CAMBRIDGE

Choice and challenge board for **Primary**	Change words in the text. *Hi! > Hello! park > playground great > cool jump > hop friends > cousins go > ride*	Add words to the text. *Our park is new and great! I can run, jump, hop, skip and play with my friends.*	Change the place/topic. *Hi! Our school is cool! I can learn, read, write and speak with my classmates.*
Add names. *Hi! Green Park is great! I can run, jump and play with my friends Marcos and Julia. Hooray! Let's go to Green Park!*	Write and say the song/poem/text in a different order. *Hooray! I can run, jump and play with my friends! Hi! Let's go today! Let's go the park! Our park is great!*	Make signs for the park. No skateboards Use the bins!	Put yourself in the picture! What are you wearing? What are you doing?
Make word pictures for *park, jump, run* and other park words.	Find another picture of a park. How is it different?	Label the picture with mini sticky notes for the words.	Choose names for the children in the picture. How old are they?
Write words for all the things you can see in the picture, starting with the longest word and finishing with the shortest.	Write speech bubbles for the children.	Think of three things to add to this park. Tell your classmates about your three things.	Choose one of the children in the picture and write about him/her. *Hello! My name's Kathy. I'm eight.*

The Cambridge Experience

Planting trees
by Mark Rotheram, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. *But we soon found that choosing trees is quite complicated.* If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. *That way, the trees would be used to local conditions.* They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. *So we tried to avoid areas where students were very active.* Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. *This could mean the tree had a disease.* And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. *We knew they'd get as much pleasure from them as we had.* And that thought really cheered us up!

What did the teacher say?
What did the students say?

What do you think they typed into the search box?

What different types of trees do you know in English?

Which trees grow naturally in your part of the world?
Apart from space, what other things do trees need?

What do you think is in the school garden?
Why is it important to look after trees?

How long does a tree take to grow tall?

Apart from planting trees, what other things could current students do to make their school a better place?

Which parts of the text are **facts**?

Which parts of the text contain *opinions*?

Source: B1 Preliminary for Schools 2020 Sample Tests Reading

Choice board for **Planting trees**	Find out information online about different things in the text and insert hyperlinks into it so that others can discover more.	Which adjectives might best describe how the students felt at the different stages in the story?	Find 4 famous paintings which show trees and talk about them.
Find a photo to illustrate the text and explain why you chose it. Listen to other students talking about their photo. Compare your photos.	Type 'planting trees' into a search engine. What results do you get? Which news do you get? Which images do you get?	Find five songs that have 'trees' in their title. Listen to them and choose your favourite. .	With a partner, find 5 inspirational quotes containing the word 'tree' and choose the best one and one you don't like. Share your quotes with the class and explain your opinions.
Find out which trees grow naturally in your part of the world.	Make a tree poster for 'Tree Appreciation Day'.	Turn the text into bullet points.	Paste the text into a word cloud generator.
Find out the words for the different parts of a tree and label a picture of a tree.	Make a timeline of the events in a tree's life.	Find out facts about trees then make a quiz for your classmates. .	Write a story about a tree.
With other students, take a photo of all the different trees you see today. Look at the collection. Discuss the differences.	Turn the text into a slide presentation.	Read a tree poem and then write a tree poem.	In groups, talk about other ways to improve your area.