



LANGUAGE FOR LEARNING



Scan to review worksheet

Expemo code:
149M-P3AC-7HFQ

1

Warm up

Listen to your teacher and circle the letter that you hear.

- E / I
- G / J
- V / W
- C / K
- K / Q
- B / P
- M / N
- A / E

Which letter names from this exercise have the same vowel sounds as these words?

1. tree /tri/
2. train /treɪn/
3. rice /raɪs/

Work in pairs to spell your name for your partner and listen and write what you hear.



2 Listening



Listen to a teacher and a student in a lesson. Which picture matches their conversation?



A



B



C

Listen again and write the missing words for each question.

1. ... how do you _____¹ the next word? Receive.
2. What does *kettle* _____² ? It's something that you use to heat water...
3. _____³ we say this? I kettle water for tea. No, it's not a verb.
4. What _____⁴ of word is *kettle*? I think it's a noun.
5. How do you _____⁵ *receive*? r-e-c-e-i-v-e.
6. What do you _____⁶ this? It's a teapot.

3 Language point

The teacher asked, "What kind of word is *kettle*?"

All languages have many different kinds of words. These are called parts of speech. We often talk about these in English lessons.

Complete the table with these parts of speech.

adjective / adverb / noun / preposition / pronoun / verb

part of speech	meaning	examples
1	action or state	mean, read, receive, remember, say
2	person or thing	answer, birthday, kettle, man, water
3	describes a noun	electric, good
4	describes a verb or adjective	correctly, sometimes
5	replaces a noun	he, I, we, you
6	connects a word to a noun	for, next to, on



Quick check: in each line, cross out one word that does not belong to the rest of the list. Say what's the same about the other words.

Example: boring, funny, laugh, crazy Laugh is a verb, and the other words are adjectives.

1. at, go, in, on
2. badly, cleanly, rarely, nice
3. sit, eat, food, sleep
4. arrive, boat, bus, car
5. he, him, she, boy
6. love, drink, eat, fight

You need to learn different things about each part of speech. Draw a line to match each part of speech with the items that go with it.

- | | | |
|----------------|-----------|-------------|
| 1. verb | countable | uncountable |
| 2. pronoun | how | how often |
| 3. preposition | regular | irregular |
| 4. adverb | subject | object |
| 5. noun | time | place |

4

Practice

Complete the missing words for each sentence.

1. Sorry, I forgot. How do you _____ your name?
2. What does *electric* _____ ?
3. *Electric* is an _____ that describes the kind of energy that a machine uses.
4. Can we _____ , this kettle uses electric?
5. No, you need to use the _____ *electricity* in this sentence, not the adjective.
6. How do you _____ *electricity*? Does it have two letter *Es* and two letter *Is*?
7. What do you _____ this thing next to the kettle in the picture?
8. Is the _____ *understand* irregular?
9. *Person* is a _____ noun, and the plural form is *people*.
10. Lots of _____ have an *-ly* ending.



5 Speaking



This lesson has covered this information:

- 14 different letter names
- 6 useful questions for the classroom
- 6 parts of speech

You are going to play a game to help you remember this information. You should use a pencil with an eraser for this activity.

On a piece of paper, quickly draw a 5 x 5 grid. In each box of the grid, write one item of information that the lesson has covered. Look at the example, which shows an unfinished grid.

				Can we say this?
	E		adverb	
How do you spell it?				
		J		
	preposition			

Do not copy this grid. Make your own.

Now watch the video your teacher shows you. You will hear the name of a letter, see an answer to a question, or see a sentence with a word underlined. Use your pencil to make a small checkmark in the box on your card that matches what you see. When you have checked five things in a line, say "Bingo!"

Play another bingo game in groups of three or four. Erase the checkmarks on your bingo card. One person should use their grid to give clues to the other people in the group, as in the video. When someone says bingo, change roles and start again.



6

Extra practice/homework

Put the sentences in order to make a dialogue between a teacher and a student.

Student: i-s-l-a-n-d. ____

Student: I think it's a person who lives somewhere. So, can we say my country has many inhabitants? What kind of word is it? ____

Student: It's in the South Atlantic. ____

Student: Where is the ... how do you say the next word? 2

Student: Where is the island located? ____

Student: Yes, I have one more question. In the picture at the top, what do you call this animal? ____

Teacher: Correct, it's near the South Pole. Do you have any questions about vocabulary? What about this word. What does *inhabitant* mean? ____

Teacher: Great. And what's the answer, where's the island? ____

Teacher: Island. The letter S is silent. Read the whole question again. ____

Teacher: It's a countable noun, so that's correct. Now, cover your paper. Can you remember, how do you spell *island*? ____

Teacher: It's a penguin. ____

Teacher: Okay, let's do the next question about the article. Please read the question. 1

Teacher: Well done. It's difficult to remember the letter S in that word. Do you have any more questions? ____



7

Optional extension

Many people need to say letters as part of their jobs. For example, pilots, doctors, and even retail workers need to share important information like flight identification, people's names, or product codes. It is very important to avoid mistakes with this information.

The NATO alphabet uses words which start with the letters of the English alphabet to help people communicate important information. Read the NATO alphabet words from the circle out loud.



- You can use these words in the classroom when you're spelling a word, especially for letter names which are very similar or confusing.
- Which pairs of letters do you think you should use the NATO alphabet for in the classroom?
- Work in pairs to spell a word for your partner using the NATO alphabet and listen and write what you hear.



Transcripts

2. Listening

Teacher: Okay, let's do the next exercise. Can you read the first question, please?

Student: What did the man ... how do you say the next word?

Teacher: Receive.

Student: What did the man receive for his birthday?

Teacher: Great. And what's the answer?

Student: He received a kettle for his birthday.

Teacher: Correct. Do you have any questions?

Student: What does *kettle* mean?

Teacher: It's something that you use to heat water, like if you want to make a cup of tea. Sometimes they're electric, and sometimes you put them on your stove.

Student: Can we say this: I kettle water for tea?

Teacher: That's a good question, but no, it's not a verb. What kind of word is *kettle*? Remember the answer to the question: he received a kettle for his birthday.

Student: I think it's a noun.

Teacher: That's right. Now, don't look at your paper. Can you remember how to spell *receive*?

Student: R-E-C-E-I-V-E.

Teacher: Well done. Lots of native speakers have problems spelling that word correctly.

Student: I have one more question. In the picture, next to the kettle, what do you call this?

Teacher: It's a teapot.



Key

1. Warm up

5 mins.

Read the letters from the key. Repeat each one at least twice. Go through the answers and drill the pronunciation of each pair of letters. Then ask students to categorize the pronunciation of some of the letters from the exercise – the first two items include examples and there is only one item in the third group. Finally, get students to spell their first or last names, or both, for their partners to write. Or they could spell the names of someone famous instead.

1. E
2. J
3. V
4. C
5. Q
6. P
7. N
8. A

Which letter names from this exercise have the same vowel sounds as these words?

1. E, G, V, C, B, P
2. J, K, A
3. I

2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall the missing words. Then play the recording again for them to check.

Drill all the questions and remind students how useful this language is for asking questions in class. You could also remind them that *mean* is a state verb. Tell students that at this level they need to be able to form these (and other) questions accurately, rather than saying inaccurate things like, "How you spell?" If you have time, students could read the tapescript out loud in pairs.

Answer: C

- | | | |
|---------|----------|---------|
| 1. say | 2. mean | 3. Can |
| 4. kind | 5. spell | 6. call |

3. Language point

10 mins.

Parts of speech are defined in this stage. Go over the information and ask students to work in pairs to complete the information in the table. Students will almost certainly have already encountered these items separately in previous lessons. However, depending on your teaching context, students may need extra support to identify the parts of speech, and you may be able to use translation as one strategy to help them. Students could work in pairs to complete the quick check exercise. Encourage students to think hard about the last item!



The next activity extends this concept by reminding students of some of the important language points associated with each part of speech. If you have time, ask students to generate examples of each of the variables. Point out the final piece of advice.

1. verb
2. noun
3. adjective
4. adverb
5. pronoun
6. preposition

A word which does not belong to the rest of the list:

1. *Go* is a verb, and the others are prepositions.
2. *Nice* is an adjective, and the others are adverbs.
3. *Food* is a noun, and the others are verbs.
4. *Arrive* is a verb, and the others are nouns.
5. *Boy* is a noun, and the others are pronouns.
6. *Eat* can only be a verb - the others can be nouns or verbs, depending on the sentence.

Matching:

1. verb → regular → irregular
2. pronoun → subject → object
3. preposition → time → place
4. adverb → how → how often
5. noun → countable → uncountable

4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class. Students should first work alone and then check answers in pairs, using the table to help. Finally, check answers with the whole class.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | | | |
|---------|--------------|--------------|--------|
| 1. say | 2. mean | 3. adjective | 4. say |
| 8. verb | 9. countable | 10. adverbs | |

5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking and listening game (bingo). You can play this game online or face-to-face. Make sure students understand that the aim of the activity is to practice the target language from the lesson.

Go over the instructions about making a 5x5 grid and the example. Sometimes students want to spend a lot of time using their rulers to make a grid but tell them just to draw it freehand to save time. Their grid should be quite large: one side of an A4 piece of paper is good. It's really helpful if students write with a pencil that has an eraser so they can use the grid more than once.

Give students a few minutes to complete their grid, working alone so that each student's grid is different. Monitor and support as necessary. Students should use generic pronouns like *it/this* for the questions, as in the example. There are 26 items in total, so 1 item will be extra.



Then go over the video instructions and play the video. You could stop after each of the first few items to check students are doing the right thing. It's best if students make small checkmarks so they can use their card again. Continue with the video until at least three students have said *bingo*. Students can make lines horizontally, vertically, or diagonally. Players who have said *bingo* already should continue playing.

Note: If you don't have facilities for playing a video, then you can read the transcript out loud yourself, saying everything only twice.

The game can be extended, and the level of challenge increased, by repeating it with students (perhaps the winners) as callers. All students should clean the checkmarks on their cards with an eraser first (leaving the items they originally wrote). In this variation, students work in small groups and one student uses their own card as a prompt to call out items. The caller can read the letters, but they also need to recall/invent responses to evoke the questions or new sentences (or list 3-4 examples as in the Quick check exercise) for the parts of speech, so being the caller is a good challenge. You could demonstrate this with a group for the class before they try it for themselves.

If you want to continue playing in a simpler way, then ask all students to clean their cards with an eraser (leaving the items they originally wrote). Then simply start the video or commentary in a different place and play again.

Monitor and support as necessary and round off the lesson with error correction, including pronunciation. Note: even adult students enjoy winning prizes like sweets or pencils if you're teaching face-to-face. If you're teaching online, perhaps the prize could be choosing some music to listen to at the end of the lesson.

Answers: script

C ... C

I always eat slowly. adverb

That thing next to the kettle is a teapot. What do you call it?

This cake is delicious. adjective

I ... I

I made a cake this morning. noun

A ... A

Teapot is a noun, and it's countable. What kind of word is it?

Q ... Q

W ... W

T-E-A-P-O-T How do you spell it?

N ... N

V ... V

I gave him some tea. pronoun

E ... E

Would you like to sit in this chair? preposition

G ... G

B ... B

K ... K

It's something that you use when you make tea for lots of people. What does it mean?

M ... M



It's pronounced like this: /tipət/. How do you say it?

J ... J

I prefer tea, but he likes coffee. verb

P ... P

No, that's wrong. It's an irregular verb. Try again. Can we say this?

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. Teacher: Okay, let's do the next question about the article. Please read the question.
2. Student: Where is the ... how do you say the next word?
3. Teacher: Island. The letter S is silent. Read the whole question again.
4. Student: Where is the island located?
5. Teacher: Great. And what's the answer, where's the island?
6. Student: It's in the South Atlantic.
7. Teacher: Correct, it's near the South Pole. Do you have any questions about vocabulary? What about this word. What does *inhabitant* mean?
8. Student: I think it's a person who lives somewhere. So, can we say my country has many inhabitants? What kind of word is it?
9. Teacher: It's a countable noun, so that's correct. Now, cover your paper. Can you remember, how do you spell *island*?
10. Student: i-s-l-a-n-d.
11. Teacher: Well done. It's difficult to remember the letter S in that word. Do you have any more questions?
12. Student: Yes, I have one more question. In the picture at the top, what do you call this animal?
13. Teacher: It's a penguin.

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students become acquainted with the NATO alphabet, which could be a useful option as a strategy to repair communication mistakes or avoid them altogether.

There is no need for students to memorize the whole alphabet, but they might want to remember a few words to avoid misunderstandings, for example GOLF and JULIETT or ECHO and INDIA. Note: The words in the NATO alphabet are spelled so that they can be pronounced more easily by non-native speakers of English; ALFA is not a mistake!