concise texts and a list of purposes and have to match text with its purpose.</p> <p><b>Jumbled sentences:</b> Students are presented with jumbled sentences which form a paragraph. They work in pairs to put the paragraph back together again. They take turns explaining to the rest of the group their decisions and aspects of the text that helped them organise the sentences.</p> | <p><b>Everyday examples:</b> Students take photos of short brief texts they see every day around them (in shop windows, in magazines and so on) and bring these in for discussion and exploration of format and language used. Students can then practise developing similar texts themselves in pairs.</p> <p><b>Writing own questions:</b> Students are presented with a set of short, concise texts and have to work in pairs to develop a question for the text which they can pass to another pair to answer.</p> |



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| 2 | <p><b>Reading a longer text for information and orientation</b></p> <p>Focus is on understanding global meaning, key information. Examples include:</p> <ul style="list-style-type: none"> <li>• Following a series of events in a simple and direct narrative</li> <li>• Comprehension of instructions or advice, in a manual for example</li> <li>• Comprehension of key information in brochures and similar informational texts</li> </ul> | <ul style="list-style-type: none"> <li>• Advertising, mobile phones and technology in general</li> <li>• Opinions and reasons for them</li> </ul> | <p><b>Missing words:</b> Teachers select a text that has the relevant linguistic features that they have been focusing on in class (tenses, linking words, modal verbs and so on). These have been blanked out. Students have to work together to complete the text. Alternatively key sentences can be removed which help to develop a story. Students work together to write in what they think the missing sentence might say.</p> | <p><b>Reading for key information:</b> Students are given descriptions of families and their holiday requirements. They then look at holiday brochures/websites to find the best accommodation to suit the family's needs – number of bedrooms / disabled access / pool and leisure facilities for a range of ages. They can then either discuss their recommendations or write a letter/email to the family presenting their recommendations.</p> <p><b>Timelines:</b> Students are given a sequence of events that must then be put in a logical order to complete an accurate timeline.</p> |
| 3 | <p><b>Reading a longer text for gist, global meaning, opinions and attitudes, purpose and inference</b></p> <p>Focus is on understanding global</p>  |   | <p><b>Predictions:</b> Considering specific aspects of a text (title, first sentence of each paragraph) and predicting what will come next. Students begin with the title and discuss what they think the text may be about. They make a note of their</p>  | <p><b>Dialogues from stories:</b> Give students a short news story or a narrative where two or more individuals are mentioned. Students read through the text and develop a dialogue between selected individuals. They can then practise the dialogue together and</p>  |

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|  | <p>meaning, key information and simple inference. Examples include:</p> <ul style="list-style-type: none"> <li>• Comprehension of writer's views and opinions in articles</li> <li>• Following a line of argument in a simple discursive text</li> <li>• Understanding of specific information in a factual text exploring a topic</li> <li>• Understanding of inferred meaning</li> </ul> |  | <p>predictions. Similarly, they can read the first or last sentence of each paragraph and predict what the main focus of the paragraph may be and what other information it may contain. They then read the paragraph to see how correct their predictions were.</p> | <p>perform for the rest of the group as a listening activity.</p> <p><b>Identifying inferred meaning:</b><br/>Present students with a variety of articles, news stories and other texts, where there are examples of inferred meaning. Students discuss each and replace the text with what the write meant to say. Alternatively they can read a text and replace the text with what the write might have wanted to infer.</p> |
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# B1 Writing

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Writing activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|--|---|--|---|
| 1    | <p><b>Writing interactional communication with an identified audience to address a variety of purposes</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Writing personal letters and emails, or forum posts</li> <li>• Describing people and places</li> <li>• Describing events or news</li> <li>• Giving opinions and suggestions</li> <li>• Describing feelings and experiences</li> <li>• Asking for information, complaining and providing recommendations</li> </ul> | <ul style="list-style-type: none"> <li>• The self</li> <li>• Family and culture</li> <li>• Work, jobs and routines</li> <li>• Study</li> <li>• Making choices and giving reasons</li> <li>• Hopes and plans</li> <li>• Past experiences</li> <li>• Daily life</li> <li>• The home, the neighbourhood and places to live</li> <li>• Getting things done</li> <li>• Free time and things to do</li> <li>• Media, and everyday concerns</li> <li>• Health and wellbeing</li> </ul> | <p><b>Writing postcards:</b> Students select a photo of a holiday destination and write a postcard describing where they are and what they are doing.</p> <p><b>Weekly diaries:</b> Students keep a weekly diary where they make notes of activities they have done, places they have been to and so on. They can use their note to then write a paragraph describing their impressions and giving their opinions.</p> <p><b>Opinions and Suggestions:</b> Provide students with the question 'What makes an ideal...?' (student/manager/elite sportsperson/teacher...?) and ask them to write their opinions to share and compare with the rest of the group.</p> | <p><b>Writing to self:</b> Students write short letters to their younger selves giving advice.</p> <p><b>Agony Aunts:</b> Students bring in cut outs of problems posed to 'Agony Aunts' in magazines or write their own. These are distributed and each student writes a response to their allocated problem. These are shared, read by the group and the merits of each solution discussed.</p> <p><b>Providing recommendations:</b> Students write an 'insider's guide' to their own neighbourhood for someone visiting for the first time: these can include unofficial information such as where to avoid, or where not to eat.</p> |

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| 2 | <p><b>Writing a piece of discursive communication in response to an issue</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Writing a straightforward connected text, linking ideas</li> <li>• Exploring an issue or writing a review of a film or book</li> <li>• Writing descriptions and providing explanations</li> <li>• Giving opinions</li> <li>• Discussing advantages and disadvantages of a proposal</li> </ul> | <ul style="list-style-type: none"> <li>• Places of interest and getting there</li> <li>• Advertising, mobile phones and technology in general</li> <li>• Opinions and reasons for them</li> </ul> | <p><b>Some people think:</b> Students explore a variety of everyday topics and complete sentences that begin with 'Some people think...'. The opinions can be general, specific or controversial. These are explored as a group and each student chooses one sentence to respond to in writing, exploring the opinion and providing their own position on the topic.</p> <p><b>Correcting sentences:</b> From work that students have already produced, select a series of sentences with errors and others without. You should choose errors that cover areas of language that you have been teaching or the students should be familiar with. Share these with the group one by one and ask for comments from the group on its accuracy. The aim of the activity is to correct any errors and review areas of grammar that the group have been studying. Note this activity can be adapted to suit any of the Skills for English test levels where writing is being assessed.</p> | <p><b>Exploring reading texts and listening recordings:</b> A variety of follow up activities are possible to further explore ideas in reading texts and listening recordings to support writing, including the following:</p> <ul style="list-style-type: none"> <li>• Students choose a sentence that was really meaningful to them and write a short text, explaining why the sentence was meaningful and giving their own opinions. These can then be swapped with partners and discussed and corrected in pairs. They can also be shared with the wider group and the best selected</li> <li>• Students are given opportunities to write persuasive arguments. The teacher supplies a variety of writings with arguments, but the key words are missing. The student must fill in the blanks to provide a sound argument.</li> </ul> |
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## B2 Speaking, Listening, Reading, Writing

# B2 Speaking

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Speaking activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
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| 1    | Part 1 is not assessed   |   |  |  |
| 2    | <p><b>Understanding and responding to questions on general everyday life topics: work, education and society</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Exchanging information and advice</li> <li>• Expressing own ideas and position and responding to arguments precisely</li> <li>• Describing experiences, feelings and reactions in detail</li> <li>• Providing explanations and descriptions</li> </ul> | <ul style="list-style-type: none"> <li>• Working life</li> <li>• Studying and learning</li> <li>• Family life</li> <li>• Films, reviews and the cinema</li> <li>• Hobbies and sports</li> <li>• Culture, festivals and customs</li> <li>• Television, radio and newspapers</li> <li>• Travel, modes of transport and types of accommodation</li> <li>• Climate change, wildlife and the environment</li> <li>• Health and wellbeing</li> <li>• Public and private systems</li> <li>• Science, space and technology</li> </ul> | <p><b>Personal interviews:</b> Ask students to make some notes about themselves and to include 1 or 2 facts which are not true. Students can then take turns being interviewed by the rest of the group. The purpose of the game is for the group to find out which facts were not true.</p> | <p><b>Beginnings and endings:</b> Students work in pairs. One person is given the first half of a short story and the other the second half of the short story. They work together asking and answering questions until both have the full story. They then put the two halves together and read through the whole story. Alternatively, students are given the beginning and the ending to a short story and have to work together to decide what may have happened in the middle. These can then be written up for the whole group to read/correct.</p> <p><b>Persuasive arguments:</b> Students are asked to split into pairs and are given topics on a</p> |

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|   | <ul style="list-style-type: none"> <li>• Responding to hypothesis and evaluating alternatives</li> <li>• Arguing for a position or opinion</li> <li>• Exploring why something is a problem and proposing solutions</li> <li>• Narrating past experiences and commenting on these</li> </ul>   |  |   | <p>global theme. The pairs then decide on an argument to put forward that supports or negates the key points. The class then decides which pair have been the most persuasive.</p>  |
| 3 | <p><b>Extended talk: presenting information in response to a situation / context given on a task card</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Communicating complex information</li> <li>• Providing detailed descriptions and explaining events and experiences</li> <li>• Developing an argument and presenting a viewpoint</li> </ul> |  | <p><b>One-minute talks:</b> Students make a list of possible topics or questions and write these out on individual slips of paper. They then take turns to choose a slip of paper from a hat and have to talk on the topic for one minute. The rest of group listen and provide feedback and suggestions for improvement.</p> | <p><b>One-minute talks:</b> Students work together to come up with a list of 'If I were... (to win the lottery / to imagine a conversation with one of my ancestors / to have dinner with three people I admire / to choose a different career...)' sentences. They then take turns to choose one and talk about it for one minute. Their talk is timed and can be recorded for correction later. The group then decides which talks were the best and why.</p> <p><b>Classroom debates:</b> Students can be divided into groups so that they can put together arguments for or</p> |

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|  | <ul style="list-style-type: none"> <li>• Providing reasons/examples to support own opinion</li> <li>• Providing reasons and support for a position or viewpoint</li> <li>• Giving advantages and disadvantages of various options</li> </ul> |  |  | <p>against a set of statements. Examples include: living in the city versus living in the countryside; do young children need mobile phones?; benefits of online versus face-to-face teaching; pros and cons of reality TV; how to prevent cybercrime?; pros and cons of virtual reality.</p> <p>Alternatively, students can suggest topics of interest for the debates. Each group chooses a speaker to present their case in turn. The groups then can pose questions to each other and raise issues in relation to the presentation. The debate can take any form depending on the group of students in class and their ability level.</p> |
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# B2 Listening

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Listening activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|---|---|--|--|
| 1    | <p><b>Listening to short recordings (monologues and dialogues) about everyday topics and issues</b></p> <p>Focus is on understanding of complex information and inferred meaning about life, work or study. Examples include:</p> <ul style="list-style-type: none"> <li>• Comprehension of key message in recorded messages and public announcements</li> <li>• Identifying speakers' mood, tone, point of view</li> <li>• Comprehension of detailed information in</li> </ul> | <ul style="list-style-type: none"> <li>• Working life</li> <li>• Studying and learning</li> <li>• Family life</li> <li>• Films, reviews and the cinema</li> <li>• Hobbies and sports</li> <li>• Culture, festivals and customs</li> <li>• Television, radio and newspapers</li> <li>• Travel, modes of transport and types of accommodation</li> <li>• Climate change, wildlife and the environment</li> <li>• Health and wellbeing</li> <li>• Public and private systems</li> <li>• Science, space and technology</li> </ul> | <p><b>Find the wrong word:</b> Choose a series of brief texts that you are going to read aloud to the group. Select and adapt specific elements of the text – these can be linguistic or to do with the content of the text so that the handout that students get is slightly different from the one you will be reading out loud. As you read the text aloud, students have to identify what is different between what they see on their handouts compared to what is being read aloud. As an alternative, students can take turns reading out each of the selected texts. This activity can be adapted to use audio recordings you may already have.</p> | <p><b>Using adverts to listen for facts versus opinions:</b> Students listen to radio or TV adverts (available on YouTube for example) for various products and practise noting down key <i>facts</i> about each product (filtering out the language of persuasion/opinions).</p> <p><b>Lectures:</b> Students are given various short lectures covering a wide variety of topics. They identify the main points and practise filling in blanks and note-taking exercises.</p> <p>Note, these can be adapted from any coursebook. Alternatively, you can use resources available on the internet, such as TED talks.</p> |

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|   | short broadcasts, radio bulletins and current affairs programmes   |  |   |   |
| 2 | <p><b>Listening to a dialogue between two or three speakers such as in an interview</b></p> <p>Focus is on understanding specific, detailed information, opinions and attitudes and inferred meaning. Examples include:</p> <ul style="list-style-type: none"> <li>• Comprehension of opinions, attitudes and feelings</li> <li>• Understanding of how a discussion is conducted and agreement / disagreement between speakers</li> <li>• Comprehension of how communication and meaning is negotiated between speakers</li> </ul> |  | <p><b>Using recorded interviews on Radio, TV or the web:</b> Where recorded interviews are publicly available, these can be used as sources for listening practice. Students can use these to practise a variety of skills such as note-taking, identifying key information, opinions, supporting evidence and so on.</p> | <p><b>Using audio books:</b> Audio books can be a good source of listening material which can be exploited in a variety of ways in the classroom for students of different levels of proficiency. They can also be used to support speaking activities by generating discussion, or writing activities, by generating summary or paragraph writing.</p> |

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| <p>3</p> | <p><b>Listening to a talk or presentation exploring a given topic in some depth</b></p> <p>Focus is on understanding key information, main ideas, detailed or specific information, speaker's opinions, attitudes and arguments. Examples include:</p> <ul style="list-style-type: none"> <li>• Distinguishing main themes</li> <li>• Identifying attitudes and opinions</li> <li>• Comprehension of arguments on abstract topics</li> <li>• Following order of events, for example in a description of an experiment</li> </ul> |  | <p><b>Note taking activities:</b> Many universities provide short presentations and lectures on their websites. These can be identified and used by students to practise note-taking. Teachers can construct tasks to focus on specific aspects of the lecture or allow students to take free notes which can then be discussed in class as a group. Radio and TV programs can be used in a similar way. The notes can then be used to reconstruct the talk/lecture.</p> <p><b>Following a structure:</b> Students listen to a recipe or experiment being demonstrated. They are given the key steps of each demonstration and aim to organise the steps into the correct structure whilst listening.</p> | <p><b>Song lyrics:</b> Songs can be used to create interesting gap-fill exercises, where specific aspects of language can be blanked to fit in with what the group have been studying: gapped words can focus on prepositions, tenses or words which rhyme and so on. Students listen to the song and complete the gap-fill exercise.</p> <p><b>Listening for detail:</b> Students are given a simple debate/discussion between two people to listen to. The dialogue contains differing opinions and attitudes. The students note down the supporting arguments, attitudes and opinions of the speakers.</p> |
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# B2 Reading

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Reading activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|---|---|--|--|
| 1    | <p><b>Understanding main message in short, concise texts: film reviews, news reports, web pages, blogs and so on</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Comprehension of complex text and stated and inferred information</li> <li>• Comprehension of specific information</li> <li>• Comprehension of vocabulary in context by using contextual clues</li> </ul> | <ul style="list-style-type: none"> <li>• Working life</li> <li>• Studying and learning</li> <li>• Family life</li> <li>• Films, reviews and the cinema</li> <li>• Hobbies and sports</li> <li>• Culture, festivals and customs</li> <li>• Television, radio and newspapers</li> <li>• Travel, modes of transport and types of accommodation</li> <li>• Climate change, wildlife and the environment</li> <li>• Health and wellbeing</li> <li>• Public and private systems</li> <li>• Science, space and technology</li> </ul> | <p><b>Using the highlighter:</b> Students read through long texts and use highlighters of different colours to identify key and peripheral information.</p> <p><b>Extra sentences:</b> Choose a text that is of interest to your students and relevant in terms of topic and level of demand. To each paragraph add an extra sentence which doesn't quite fit in or is irrelevant to what is being communicated. Students work in pairs to review the paragraphs and identify the irrelevant sentences. They discuss their findings in the group and explore why their chosen sentence was not relevant to the paragraph or text as a whole.</p> | <p><b>Reading for understanding:</b> Provide students with a set of short texts. These can be factual, such as news reports, or narratives/stories. Students choose an individual that is mentioned in the news report or the story and retell what happened verbally to each other as that individual might/would. They can prepare this in pairs and share with the group. . As a final activity, ask students to write a short paragraph as a diary entry as that individual.</p> |

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| 2 | <p><b>Reading a variety of informational documents such as brochures, manuals, letters of instruction, leaflets and so on</b></p> <p>Focus is on understanding of key information, orientation and instruction</p> <ul style="list-style-type: none"> <li>• Understanding different text types including formal correspondence or online postings, personal letters, blogs, emails or forum postings</li> <li>• Identifying relevant sections of text</li> <li>• Identifying and understanding specific information</li> <li>• Locating information</li> <li>• Purposes, opinions and attitudes of the writer</li> </ul> |  | <p><b>Write your own T/F/NG questions:</b> You can use any text for this. As an extra activity to a text that you have been reading in class or for homework, ask students to work in pairs and develop 3-5 True/False/Not Given questions, which they can share with another pair to answer.</p> <p><b>Formal to informal:</b> Provide students with examples of formal emails/letters and ask them to change the style and tone to informal – and vice versa.</p> | <p><b>Skills Matching:</b> Provide students with a variety of descriptions of people and their skills/personalities and a list of possible jobs. Students then match them with a range of jobs/workplaces which require specific skills/personal qualities. Alternatively, students can work in pairs with one person describing someone they know and the other suggesting possible jobs or workplaces.</p> <p><b>News reports:</b> Provide students with various formats/types of texts that are from different sources, such as blogs, internet, magazines and newspapers. Students work together to identify and note the main differences in purpose, opinions and attitudes of the writers.</p> |
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| <p>3</p> | <p><b>Reading a longer, complex, discursive text exploring a topic in some depth: texts can be narrative or factual in nature</b></p> <p>Focus is on understanding of gist, inference, global meaning and specific information. Examples include:</p> <ul style="list-style-type: none"> <li>• Understanding opinions, attitudes and purpose of writer</li> <li>• Reading to locate information including for note-taking purposes</li> <li>• Comprehension of inferred or implied meaning</li> <li>• Following a line of argument in a discursive text or events in a narrative</li> </ul> |  | <p><b>Jumbled texts:</b> A short (20 sentences or so) story, news report or similar piece of writing can be used but select one that is well structured. Each sentence can be put on a separate piece of paper and students work together to reconstruct the text. They can compare their final effort to the actual text and identify where they were successful and why.</p> | <p><b>Reading for bias and fact versus opinion:</b> Use a range of articles from different newspapers which report on the same story/situation/incident. Students use a highlighter to find examples of variation on how a <b>fact</b> has been reported.</p> |
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# B2 Writing

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Writing activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|---|---|---|---|
| 1    | <p><b>Writing interactional communication such as an email, or a forum post, with an identified audience and for a given purpose</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Providing news and views</li> <li>• Giving detailed descriptions of experiences</li> <li>• Stating opinions on a given topic</li> <li>• Asking for and giving advice, suggestions and recommendations</li> <li>• Describing and evaluating places, activities, films and so on</li> </ul> | <ul style="list-style-type: none"> <li>• Working life</li> <li>• Studying and learning</li> <li>• Family life</li> <li>• Films, reviews and the cinema</li> <li>• Hobbies and sports</li> <li>• Culture, festivals and customs</li> <li>• Television, radio and newspapers</li> <li>• Travel, modes of transport and types of accommodation</li> <li>• Climate change, wildlife and the environment</li> <li>• Health and wellbeing</li> <li>• Public and private systems</li> <li>• Science, space and technology</li> </ul> | <p><b>Practise writing for different purposes:</b> Students should practise writing for a variety of purposes including:</p> <ul style="list-style-type: none"> <li>• Complaints to a service provider</li> <li>• Blog posts reviewing films, restaurants, concerts and so on</li> <li>• Informal emails advising, recommending and providing support and information</li> </ul> <p><b>Analysing different styles:</b> Provide students with different types of email and spend time analysing the following:</p> <ul style="list-style-type: none"> <li>• Tone and register</li> <li>• Structure and organisation</li> <li>• Cohesion and coherence</li> </ul> | <p><b>Developing writing from reading and listening texts:</b> You can develop follow up writing activities based on reading an informational or discursive text, or a listening activity:</p> <ul style="list-style-type: none"> <li>• Write an email to a local councillor about the issue in the reading text or recording, discussing the issue and providing solutions</li> <li>• Write a blog post about the issue in the reading text or recording explaining your position</li> </ul> <p><b>Weekly diaries:</b> Students keep a weekly diary and make a note of places they have been to, things they have done, and their opinions and ideas about these</p> |



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|   | <ul style="list-style-type: none"> <li>• Discussing a given problem and proposing solutions</li> </ul>  |  |   | <b>Text Conversion:</b> Students are given a pictorial text, for example, mind map/graph/chart/storyboard, and so on and are asked to convert these into written text.  |
| 2 | <p><b>Writing longer, discursive piece of communication</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Exploring an issue of everyday life</li> <li>• Writing a review of a (for example, film or book)</li> <li>• Developing an argument, with supporting detail</li> <li>• Evaluating different ideas or solutions to a problem</li> <li>• Explaining advantages and disadvantages and giving reasons for own views and opinions</li> </ul> |  | <p><b>Text analysis:</b> Students review a text they have read or the script of a recording they have listened to and analyse the following:</p> <ul style="list-style-type: none"> <li>• Text structure and paragraphing</li> <li>• Organisation of information within paragraphs</li> <li>• Cohesive devices and linking</li> <li>• Tone and register</li> <li>• Introductory paragraphs and concluding paragraphs and the link between them</li> </ul> | <p><b>Exploring reading texts and listening recordings:</b> Students write a response to the author of the text they have read or the speaker in the recording, responding to the topics discussed and giving their own opinions. These can be shared in pairs, discussed and corrected. They can also be shared with the whole group and the best chosen.</p> <p><b>Writing introductions and conclusions:</b> Provide students with a text where either the introduction or the conclusion has been removed. Students work together to compose these paragraphs and compare their efforts with the original. Groups can then share and discuss different approaches</p> |

## C1/C2 Speaking, Listening, Reading, Writing

# C1/2 Speaking

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Speaking activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|--|---|--|--|
| 1    | Part 1 is not assessed   |   |  |  |
| 2    | <p><b>Understanding and responding to questions on general everyday life topics: work, education and society</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Exploring complex issues of an abstract nature and providing a viewpoint</li> <li>• Presenting a course of action and providing advantages and disadvantages</li> <li>• Expressing own ideas and viewpoints and responding to arguments</li> <li>• Arguing for a solution</li> </ul> | <p>At C1 and C2 levels candidates should be able to deal with a variety of complex topics both related to their area of specialism and beyond</p> | <p><b>Handling conflict:</b> Students come up with (or are given) scenarios which may cause conflict in the workplace. They then create dialogues which practise expressing opinion/agreement and disagreement/solutions/negotiation.</p> <p><b>In my defence...:</b> Students take it in turns to act out a role (prime minister/head teacher/managing director of a company) or simply express a controversial opinion whilst in the 'hotseat'. The class questions them using 'what if...?' questions which the individual has to respond to using persuasive language.</p> | <p><b>Post-it shopping:</b> Give students a subject/topic. Split class into small (3 or 4) groups to brainstorm ideas/knowledge onto post-it notes. The group then work together to list subtopics and either select or are assigned a sub-topic: one member of each group 'goes shopping' to other groups to trade/swap ideas which would be better placed in each other's sub-topics. Once each group has a selection of ideas for their sub-topic, they can work together to write a text using the ideas for content.</p> <p><b>Collaborative planning:</b> In small groups, students discuss, plan and create an informative poster</p> |

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|   | <ul style="list-style-type: none"> <li>• Speculating, hypothesizing and evaluating alternatives</li> </ul>  |  |  | <p>displaying all the resources needed and possible pitfalls for any topic of interest, such as a new business start-up or rewilding an open area where they live. , These can be adapted to local needs, for example students can create a poster to deal with a local issue or one at the school. The posters can then be presented to the rest of the group.</p> |
| 3 | <p><b>Extended talk: presenting information in response to a situation / context given on a task card</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Communicating complex information clearly and in detail with a clear structure and appropriate conclusion</li> <li>• Discussing concepts and ideas</li> <li>• Arguing complex issues, presenting points and providing support, reasons and examples</li> </ul> |  | <p><b>Classroom presentations:</b></p> <p>Students work individually or in pairs to develop a 5 minute presentation around a given topic. Topics can be chosen by students themselves or chosen from a selection. Students will need to do some research about their topic which will involve reading and possibly surveys. After having presented to the group, they can write up their research into a short report.</p> | <p><b>Mastermind:</b> Students research a given or chosen topic in detail, then individually go on the 'hotseat' to be questioned by the others in the class (can be adapted for any level). This can be timed and made competitive for fun.</p>  |

# C1/2 Listening

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Listening activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   |
|------|---|---|---|--|
| 1    | <p><b>Listening to short recordings (monologues and dialogues) about everyday topics and issues.</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>Listening for gist, detailed understanding, attitudes and opinions and inferred meaning</li> <li>Understanding of detailed, specific information</li> <li>Following complex interactions between speakers, including disagreements, moods and feelings</li> <li>Understanding implied meaning, identifying attitudes of speakers</li> </ul> | <p>At C1 and C2 levels candidates should be able to deal with a variety of complex topics both related to their area of specialism and beyond</p> | <p><b>Songs to stories:</b> Select songs with lyrics which tell a story. Each student takes notes about what is happening in their song, whilst listening, then uses their notes to create a dialogue or a short story which narrates the events in the song. This can then be developed into a game whereby students listen to and guess which songs are connected to which dialogues/stories.</p> | <p><b>What happens next? / Develop the dialogue:</b> Students watch or listen to the first part of a conversation (this could even be a soap opera) then create the continuing dialogue for what would logically happen next by maintaining the speakers' personalities/viewpoints/conversation and so on.</p> |

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| 2 | <p><b>Listening to an extended dialogue between two or three speakers</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>• Understanding of detailed information, differing opinions, implicit attitudes and feelings, nuances and implied meaning</li> <li>• Following complex interactions between speakers, including debates</li> <li>• Understanding of implied meaning, identifying attitudes of speakers</li> <li>• Understanding of detailed information</li> </ul> |  | <p><b>Listening for influence:</b><br/>Students listen to sports commentators of, for example, the World Cup football, and discuss if they imply support for any particular team. They then analyse the phrases that each commentator uses to suggest their support.</p> <p><b>Listening for opinions:</b> Use World Service radio to find reviews of art/films/theatre/books and so on. Students listen and summarise the reviewer's opinion (positive and negative) of different features/aspects of the item they are reviewing. They then write their own reviews of something they have seen or read.</p> | <p><b>Using podcasts:</b> Ask students to discuss their favourite podcasts with a partner and swap recommendations. Link podcasts to related news stories/events and discuss differing ways of presenting opinions of the same information.</p> |
| 3 | <p><b>Listening to a longer talk, lecture or presentation on a complex topic</b></p> <p>Focus is on:</p>  |  | <p><b>TED talks:</b> TED talks can be used in a variety of ways. They are short and cover a wide range of topics. You could also ask students to propose topics of interest.</p>   | <p><b>TV programmes, films, documentaries, songs:</b> Provide students with a wide variety of recordings from film clips to popular songs. Ask students to identify implied meanings, tone and opinions</p>                                     |

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|  | <ul style="list-style-type: none"> <li>• Understanding of key information and finer points of detail, attitudes and opinions, implied meaning, and arguments presented with supporting evidence</li> <li>• Following lectures and a wide range of recorded and broadcast material</li> <li>• Understanding of detailed arguments</li> </ul> |  | <p>Students listen to the talk three times.</p> <ol style="list-style-type: none"> <li>1. To identify key/main message</li> <li>2. To identify specific detail – either by answering questions or by taking notes</li> <li>3. To identify opinions and factual information</li> </ol> <p>Students can discuss their answers in pairs or groups and then write a similar talk that they can record themselves or deliver to the group.</p> | <p>that the writer is aiming to communicate.</p> <p><b>Debates or public discussions:</b><br/>Students listen to a variety of recordings about different topics and identify the main arguments put forward.</p> |
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# C1/2 Reading

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Reading activities listed below.

| PART | SKILLS BEING ASSESSED  | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT   | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|--|---|--|---|
| 1    | <p><b>Reading series of short, concise texts on a variety of factual and abstract topics</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>Understanding main message, implied and stated</li> <li>Understanding of stated and inferred information</li> <li>Understanding vocabulary or specific phrases used within the context of each text</li> <li>Comprehension of information provided in a wide variety of complex text types</li> <li>Comprehension of vocabulary in context by using contextual clues</li> <li>Comprehension of implicit and explicit attitudes, emotions and opinions</li> </ul> | <p>At C1 and C2 levels candidates should be able to deal with a variety of complex topics both related to their area of specialism and beyond</p> | <p><b>Stated and implied meaning:</b> Students evaluate a newspaper article for political bias. They then re-write the piece with a differing bias.</p> <p><b>Using context for understanding:</b> Ask students to highlight words in a text they don't know. Encourage the skill of using the surrounding words to help deduce the meaning. Alternatively, students can find the root of the word (and connections with other languages) to help work out meaning.</p> <p><b>Identify jargon:</b> Students read texts on specific topics (IT / sports / films, and so on) and highlight jargon associated with the topic.</p> | <p><b>Comprehending emotions:</b> Use short dialogues or drama scripts and ask students to add stage directions which indicate how the 'characters' would express their feelings and emotions.</p> <p><b>Silent movies:</b> Show students short clips of films, with the sound off, in which characters are conversing. Provide enough detail of the context to allow students to create what they imagine the dialogue to be using non-verbal clues.</p> |

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|   |  |  | Alternatively, they can be asked to research words of jargon associated with a given topic they have read about and to bring these into class for discussion.   |  |
| 2 | <b>Reading a longer text for information, orientation and instruction</b><br><br>Focus is on: <ul style="list-style-type: none"> <li>• Understanding of a variety of text types written for information, including formal correspondence or online postings, emails, brochures and manuals</li> <li>• Understanding of detailed complex information, instructions and points of relevance</li> <li>• Understanding of implicit and explicit attitudes and opinions</li> <li>• Reading to locate information</li> </ul> |  | <b>Dialogue gap-filler:</b> Use any dialogue from an advanced coursebook. Take away one speaker and get students to complete what the missing speaker says just by using the one remaining speaker's words.   | <b>Reading for information and comparison:</b> Provide students with texts about their local area in historical times. Students extract the main differences between then and now and develop this into a discursive piece of writing which compares the advantages and disadvantages of living there, then and now.                           |
| 3 | <b>Reading longer discursive text exploring a given topic in some depth.</b><br><br>Focus is on: <ul style="list-style-type: none"> <li>• Understanding of lengthy, detailed, complex texts</li> </ul>   |  | <b>Text analysis:</b> Students read a complex text and analyse the structure of each paragraph (topic sentences, supporting arguments, linking words and coherence, supporting examples and concluding sentences). They then use what they have learned | <b>Wider reading:</b> Encourage students to suggest and bring to class texts that they have read in their everyday life: for example, from newspapers and magazines. These can then be selected to be shared with the group and used in a variety of ways. Students can: <ul style="list-style-type: none"> <li>• Analyse the texts</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Reading for gist, detailed understanding, inference, opinions, attitudes and purpose of writer</li> <li>• Understanding of implicit meaning and ideas</li> <li>• Following an argument with supporting evidence, reasoning and discussion</li> <li>• Reading to locate information including for note-taking purposes</li> </ul> |  | <p>to write a similar text themselves or to analyse a text which they have already written.</p> | <ul style="list-style-type: none"> <li>• Discuss the topics or issues raised in the texts</li> <li>• Practise debating in groups</li> <li>• Write a short summary, highlighting the key points</li> <li>• Write a possible response to the writer</li> <li>• Choose a sentence and write a short text, exploring the sentence further</li> </ul> |
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# C1/2 Writing

**NOTE:** You could adapt similar material available in any coursebooks you may be using for the Writing activities listed below.

| PART | SKILLS BEING ASSESSED   | POSSIBLE TOPICS   | CLASSROOM ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  | EXTENSION ACTIVITIES TO SUPPORT SKILLS DEVELOPMENT  |
|------|---|---|---|---|
|      | <p><b>Writing interactional, digital communication such as an email, or a forum post, with an identified audience and for a given purpose</b></p> <p>Focus is on:</p> <ul style="list-style-type: none"> <li>Communicating in an appropriate tone and style, both formally and informally</li> <li>Providing news and views</li> <li>Giving detailed descriptions of experiences</li> <li>Providing supported opinions on a given topic</li> <li>Giving advice, suggestions and recommendations</li> <li>Evaluating places, activities, films and so on</li> <li>Discussing a given problem and proposing solutions</li> <li>Arguing for a particular position and presenting a case</li> </ul> | <p>At C1 and C2 levels candidates should be able to deal with a variety of complex topics both related to their area of specialism and beyond</p> | <p><b>Practise writing a variety of interactional texts:</b> Students can be encouraged to engage in writing a variety of text types including the following:</p> <ul style="list-style-type: none"> <li>Responses to local councils about everyday community issues</li> <li>Reviews and recommendations, for example, as a blog post</li> <li>Evaluations of proposals and suggestions for improvement</li> <li>Letters to the Editor</li> <li>Letters/emails of application</li> <li>Letters/emails commenting on services, raising issues and providing solutions</li> </ul> <p><b>Collaborative writing for purpose and audience:</b> Each student in a group selects a writing genre (journalistic article/romance fiction/informal voicemail message, and so on). Teachers provide a basic</p> | <p><b>Exploring reading texts:</b> Where classroom readings have been based around a piece of communication, such as a letter from the local council or a webpage, students can compose a response, addressing the points in the letter or the webpage. These can be reviewed and corrected through pair work or group work.</p> <p><b>Behind the scenes travel guide :</b> Students create a guide for their own town/city/village in the style of a travel guide but with all their own personal recommendations which are not necessarily in a traditional travel guide.</p> |

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|  |  |  | narrative outline. Students write the first paragraph in the style of their selected genre, then pass their paragraphs to the next student who writes the next paragraph but in a different genre - and so on. By the end, the complete narrative is displayed comprising a range of genres. |  |
|  | <b>Writing a longer piece of discursive communication,</b><br><br>Focus is on: <ul style="list-style-type: none"> <li>• Writing clear, well-structured texts on complex subjects</li> <li>• Exploring an issue or topic in depth and presenting solutions</li> <li>• Presenting an argument or case with supporting information and / or exemplification, reasons and an appropriate conclusion</li> </ul> |  | <b>Writing to a headline:</b> Students can bring in newspaper headlines which they find interesting. These can be shared with the wider group and explored in some depth. One can then be chosen and students can then write the piece that would address the headline.                      | <b>Project work:</b> Students can choose topics for a piece of project work which can have several elements: <ul style="list-style-type: none"> <li>• Research and reading</li> <li>• Note-taking and summary writing</li> <li>• Presentation of findings to the group and group discussion</li> <li>• Writing up a short discursive piece based on research findings</li> </ul> |



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