

A1 worksheets:

Contents and Teacher's notes

In addition to providing support for specific units in the Student's Book, all worksheets can be used for general preparation or practice at any time throughout the course.

Worksheet	Title	Student's Book Units	Timing
1	Grammar words	All units	30 minutes
2	Present Simple – <i>to be</i> (Part A)	Unit 1, Unit 3	30 minutes
3	Present Simple – <i>to be</i> (Part B)	Unit 1	40 minutes
4	Greetings	Unit 1	40 minutes
5	Possessive 's and possessive adjectives	Unit 1	40 minutes
6	Demonstrative pronouns – <i>this, that, these, those</i>	Unit 1	40 minutes
7	Plural nouns	Unit 2	40 minutes
8	Present Simple – 3rd person singular (Part A)	Unit 2	40 minutes
9	Present Simple – 3rd person (Part B)	Unit 2	40 minutes
10	Question words	Unit 2, Unit 3	40 minutes
11	Ordinal numbers and prepositions for time phrases	Unit 2, Survival scenario A, Unit 4	40 minutes
12	<i>a/an, the</i>	Unit 3	40 minutes
13	Prepositions of place	Survival scenario B, Unit 5	30 minutes
14	<i>There is/There are</i>	Unit 5	40 minutes
15	Countries and nationalities	Unit 9, Survival scenario E	40 minutes
16	Frequency words and time phrases	Unit 6	40 minutes
17	Computer language	Survival scenario D, Unit 7	40 minutes
18	Money, currencies, amounts	Unit 8	40 minutes
19	Countable and uncountable nouns – food and drink	Unit 9	40 minutes
20	Requests – <i>can, could</i>	Survival scenario C, Unit 10	40 minutes

1 Grammar words

Overview

Students learn to recognize the parts of speech (*noun*, *pronoun*, *verb*, *adjective*) and basic English sentence structure.

Preparation

Make one copy of the worksheet for each student.

Procedure

- 1 Prepare the board in advance with three columns and head these with the words *noun*, *verb* and *adjective*. Label the table as 'Parts of speech'. Direct attention to the words in the box. Give students time to check vocabulary.

First, ask students to identify a verb from the words in the box. If necessary, provide a demonstration and/or definition for the word *verb* to help get things started (e.g. a verb is usually an action, it is something we do, like *walk* (demonstrate this) and *write* (demonstrate this)). Ask: *There are five verbs in the box. Can you find three of them?* (e.g. *go*, *is*, *meet*, *speak*, *write*)

It is important that you only ask for three words for each category. In a second step, students place the remaining words in the box along with the words they have written down in 1 into the correct categories. You may wish to point out that *be* is a verb that expresses being. It might be helpful to provide a few example sentences on the board so that the context is clear.

Then, repeat the steps for nouns and adjectives, leaving a few words in the box for students to categorize themselves after your presentation and comprehension questions. (For example, *a noun is the name of a person* (say your name and a student's), *place* (name the street/town/country you are in), or *thing* (name objects in the room); *There are five nouns in the box. Can you find three of them?* (company, San Francisco, Mexico, Marie and you).

Add more pronouns to the list on the board (*I*, *we*, *they*, *he*, *she*, *it*) but separate them from the rest of the nouns. Ask: *Are these words nouns? Yes, they can be people, places (it) and things (it)*. Elicit their name (*pronouns*) and write it on the board as a separate header in the column entitled nouns.

Now ask students to put the remaining words in the box.

Go round, monitoring the activity. Then, check answers with the whole class.

- 2 Give students time to read the definitions and check vocabulary. Students match the definition to the group of words that represent the idea.

Check answers with the whole class.

Note: Before checking answers with the class, you may wish to check understanding (e.g. *Is the name 'Sabina' a noun? Yes, it is. Why? Because it's a person. Is the name 'Sabina' a noun or a pronoun? It's a noun. What's the pronoun for 'Sabina'? It's she. Is 'happy' a verb or an adjective? etc).*

- 3 Tell the students they are going to find and underline the nouns, verbs and adjectives in sentences. Write the example on the board and ask for the part of speech. Give students time to read through the sentences and check vocabulary before starting the activity. Go round the class, monitoring the activity. Students compare their answers with a partner before checking answers with the whole class.
- 4 Students put the sentences in the correct order. Students compare their answers with a partner before checking answers with the whole class.
- 5 Go through the instructions with the students. Students first fill in the blanks with the correct parts of language. Go round the class, monitoring the activity. Elicit and check answers.
- 6 Elicit some example sentences from students, then allow them time to complete the sentences about themselves. Help with any vocabulary that they may need. Feedback to the group.

ANSWERS

1 noun: Marie, you, San Francisco, Mexico, company

verb: speak, write, is, go, meet

adjective: excited, new, small, big, good

2 a 3 b 1 c 2

3 a good **b** is **c** Graça **d** He **e** small **f** starts **g** work
h busy **i** big **j** São Paulo **k** staff **l** are

4 a She is busy.

b They start work early.

c Sabina likes team meetings.

d Farhan is a Software Developer.

e Marie has lunch with customers.

5 a *I* = pronoun; *receptionist* = noun

b *work* = verb; *NexxSoft* = noun

c *live* = verb; *New York* = noun

d *company* = noun; *big* = adjective

e *start* = verb

6 Students' own answers

2 Present Simple – to be (Part A)

Overview

Students learn when to use the verb *to be* in the context of introductions and practise making sentences using the correct form of the verb *to be* with and without prompts. They give information (name, job title, company, department) about themselves and two colleagues in a final speaking activity.

Preparation

Make one copy of the worksheet for each student.

Procedure

- Use exercise 1 to establish the topic (introductions). Tell students to imagine they are meeting someone e.g. at a trade fair or networking event for the first time. Quickly elicit topics used in first introductions and write student responses on the board. Ensure that name, job title, department and company name are present as these topics make up the worksheet's focus.
- Establish the context (introductions). Give students time to read through the conversation and check vocabulary. Then, students choose the correct verb form from the box. Check answers with the whole class. If you have a weaker group, you may want to check comprehension first. You can do this by comparing the topics list created on the board in 1 to each corresponding sentence.
- Students complete the table using the correct short or long form of the verb *to be*. Check answers with the whole class. You might have to explain that the short form is used in speech and the long form in writing.
- Students fill in the gaps by choosing the correct short form of the verb *to be*. Have students refer back to 'Work it out' before checking answers with the whole class.
- Tell the students they are going to complete descriptions about the people described in the table using the verb *to be*. Read the information in the profiles and the example with the whole class. Students complete the descriptions. Go round the class, monitoring the activity. Then, students compare their answers with a partner.
Extension: Students take turns to describe the profiles without looking at the sentences.
- Tell the students they are going to write sentences about themselves. Students write sentences using the prompts.
- Tell the students that they are going to write sentences about a colleague. Students write sentences using the prompts.
- Encourage students to talk to each other about their answers to exercises 6 and 7 without looking at their notes if possible. Go round the class, monitoring the activity.
Finish the activity by asking a few students to tell you about their colleagues.

Speaking extension

For stronger groups, introduce the following conversation and the questions *What do you do?* and *And you?*. Then, have students roleplay the situation. Write the conversation on the board so that students can look back at it as a reference during the roleplay.

- A:** Hello. I'm ...
B: Hello. I'm ...
A: Nice to meet you.
B: Nice to meet you, too.
A: What do you do?
B: I'm a/an ... My company is called ... And you?
A: I'm a/an ... My company is called ... Nice meeting you. Goodbye.
B: Nice meeting you, too. Goodbye.

ANSWERS

- 1** Students' own answers
2 a 'm b 's c 's d 's e He f 's g She h 're
3 a am b 're c are d 're e 's f is
4 a 's; 'm b 's; 's c 're; 're d 're; 's e 're
5 a 1 's/is 2 's/is 3 's/is 4 's/is
 b 1 's/is 2 's/is 3 's/is 4 are
 c 1 are 2 're/are 3 're/are 4 's/is
6, 7 and 8 Students' own answers

3 Present Simple – to be (Part B)

Overview

Students learn when to use the negative form of the verb *to be* and how to form closed questions in the context of talking about members of an international project team and their roles. Using the profiles found in the reading, students rewrite sentences using negative forms. They write questions and answers with and without prompts. Taking turns, students practise asking and answering questions about the project team profiles in a final free speaking activity.

Preparation

Make one copy of the worksheet for each student.

Procedure

- Write the two introductory questions in exercise 1 on the board in advance. Quickly introduce the topic (talking about members of an international project team): *Is your company international? Are your company's offices worldwide? Where are your international colleagues based? What is his/her name? Where is she/he from?*
Direct attention to exercise 1. Refer back to the two questions written earlier on the board and provide a model (e.g. *John Sykes is my manager/a colleague. He's from the UK.*)
Students write the answers to the questions in exercise 1 and then tell their partner about two people in their team.
- Direct attention to the memo and read the company information together as a class. Check understanding and then ask students to complete the sentences. Feedback to the group.
If you have stronger students, pair them up and expand the reading activity to include personal and possessive pronouns. For example: *Her name's Sabina Martinelli. She's the Head of Marketing and Sales. Julian's her colleague. He's a Project Manager. Their office is in San Francisco.*
- Refer back to your model on the board and change the information using negative forms (e.g. *John Sykes isn't my colleague. He's my Manager.*)
Direct attention to the 'Work it out (A)' exercise. Students complete the table using the correct negative short form of the verb *to be*. Check answers with the whole class.