

Vocabulary activity instructions

1A Days of the week / Numbers 0–20

A pairwork spelling activity

LANGUAGE

Days of the week, numbers 0–20

- Give each student a worksheet and tell them to look at the letter snakes. Tell them to find the numbers and days and write them in the correct place in the lists.

a eight, five, twelve, eleven, Thursday, thirteen, twenty, Monday, nineteen, fourteen, Saturday, fifteen, Wednesday

- For **b**, get Sts to complete the two lists with the missing numbers and days.
- Check answers.
- In **c**, get Sts to look at the code and write the words.

c 1 twelve 2 goodbye 3 museum 4 welcome
5 nineteen 6 Saturday

- In **Activation**, each student thinks of three words, days, or numbers and puts them into the code. Put Sts in pairs and tell them to dictate the code numbers to a partner, and he/she works out what the words are.
- Put Sts in pairs and tell them to dictate the code numbers to a partner, and he/she works out what the words are.

1B The world

Filling in information

LANGUAGE

Countries and nationalities

- Give each student a worksheet. Focus on **a**, and tell Sts to complete the name of the country and write the nationality, using the photos to help them.
- Check answers.

a 2 France, French 3 Germany, German 4 China, Chinese
5 Argentina, Argentinian 6 Turkey, Turkish
7 Poland, Polish 8 Mexico, Mexican

- For **b**, tell Sts to identify the countries and nationalities from the photos and complete the sentences.
- Check answers.

b 1 Japan 2 Brazilian 3 Australia 4 African
5 Irish 6 Russia 7 Swiss 8 Czech Republic

- In **Activation**, Sts look at the photos in **a** and **b** and say the countries and nationalities.

1C Classroom language

Completing sentences

LANGUAGE

Common classroom expressions: *What page is it?*, etc.

- Give each student a worksheet. Tell Sts to look at the pictures and complete the conversations.
- Check answers.

- | | | |
|---|----------------|--|
| 1 | Student | How do you say 'kot' in English? |
| | Teacher | It's 'cat'. |
| | Student | How do you spell it? |
| | Teacher | C-A-T. |
| 2 | Teacher | Open your books, please. |
| | Student | What page is it? |
| | Teacher | Eighty-four. |
| 3 | Student | Sorry I'm late! |
| | Teacher | OK. Sit down. |
| 4 | Teacher | Answer the questions. |
| | Student | Can you help me, please? |
| | Teacher | Yes, what's the problem? |
| 5 | Teacher | Do exercise A. |
| | Teacher | Can you match the words and definitions? |
| | Student | I don't understand. |

- For **Activation**, put Sts in pairs and get them to practise the conversations.

2A Things

An anagram activity

LANGUAGE

Things: *key, sunglasses, coin*, etc.

- Explain to Sts that they are going to solve anagrams of common objects and match them to photos. If necessary, write a few anagram examples on the board, e.g. *SITSUE – TISSUE*.
- Give each student a worksheet. Tell Sts to first solve the anagram, and then write it with *a / an* if the noun is singular. Finally, they should match the word to a photo and write the number in the box.
- Check answers.

b a coin 1 **c** a purse 11 **d** a watch 5 **e** a wallet 12
f a file 10 **g** scissors 9 **h** a magazine 6
i a laptop 4 **j** sunglasses 8 **k** a key 2 **l** a diary 3
m a ticket 13 **n** a stamp 14 **o** an umbrella 15

- For **Activation**, put Sts in pairs and get them to cover the words and look at the photos to test each other.

2B Opposites crossword

A crossword activity

LANGUAGE

Common adjectives: *fast, slow*, etc.

- Tell Sts that they are going to solve a crossword. Explain / Elicit the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the opposites of the adjectives given.

- Check answers.

a **DOWN** 2 difficult 4 empty 5 strong 7 light 8 fast 10 dirty 15 high 17 old
ACROSS 3 expensive 6 small 9 cold 11 different 12 short 13 beautiful 14 right 16 good 18 rich

- For **Activation**, put Sts in pairs and get them to cover the crossword and use the clues to test each other.

3A Verb phrases

Matching phrases and verbs

LANGUAGE

Common verb phrases: *listen to music, do exercise, etc.*

- Give each student a worksheet. Focus on the examples and make sure Sts understand them. Then give Sts time to complete the **VERB** column. Highlight that they need to use *do* and *play* twice.
- Check answers.

a 4 have 5 do 6 go 7 drink 8 live 9 read 10 speak 11 take 12 study 13 work 14 listen 15 say 16 wear 17 do 18 play 19 watch 20 like 21 play 22 cook 23 drive

- For **Activation**, Sts test themselves or each other by covering the **VERB** column and saying the phrases.

EXTRA IDEA Put Sts in pairs and get them to take turns making true sentences with the verb and the first collocate in either the positive or negative.

3B Jobs

A crossword activity

LANGUAGE

Jobs: *waiter, pilot, etc.*

- Tell Sts that they are going to solve a crossword. Make sure they remember the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the photos.
- Check answers.

DOWN 1 journalist 2 builder 3 musician 5 hairdresser 7 doctor 8 actor 9 engineer 11 cleaner 13 pilot 16 vet
ACROSS 4 nurse 6 policewoman 10 architect 12 dentist 14 waiter 15 lawyer 17 receptionist 18 soldier

- For **Activation**, put Sts in pairs and get them to test themselves or each other by covering the crossword, looking at the pictures, and saying the jobs.

Practical English 2 Time

Practising writing times

LANGUAGE

Telling the time: *It's one o'clock, It's quarter past eight*

- Give each student a worksheet and get them to look at the pictures. Get them to answer the question *What time is it?* by writing the times for each picture.

- Check answers.

a 2 It's ten past eleven.
 3 It's quarter past two.
 4 It's ten to five.
 5 It's twenty-five to seven.
 6 It's twenty-five past nine.
 7 It's five past one.
 8 It's half past twelve.
 9 It's five to six.
 10 It's quarter to three.
 11 It's twenty past ten.
 12 It's twenty to four.

- Sts test themselves or each other by covering the sentences and asking each other the times.

4A The family

Deciding if sentences are true or false

LANGUAGE

Family members: *father, son, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**.
- Sts look at the family tree and sentences 1–10. Sts write *T* (true) or *F* (false) for each sentence. Monitor and help if necessary.
- For **b**, tell Sts **A** to start by reading sentence 1 to Sts **B**, who must say if the sentence is true or false and correct it if it is false. Sts then swap roles and take turns reading their sentences.
- Check answers.

a **Student A:** 1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 F 9 T 10 T
Student B: 1 F 2 T 3 T 4 F 5 T 6 F 7 T 8 F 9 T 10 F

- For **Activation**, put Sts in pairs and get them to test each other by asking questions, e.g. *Who is Sally's aunt?*

4B A day in the life of a fitness instructor

Telling a story from pictures

LANGUAGE

Everyday activities: *She wakes up at 6.00 a.m.*

- Give each student a worksheet and explain that this is the daily routine of a fitness instructor. Go through the sequence quickly to elicit the verbs. Focus on *-s* for the third person.

- 1 She wakes up at 6.00 a.m.
- 2 She gets up at 6.15 a.m.
- 3 She does exercise.
- 4 She has a shower.
- 5 She gets dressed.
- 6 She has breakfast.
- 7 She goes / cycles to work.
- 8 She gets to work at 9.30 a.m.
- 9 She teaches / works from 10.00 a.m. to 1.00 p.m.
- 10 She has lunch at 1.30 p.m.
- 11 She teaches / works from 3.30 p.m. to 5.30 p.m.
- 12 She goes / cycles home.
- 13 She cooks dinner.
- 14 She watches TV.
- 15 She goes to bed at 10.30 p.m.

- Put Sts in pairs and get them to describe the fitness instructor's day together. Encourage them to add information, e.g. *She has cereal and fruit for breakfast* (picture 6).

EXTRA CHALLENGE Elicit the sequence from the class and ask some extra questions, e.g. *Where does she have lunch? Does she go to work by bus?*

5A More verb phrases

A puzzle, completing verb phrases

LANGUAGE

Common verb phrases: *remember somebody's name, use the internet, etc.*

- Give each student a worksheet and ask Sts to complete the **VERBS** column with the correct verb, which must make sense with the phrase. Focus on the example and count the letters in the verb – there is a space for each letter.
- Check answers.

a 2 use 3 swim 4 send 5 find 6 forget 7 tell
8 meet 9 look for 10 see 11 help 12 give
13 sing 14 take 15 wait for 16 try 17 draw
18 run 19 hear 20 call 21 buy 22 leave
23 paint 24 talk

- For **Activation**, put Sts in pairs and get them to cover the **VERBS** column and test their partner.

5C The weather

A pairwork activity describing the weather

LANGUAGE

Weather words and verbs: *It's sunny, It's raining, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**. Give Sts time to do the first exercise individually, and then check answers.

1 windy 2 sunny 3 cloudy 4 raining 5 snowing

- Focus on **b**. Remind Sts of the question *What's the weather like?* Explain that they are going to ask each other questions in pairs to complete the missing information in the **Weather**

and **Temperature** columns. Point out the example question and answer, and remind them of the word *degrees*.

- In their pairs, Sts take turns to ask and answer questions about the weather.
- When they have finished, Sts should compare charts.

6B Dates

A bingo game activity

LANGUAGE

Dates and months: *the sixth of July, the twentieth of February*

- Each worksheet has eight bingo cards. Make enough copies so each student has a bingo card.
- Tell Sts that they are going to play a bingo game. Give each student a bingo card. Tell them that you will read some dates. If they have the date on their card, they should cross it out. The first student to cross out all the dates should shout *Bingo!*
- Read out the dates at the top of the worksheet at random and tick them off as you go.
- When a student shouts *Bingo!*, check their card to make sure they crossed off the correct dates. The first student to cross out all the dates is the winner.

EXTRA IDEA If Sts need more practice, make some more copies of the cards and the dates and get Sts to play in groups with one of the Sts saying the dates. Remind them to tick off the dates as they read them.

7C go, have, get

Matching verbs and phrases

LANGUAGE

Expressions with *go, have, get*

- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Give Sts time to complete the task individually. Check answers.

Student A 1 go 2 get 3 have 4 get 5 go 6 get 7 go
8 have 9 have 10 go

Student B 1 have 2 go 3 have 4 have 5 go 6 get 7 go
8 go 9 have 10 get

- Focus on **Activation** and get Sts to ask and answer their questions. Remind them to ask for more information and then to 'return' the questions, e.g. *What about you? / And you?*

8B Race around the house

Naming things in the house from definitions

LANGUAGE

Things in the house and furniture, rooms

- Put Sts in pairs and give each pair a worksheet. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit of ten minutes.
- Check answers. Pairs who have all the correct answers win.

1 armchair 2 lamp 3 pictures / paintings 4 mirror
5 bedroom 6 carpet 7 cooker 8 air conditioning
9 stairs 10 cupboard 11 fridge 12 bathroom
13 ceiling 14 washing machine 15 wardrobe 16 shelves
17 garden 18 garage 19 bath 20 central heating

- For **Activation**, tell Sts to cover the furniture words, look at the definitions, and then say the furniture words.

8C Prepositions of place

A describe-and-draw activity

LANGUAGE

Prepositions of place: *on, under, between, etc.*, furniture

- Revise prepositions of place quickly, by making a drawing on the board or using the classroom. Remind Sts of *there is / are*, and *on the right* and *on the left*.
- Tell Sts they will each have a picture of a room which they have to describe to their partner. Their partner will draw furniture and objects into the picture exactly as their partner describes it.
- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Tell Sts **A** to describe what is in Room 1 for Sts **B** to draw in. When they have finished, they swap roles for Room 2.
- Finally, get Sts to look at the originals and compare them with what they have drawn.

9A Food

Naming food from pictures

LANGUAGE

Food: *apple, bread, etc.*

- Give each student a worksheet and tell Sts to use the photos to find one food word for each of the letters. Point out the examples.
- You could do this as a race in pairs. In this case, make sure everyone starts at the same time, and set a time limit.

a apple b bread c carrots e egg f fish
h hamburger i ice cream j juice l lettuce
m mushrooms o onion p peas r rice s sandwich
t tomatoes v vegetables y yoghurt

- Check answers, getting Sts to spell the words.
- For **Activation**, put Sts in pairs, **A** and **B**. Tell Sts **A** to say the first letter of five food words for Sts **B** (with page face down) to guess. Then get them to swap roles.

9C Guess the number

A pairwork activity to practise saying and writing high numbers

LANGUAGE

High numbers: *two hundred and fifty-five, one thousand five hundred, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet. Focus on the list of numbers, and elicit how to say them. Then give Sts time to individually read the sentences and complete them with a number from the list. They should not compare at this point. Monitor and help.
- When Sts have finished, get them to do **Activation** and compare answers. Sts **A** read sentence 1 to Sts **B**. If **B** doesn't agree with the number **A** has chosen, he / she says what he / she thinks the right number is. Monitor and help.
- Check answers. You could ask Sts if they were surprised by any of the answers. Encourage them to say why.

- 2 The total number of countries in the world is one hundred and ninety-six (196).
- 3 A person with a good level of English knows about five thousand (5,000) words.
- 4 A hippopotamus normally weighs about one thousand seven hundred (1,700) kilograms.
- 5 A normal person sleeps for about two thousand nine hundred and twenty (2,920) hours every year.
- 6 A day has eighty-six thousand four hundred (86,400) seconds.
- 7 An Olympic swimming pool has two million five hundred thousand (2,500,000) litres of water.
- 8 Sixty-four million one hundred thousand (64,100,000) people live in the UK.
- 9 The River Amazon is six thousand nine hundred and ninety-two (6,992) kilometres long.
- 10 The novel *Emma*, by Jane Austen, has one hundred and fifty-five thousand eight hundred and eighty-seven (155,887) words.

EXTRA IDEA Ask Sts to look up information on their phones and modify the sentences to create their own. They can choose a book, for example, and look up the number of words on Google.

10A Places and buildings puzzle

Solving a puzzle to find a hidden phrase

LANGUAGE

Buildings and places: *post office, chemist's, etc.*

- Give each student a worksheet. Explain that Sts have to write the answers to the clues in the puzzle. If their answers are correct, they will find a phrase in the shaded area down the middle of the puzzle.
- Get Sts to do **a** and **b** individually or in pairs.
- Check answers.

a 1 post office 2 hospital 3 square 4 church 5 chemist's
6 mosque 7 bridge 8 town hall 9 market 10 theatres
11 museum 12 car park 13 river 14 station 15 art gallery
b Missing phrase: places in the city

- Get Sts to cover the puzzle, look at the definitions, and test themselves.
- For **Activation**, if Sts worked individually, put them in pairs and tell them to cover the puzzle, look at the definitions, and say the words.