ACTIVITY 1 · Step 1 · Present · Step 2 · Practice · Step 3 · Recycle

Word Cards

1. Left half: the word, its strong syllable in capitals, and a tick for what you need to do with it.
2. Right half: the meaning in your own words or your language, a true sentence about you, and a silly memory trick.
3. Cut out the cards and fold them in the middle. Look at the word, say the meaning, then turn the card over to check.

WORD commute STRESS comMUTE ☑ I need to use it ☐ I only need to know it	MEANING travel to work and back MY EXAMPLE I commute by train, about forty minutes each way. MEMORY TRICK on the train my phone is on mute	WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK
WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK	WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK
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WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK	WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK
WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK	WORD STRESS ☐ I need to use it ☐ I only need to know it	MEANING MY EXAMPLE MEMORY TRICK

More than 12 words? Print this page twice. Keep the cards in an envelope: you need them for activities 6 and 7.

ACTIVITY 3 · Step 1 · Present · Step 2 · Practice · Step 3 · Recycle

Fold-Over Check

1. Fill in columns A, B and C for every new word, straight after the lesson. In C, copy a sentence from the lesson and leave a gap for the word.
2. Fold column A back. Read B and C and say the word. Tick Try 1 if you were right.
3. Open it, then fold B back. Read each word and explain it out loud. On two other days, fold and test again: that is Try 2 and Try 3.

#	A · Word	B · Meaning (my words or my language)	C · Example with a gap	Try 1	Try 2	Try 3
1	commute	travel to work and back	My _____ is only ten minutes.	☑	☑	
2				☐	☐	☐
3				☐	☐	☐
4				☐	☐	☐
5				☐	☐	☐
6				☐	☐	☐
7				☐	☐	☐
8				☐	☐	☐
9				☐	☐	☐
10				☐	☐	☐
11				☐	☐	☐
12				☐	☐	☐
13				☐	☐	☐
14				☐	☐	☐

With a partner: your partner holds your sheet, reads column B and you say the word. Then swap.

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ACTIVITY 4 · Step 1 · Present · **Step 2 · Practice** · Step 3 · Recycle

Gap Swap

A Write seven true sentences about your life. Each sentence uses one new word, but write _____ instead of the word. Write the missing word in the Answer column.

B Fold the Answer column back and swap sheets with your partner. Write the word you think is missing, then guess: is the sentence true or false?

#	My true sentence, with a gap	My partner's word	True?	Answer
1	I _____ to work by train, about forty minutes each way.	travel	T	commute
2			T · F	
3			T · F	
4			T · F	
5			T · F	
6			T · F	
7			T · F	
8			T · F	

C Open the fold and check. Ask about one sentence that surprised you.

On your own? Fold the answers back and do your own sheet again next week. It still works, because you have forgotten more than you think.

ACTIVITY 5 Step 1 · Present **Step 2 · Practice** Step 3 · Recycle

Question Builder

A Turn six new words into real questions for your partner. The starters help.

How often do you ...? | When did you last ...? | Have you ever ...? | What's the best way to ...?
Would you rather ... or ...? | Why do people ...? | What would you do if ...? | What do you think about ...?

Word	My question	My partner's answer (short notes)	Follow-up question
commute	How long is your commute, and what do you do on the way?	50 min by bus, podcasts	Which podcast?

B Ask your partner your six questions. Write short notes, and ask one follow-up question each time.

C Write three sentences about your partner. Use a new word in each one.

ACTIVITY 6 · Step 1 · Present · Step 2 · Practice · **Step 3 · Recycle**

Spaced Review Tracker

Why these four days?

A new word fades fast in the first days. Each time you bring it back just as it starts to fade, it stays longer. Five minutes on each review day is enough.

R I remembered the meaning without looking. U I used it in a sentence, out loud or in writing.



1. Write your words and today's date under Day 1. Write the other three dates now, so you know when to review.
2. On each review day, cover the meanings on your cards or on page 2. Say what each word means, then say a sentence with it. Tick R and U.

#	Word	Day 1 date ____	Day 2 date ____	Day 7 date ____	Day 30 date ____
1	commute	☑ R ☑ U	☑ R ☑ U	☑ R ☐ U	☐ R ☐ U
2		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
3		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
4		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
5		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
6		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
7		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
8		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
9		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
10		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
11		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
12		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
13		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U
14		☐ R ☐ U	☐ R ☐ U	☐ R ☐ U	☐ R ☐ U

Still tricky on Day 7? Write the word here, make a new card and give it a new memory trick.

ACTIVITY 7 Step 1 · Present Step 2 · Practice **Step 3 · Recycle**

Six Warm-Ups

Start each lesson with one of these, with words from two or three lessons ago. Cards 2 and 6 need your word cards from page 1.

1 Brain Dump

2 min **Alone** Any word list

- Set a timer for two minutes.
- Write every word from the list that you can remember.
- Check with your cards. Circle the words you forgot: they come first in your next review.

EXAMPLE
9 of 12 words in two minutes. Forgot: overtime, colleague, deadline.

2 Meaning First

3 min **Pairs** Any word list

- Student A reads the meaning on the back of a word card.
- Student B says the word. Then swap after five cards.
- Put the cards you both missed in a pile for next time.

EXAMPLE
A: “To travel to work and back.” B: “Commute!”

3 Odd One Out

3 min **Pairs** Any word list

- Write four words from the list. Three have something in common: a topic, a sound or the grammar.
- Your partner finds the odd one out and says why.
- Any good reason wins a point, even if it isn't yours.

EXAMPLE
salary, colleague, deadline, commute: colleague, because it is the only person.

4 Finish My Sentence

3 min **Pairs** Any word list

- Student A starts a true sentence that needs a new word and stops just before it.
- Student B finishes it with the right word.
- Swap after five sentences.

EXAMPLE
A: “Every morning I spend an hour on my …” B: “… commute.”

5 Rank Them

3 min **Alone, then pairs** Any word list

- Choose five words. Put them in order, from “I'll use this every week” to “I'll probably never say this.”
- Tell your partner your first and last word, and why.

EXAMPLE
First: deadline, I hear it every day. Last: overtime, my company doesn't pay it.

6 Three-Card Story

3 min **Pairs** Any word list

- Turn over three word cards.
- Tell your partner a 30-second story, true or invented, with all three words.
- Your partner says which word was the hardest to fit in.

EXAMPLE
commute, salary, deadline: “On my commute I got an email about my salary …”

Cut out the cards and keep them with your word cards. Tick the warm-ups you have played: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

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ACTIVITY 8 · Step 1 · Present · Step 2 · Practice · **Step 3 · Recycle**

Use It This Week

Choose three words from your list that you really want to use. Plan where you will use them this week, then do it. Two cards: one for this week, one for next week.

Use It This Week

Name _____ Week of _____

	My word	Where I'll use it	Day I used it	What happened?
1				
2				
3				

Ideas for where: in a message to a friend, in a work email, with a colleague, in a shop, in my diary, in a voice note.

Spotted outside class: a word from my list that I heard or read this week, and where.

Bring this card to the next lesson and tell the class what happened.

CUT HERE

Use It This Week

Name _____ Week of _____

	My word	Where I'll use it	Day I used it	What happened?
1				
2				
3				

Ideas for where: in a message to a friend, in a work email, with a colleague, in a shop, in my diary, in a voice note.

Spotted outside class: a word from my list that I heard or read this week, and where.

Bring this card to the next lesson and tell the class what happened.