

Vocabulary activity instructions

1A Numbers 0–10 and days

A word search puzzle

Copy one worksheet per student.

LANGUAGE

Words for numbers 0 to 10 and days of the week

- Give out the worksheets and tell Sts they must look for the number words from *zero* to *ten* and the days of the week. The words are either horizontal or vertical. Highlight the two examples.
- When they have located the words, focus on **b** and tell Sts to write the numbers and the days in the charts.
- Check answers.

ANSWERS

a

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	O
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	Z	E	R	O	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

b

Numbers:

one, two, three, four, five, six, seven, eight, nine, ten

Days of the week:

Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- For **Activation**, put Sts in pairs, **A** and **B**. Focus on the examples. Tell Sts **A** to start by saying a number 0–10 or a day. Sts **B** then say the next number or day. Then get them to swap roles.

1B Countries

A pairwork activity

Copy one worksheet per pair.

LANGUAGE

Country names; numbers 1 to 10

What's country number 1?

- Revise the country names from the **Vocabulary Bank Countries and nationalities** on p.117. Write the question from **Language** on the board. Model it for Sts to listen and copy the rhythm.
- Put Sts in pairs and give each pair a worksheet. Set a time limit for Sts to label the map with the countries.
- Check answers by getting Sts to say the numbers and the countries, e.g. *Number three is Switzerland*. Follow up by asking Sts to find the general location of their country on the map if it is not one of the countries on the list.

ANSWERS

1 England 2 Germany 3 Switzerland 4 Poland
5 Russia 6 Spain 7 France 8 Italy 9 Egypt 10 Türkiye

- For **Activation**, get Sts to test themselves or a partner by covering the names of the countries, looking at the map, and saying the countries.

PE1 Classroom language

A pairwork activity

Copy one worksheet per student.

LANGUAGE

Classroom language

- Quickly revise the language for teachers and Sts in **Vocabulary Bank The classroom** (Classroom language) on p.118. Then ask Sts to close their books.
- Put Sts in pairs and give out the worksheets. Tell them that they have to fill in the missing word in the speech bubbles. Explain that the lines indicate the number of letters in each word.
- Demonstrate the activity. Point out that the first one has been done for them. Elicit that the teacher wants the Sts to sit down and that the missing word is *down*.
- Set a time limit for Sts to do the activity in pairs.
- Check answers by asking Sts to read the full sentences and questions and to spell the missing word.

ANSWERS

2 Open 3 page 4 Stand 5 Look 6 Close 7 spell
8 repeat 9 Sorry 10 Excuse 11 understand 12 know

2A Nationalities and languages

A gapfill and matching activity

Copy one worksheet per student.

LANGUAGE

Words for countries, nationalities and languages

- Quickly revise countries and nationalities in **Vocabulary Bank Countries and nationalities** on p.117. Then ask Sts to close their books.
- Give out the worksheets. Focus on **a** and point out that the first one (*Brazilian*) has been done for them.
- Get Sts to work individually or in pairs to complete the chart. If Sts work individually, get them to check their answers in pairs. Remind Sts to use capital letters for the first letter and lower case for the rest. Monitor and help where necessary. Check answers.

ANSWERS

China – Chinese The USA – American Egypt – Egyptian
Spain – Spanish Türkiye – Turkish Switzerland – Swiss
Russia – Russian Japan – Japanese Poland – Polish
Italy – Italian Germany – German France – French
Mexico – Mexican

- Now focus on **b** and the pictures. Get Sts, in pairs, to say the nationalities, e.g. *It's Japanese* (the item is sushi). Check answers.

ANSWERS

2 Spanish (castanets) 3 Swiss (penknife) 4 Turkish (flag)
5 Chinese (vase) 6 French (Camembert cheese)
7 Polish (flag) 8 German (car logo) 9 Mexican (cactus)
10 Egyptian (mask of Tutankhamun) 11 American (baseball bat and ball)
12 Italian (scooter) 13 Russian (dolls)
14 Brazilian (dancer)

- Now focus on **c**. Get Sts to complete the sentences individually, then check with their partner.
- Check answers, encouraging Sts to use full sentences when they answer the questions.

ANSWERS

1 Spanish 2 Arabic 3 English 4 French, German, Italian

- Finally, focus on **Activation**. Get Sts to test themselves or a partner by covering the chart, looking at the pictures, and saying the country and nationality.

2B Numbers dictation

A pairwork speaking and listening activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Numbers 11 to 100

- Revise numbers from 11 to 100 by writing a few numbers on the board, e.g. 17, 34, 29, 42, 87, and asking individual Sts to say the numbers. Then reverse the activity by asking Sts to call out numbers. As they do this, write the numbers in numerical form on the board.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.

- Focus on **Your numbers** in the chart and point out to Sts that the first one has been done for them. Give Sts a few minutes to write the numbers on their half of the sheet in words. Monitor and correct any mistakes.
- Now focus on **Activation**. Tell Sts they are going to take turns dictating their numbers to their partners. They must write the numbers they hear in numerals, not in words. Demonstrate by getting a student **A** to read the second number (*twenty-three*). Then tell Sts **B** to write the number on their worksheet (23).
- Sts work in pairs to dictate numbers and write their partner's numbers. When they have finished, they should compare their sheets to make sure they wrote the correct numbers and have spelled them correctly. Monitor while Sts are doing this, make notes of any problems, and review these later with the whole class.

3A Things

A pairwork information exchange activity

Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Words for things in the classroom and small things

What's number 1? *It's a window.*
Is number 2 a board? *Yes, it is. / No, it isn't.*
How do you spell it?

- Revise a few of the words for things in the classroom (**Vocabulary Bank The Classroom** p.118) and small things (**Vocabulary Bank Small things** p.119) by walking around and pointing at or holding up a variety of objects and asking *What's this?*
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Give Sts a minute to look at the photo and read the words on their sheet.
- Give Sts a few minutes individually to write the missing words.
- Tell Sts that they are now going to check their answers with their partner. Demonstrate the activity with a good student. Take the part of student **A** and ask a student **B** *What's number 2?* to get the answer *It's a board*. Get a student **B** to ask you *What's number 3?* And answer *It's a door*. Then say *Is number 4 a coat?* If **B** says, yes then say *How do you spell it?*
- Write the questions and answers from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Sts work in pairs asking and answering questions about the objects. Monitor and check that they are using the article *a / an*. Refer them to the conversation on the board if necessary.
- When Sts have finished, they should compare their worksheets to make sure they have the same words and have spelled them correctly.

4A People and family

A sentence completion activity

Copy one worksheet per student or pair.

LANGUAGE

Words for people and family

- Give out the worksheets and focus on **a**. Tell Sts, individually or in pairs, to look at the pictures and complete the sentences. If Sts work individually, ask them to compare their answers with a partner when they finish.
- Check answers.

ANSWERS

2 woman 3 girl 4 men 5 boy 6 man 7 children
8 women

- Now focus on **b**. Tell Sts, individually or in pairs, to look at the picture and complete the sentences.
- Check answers, encouraging Sts to use full sentences.

ANSWERS

2 husband 3 mother 4 father 5 daughter 6 son
7 sister 8 brother 9 girlfriend 10 boyfriend
11 grandfather 12 grandmother 13 parents
14 grandparents

- Focus on **Activation** and the example. Put Sts in pairs and get them to test each other by asking questions.

4B Colours and common adjectives

A hidden word chain and puzzle

Copy one worksheet per student.

LANGUAGE

Words for colours and opposite adjectives

- Give out the worksheets and focus on **a**. Tell Sts to find and circle the colour words in the word chain. Point out that the first one (*black*) has been done for them.

ANSWERS

blue white grey green red brown pink orange
yellow

- Now focus on **b**. Tell Sts to match the colours in **a** to the objects in the pictures. Note that it is not necessary to teach the words for the objects in order for Sts to complete the exercise.
- Sts work individually, writing the correct colours under each object. When they have finished, ask Sts to compare their answers with a partner. Then check answers. Get Sts to say, e.g. *It's black*, etc.

ANSWERS

2 orange 3 pink 4 red 5 brown 6 green 7 grey
8 yellow 9 white 10 blue

EXTRA CHALLENGE Sts will probably not know all of the English words for the things in the pictures. Teach the words for the things in the pictures and write them on the board: *shoes, carrots, a flamingo, strawberries, chocolate, leaves, an elephant, a banana, a snowman, the sky*. Then get Sts to say sentences, e.g. *The shoes are black, The sky is blue*, etc.

- Now focus on **c**. Ask Sts to look at the first word *difficult* and ask *What's the opposite of difficult?* Point out the answer *easy*.
- Sts work individually completing the puzzle with the opposites of the words on the left.
- Check answers by getting Sts to tell you the opposite of each adjective.

ANSWERS

2 short 3 cheap 4 ugly 5 slow 6 new 7 small
8 bad 9 fast 10 dirty

EXTRA CHALLENGE Get Sts to say full sentences, e.g. *The opposite of difficult is easy*.

- Finally, focus on **Activation**. Put Sts in pairs, **A** and **B**. Tell Sts **A** to say an adjective for Sts **B** to say the opposite. Then get them to swap roles.

5A Food and drink

Naming food from photos

Copy one worksheet per student.

LANGUAGE

Words for food and drink

- Give each student a worksheet and get them to look at the photos. Tell them to write the name of the food or drink for each photo. Point out that the first one (*meat*) has been done for them. Explain that the number of lines indicates the number of letters in the missing word.
- Check answers.

ANSWERS

2 fish 3 eggs 4 butter 5 cheese 6 potatoes
7 rice 8 bread 9 cereal 10 sandwich 11 pasta
12 vegetables 13 fruit 14 sugar 15 chocolate
16 tea 17 milk 18 water 19 (orange) juice
20 coffee 21 yogurt 22 salad 23 wine 24 beer

- Focus on **Activation**. Put Sts in pairs and tell them to cover the words, point to a photo, and test their partner.

5B Common verb phrases 1

A crossword puzzle and gapfill activity

Copy one worksheet per student or pair.

LANGUAGE

Common verb phrases

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to complete the crossword with the verbs that complete the sentences. Point out that the first one (*have*) has been done for them. Explain the terms *down* and *across* by drawing arrows on the board.
- You can make this a race by setting a time limit, e.g. ten minutes.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

ACROSS 2 live 4 need 7 work 8 listen 10 speak
11 eat

DOWN 2 like 3 go 5 drink 6 watch 7 want
9 read 10 study

- Focus on **Activation**. Tell Sts to cover the crossword and say the sentences with the missing verbs. Monitor and help.

6A Jobs and places of work

A pairwork activity

Copy one worksheet per student.

LANGUAGE

Words for jobs and places of work

- Give out the worksheets and focus on the photo and the sentences about Linda. Tell Sts to complete the sentences on the worksheet. They have to write what each person does and where he / she works.
- Give Sts time to complete the missing information and get them to compare answers with a partner.
- Check answers.

ANSWERS

2 journalist; office 3 teacher; school
4 policewoman; street 5 nurse; hospital
6 waiter; restaurant 7 taxi driver; street
8 doctor; hospital 9 receptionist; hotel
10 factory worker; factory

- Now focus on **Activation** and the example. Sts cover the sentences and look only at the photos. They try to remember the people's jobs and where they work.
- You could elicit the information by saying the number of the photo and getting Sts to tell you the person's job and where they work.

6B What's the word?

A vocabulary game

Copy one worksheet per pair.

LANGUAGE

Words used to describe daily activities

- Quickly revise a few common daily activities by asking Sts questions, e.g. *What do you usually do in the morning? What about the afternoon? And in the evening?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank A typical day** on p.125 if necessary.
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the words on the right with the missing letters. Explain that the number of lines indicates the number of letters in the missing word. Point out that the first one (*home*) has been done for them.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

2 work 3 sandwich 4 shopping 5 housework
6 shower 7 dinner 8 have 9 bath 10 gym 11 finish
12 get 13 bed 14 coffee 15 breakfast 16 watch
17 school 18 make

- Focus on **Activation**. Get Sts to cover the **WORD** column and look at the sentences. Sts work in pairs and try to say the sentences including the missing words.

EXTRA IDEA You could make the activity a race by setting a time limit, e.g. ten minutes. The first pair to write all the words correctly wins.

7A Common verb phrases 2:

free time

A gapfill activity

Copy one worksheet per pair.

LANGUAGE

Common verbs phrases: free time

- Quickly revise the verb phrases related to free time by asking a few Sts *What do you usually do in your free time?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank Common verb phrases 2** (Free time) on p.126 if necessary
- Put Sts in pairs and give out the worksheets. Tell Sts they have to complete the **VERB** column on the right with the correct verbs from the list.
- Focus on the example and elicit that the verb that goes with *in the mountains* is *walk*.
- Sts work in pairs to complete the gaps. Monitor and help Sts where necessary.
- Check answers by getting Sts to read out the completed sentences.

ANSWERS

2 meet 3 play 4 go out 5 play 6 do 7 go 8 play
9 swim 10 relax 11 travel 12 stay

- Now focus on **Activation** and get Sts to cover the **VERB** column and look at the sentences. Sts, in pairs, try to say the sentences including the missing verbs.

PE4 Months and ordinal numbers

A secret message puzzle

Copy one worksheet per student.

LANGUAGE

Months and ordinal numbers

- Give out the worksheets and focus on **a**. Tell Sts they have to complete the puzzle with the months of the year. The number of squares for each word and the letters included in the puzzle will help them decide which month to write. Explain that when they have finished the puzzle, they will find the secret message in the shaded column going down. Tell Sts to write these words in the question at the end of the puzzle.

- Sts work individually or in pairs to complete the puzzle. Suggest that they complete the 'easy' months first and then work on the harder ones.
- When they have finished check answers and ask *What is the secret message?*

ANSWERS

2 October 3 June 4 January 5 November 6 April
7 February 8 September 9 March 10 December
11 August 12 July

Secret Message: When is your birthday?

- Now focus on **b** and tell Sts to look at the illustration of a race. Tell Sts to complete the chart underneath the illustration with the ordinal numbers. Focus on the first runner, Mike. Ask *Where is he?* and elicit the answer (*third*).
- Sts work individually to complete the table with the missing numbers.
- Check answers, correcting and practising pronunciation as necessary.

ANSWERS

2 second 4 fourth 5 fifth 8 eighth 9 ninth
11 eleventh 12 twelfth 14 fourteenth 15 fifteenth
16 sixteenth 19 nineteenth 20 twentieth

- Finally, focus on **Activation**. In pairs, Sts cover the table. One student says a runner's name and his / her partner says their order in the race. Then they swap roles.

8B Activities

A labelling activity

Copy one worksheet per student.

LANGUAGE

Activities

- Give out the sheets. Tell Sts to look at the pictures. They are the same pictures as in **Vocabulary Bank Activities** on p.128.
- Tell Sts to write the verb that completes the verb phrases under each one. The first letter(s) is given. Sts can work individually or in pairs and you could make it a race by setting a time limit, e.g. four minutes. Monitor and help Sts if necessary.
- Check answers, getting Sts to spell the verbs.

ANSWERS

2 swimming 3 running 4 doing 5 flying 6 watching
7 going 8 camping 9 painting 10 eating
11 shopping 12 reading 13 cycling 14 sleeping
15 buying 16 travelling 17 going

- Focus on **Activation**. Put Sts in pairs and tell them to look at the activities and talk about their likes / dislikes.
- Get some feedback from various pairs.

9A Common verb phrases 2: travelling

A gapfill activity

Copy one sheet per student.

LANGUAGE

More common verb phrases, verb phrases about travelling

- Quickly revise the verb phrases by asking *What do you do before you go on holiday?* and *What things do you do on holiday?* Sts can refer to the **Vocabulary Bank Common verb phrases 2** (Travelling) on p.126 if necessary.
- Give out the worksheets and focus on the first exercise. Tell Sts they have to look at the pictures and complete the verb phrases with the correct verb. The first letter(s) is given. Point out that the first one (*book*) has been done for them.
- Sts work in pairs to complete in the gaps. Monitor and help Sts where necessary.
- Check answers.

ANSWERS

2 pack 3 leave 4 arrive 5 carry 6 wait 7 travel
8 get 9 wear 10 stay 11 rent 12 phone 13 buy

- Finally, focus on **Activation**. In pairs, Sts cover the verb phrases, look at the pictures, and try to remember the verb phrases.

EXTRA CHALLENGE You could also ask Sts to find other nouns to use in the verb phrases, e.g. *phone your family, a friend, a classmate; buy a T-shirt, presents, food, etc.*

9B Clothes

A sentence-completion activity

Copy one worksheet per student.

LANGUAGE

Clothes

- Quickly revise the vocabulary by asking *What am I wearing?* Sts can refer to the **Vocabulary Bank Clothes** on p.129 if necessary.
- Give out the worksheets. Tell Sts to look at the photos and complete the sentences with the names of the clothes in the photos.
- Sts work individually to complete the gaps. Monitor and help Sts where necessary.
- Check answers, getting Sts to spell the words.

ANSWERS

2 T-shirt 3 shorts 4 trainers 5 sweater 6 skirt
7 socks 8 jacket 9 shirt 10 jeans 11 dress 12 coat
13 suit 14 shoes 15 trousers

- Now focus on **Activation**. In pairs, Sts cover the sentences and test each other by saying what the people in the photos are wearing.

10A Draw it!

A vocabulary group game

Copy one worksheet per group. Cut up one set of cards per group of three or four.

LANGUAGE

Words for things and places in a hotel

- Put Sts in small groups of three or four. Give out a set of cards to each group and ask them to put the cards face down on the desk.
- Demonstrate the activity by choosing an object that is not on the worksheet, e.g. a window, and drawing it on the board. Ask Sts to guess what you are drawing. Don't say anything. Just gesture to indicate if guesses are wrong, right, or nearly right. (Make your drawing very simple to show Sts that even someone who is not an artist can do a simple drawing.)
- Tell Sts that they are going to do the same thing in their groups. They will take turns to pick a card and then draw the word for their classmates to guess. Emphasize that the person doing the drawing must not speak. When a student guesses correctly, that student gets to keep the card. The student with the most cards when all the cards are finished is the winner.

NON-CUT ALTERNATIVE Give out a complete worksheet to each group. Sts take turns to choose a word from the worksheet without letting their classmates know which word they have chosen. They then draw the object on the card for their classmates to guess. When a student guesses correctly, that student writes his / her name on the square with the object. Set a time limit for the activity. The person who has guessed the most objects in that time is the winner.