

Vocabulary activity instructions

Classroom language

- Give each student a sheet. Focus on each section and elicit / drill the meaning and pronunciation of each phrase.
- If Sts wish, they can write a translation of each phrase alongside it. You could get Sts to test themselves or each other by covering the phrase and looking at the translation.
- Tell Sts that these are phrases that you expect Sts to always use in English, and be strict about not letting them say them in their L1.

Extra idea

- You could copy and enlarge this sheet and put it up in the classroom to remind Sts to use the phrases.

1A Food and cooking

A card game

Sts define words / phrases for other Sts to guess. Copy and cut up one set of cards per pair or small group.

Language

food and cooking

- Put Sts in pairs or small groups. Give each pair or group a set of cards face down or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from the Vocabulary Bank *Food and cooking*. Describe it to the class, e.g. *It's the type of meat which comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word on the card in their definition.
- Sts put the cards face down. They play the game, taking turns to pick up a card and describe the word / phrase. Sts describing the word / phrase mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished his / her description before trying to guess the word.

Extra idea

- You could get Sts to play this in groups as a competitive game. Sts who correctly guess the word first keep the card. The student with the most cards at the end of the game wins.

Non-cut alternative

- Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Sts take turns to describe the words / phrases to their partners until they guess the correct answer.

1B Personality

An information gap activity

Sts define words to help their partner complete a crossword. Copy one sheet per pair and cut into **A** and **B**.

Language

personality adjectives

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's sheets. Explain that **A** and **B** have the same crossword but with different words missing. They have to define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in Vocabulary Bank *Personality*. Make sure Sts understand the difference between *across* and *down*. Remind them that they can't use any part of the word in their definition.
- Sts take turns to ask each other for their missing words (e.g. *What's 1 down? What's 3 across?*). Their partner must define / describe the word until the other student is able to write it in his / her crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelt them correctly.

2A Money

A gap-fill activity race

Sts complete sentences. Copy one sheet per pair.

Language

money

- Put Sts in pairs and give out the sheets. Focus on the instructions. Set a time limit, e.g. three minutes. Tell the Sts that they have to complete as many gaps as they can within the time limit. The first pair to complete all the phrases correctly wins.

Extra idea

- You could get Sts to do the exercise individually and compare their answers with a partner. Then check answers.

Extra support

- Give Sts a few minutes to revise the money vocabulary in Vocabulary Bank *Money* before they start.

2 worth 3 live off 4 pay (very much) for 5 earn
6 pay back 7 note 8 from 9 waste 10 save 11 pay by
12 lend 13 debt 14 bill 15 inherited 16 charge
17 cash machines 18 mortgage 19 tax 20 account

3A Transport

A pairwork information gap activity

Sts describe their pictures to each other and find the ten differences between them. Copy one sheet per pair and cut into **A** and **B**.

Language

transport

- Put Sts in pairs, ideally face to face and give out the pictures. Make sure Sts can't see each other's pictures.
- Explain that they both have the same pictures, but they have been changed so that there are ten differences.
- Tell **A** to start describing their picture starting on the left side, while **B** listens for differences. When **A** has reached the centre of the picture (the middle of the road, where the policeman / woman is) they swap roles.
- Continue until one pair has found the ten differences. Then let Sts compare their pictures.
- Elicit the ten differences from the class.

Extra idea

- **Fast finishers can compare their pictures and write down some of the differences.**

- 1 **A** The door of the taxi is open and the driver is reading a paper.
B The door of the taxi is closed and the driver is drinking from a can.
- 2 **A** A policeman is directing the traffic.
B A policewoman is directing the traffic.
- 3 **A** The double-decker bus is in front of the lorry transporting sheep.
B The lorry transporting sheep is in front of the double-decker bus.
- 4 **A** There is one person on the scooter.
B There are two people on the scooter.
- 5 **A** The car at the junction in the background has a sofa on its roof.
B The car at the junction in the background doesn't have anything on its roof.
- 6 **A** There are three black taxis parked at the right-hand side of the road.
B There are two black taxis and a white van parked at the right-hand side of the road.
- 7 **A** There's a cycle lane on the left-hand side of the road.
B There are parking spaces on the left-hand side of the road.
- 8 **A** A woman and a child are crossing the street.
B A woman and a dog are crossing the street.
- 9 **A** There's a 30 mph speed limit sign.
B There's a 20 mph speed limit sign.
- 10 **A** There's an entrance to an Underground station.
B There's a parking sign.

3B Dependent prepositions

Gap-fill race

Sts complete sentences with dependent prepositions. Copy one sheet per student.

Language

dependent prepositions

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to write as many prepositions in the missing preposition column as they can within the time limit. Check answers.

2 about 3 to 4 with 5 to 6 in 7 about 8 of 9 for
10 on 11 for 12 between 13 about 14 to / for 15 in
16 to 17 with / about 18 to 19 for 20 of

- Focus on **b**. Give Sts time to revise and then test themselves.

5A Sport

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

sport

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit. The first pair to write all the words correctly wins.

2 circuit 3 court 4 spectators 5 hockey 6 warm up
7 get injured 8 stadium 9 draw 10 referee 11 diving
12 golf 13 work out 14 train 15 win 16 players
17 kick 18 coach 19 fan 20 sports hall

5B Relationships

A vocabulary gap-fill activity

Sts complete different texts about relationships in the past simple tense. Copy one sheet per pair. Cut each sheet into three stories.

Language

relationships, past simple

- Put the Sts into pairs and give them a few minutes to read the first story, *My best friend at school*, and then complete the numbered spaces with the correct verbs in the list.
- Check answers and write them on the board.
- Now give each pair an **A** and **B** story.
- Give Sts a time limit to read their story and complete it with the past simple of the verbs in the list.
- Go round monitoring to check that they are completing their stories correctly.
- Ask the students to read the story they have just completed to their partner.
- Get whole class feedback and write the answers on the board.

My best friend at school

2 felt 3 became 4 got on 5 were 6 lost touch
7 left 8 got in touch

A My parents

2 fell in love with 3 got to know 4 went out together
5 proposed 6 got married 7 celebrated

B My disastrous date

2 fancied 3 asked 4 gave 5 asked (me) out
6 didn't get on 7 had

6A Cinema

An information gap activity

Sts define words / phrases to help their partner complete a crossword. Copy one sheet per pair and cut into **A** and **B**.

Language

words associated with the cinema

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's crosswords. Explain that **A** and **B** have the same crossword but with different words missing. They have to define words to each other to complete their crosswords.
- Give students a minute to read their instructions. If Sts don't know what a word means, they can look it up in Vocabulary Bank *Cinema*. Make sure Sts understand the difference between *across* and *down*.
- Sts take turns to ask each other for their missing words (e.g. *What's 1 down? What's 1 across?*). Their partner must define the word until the other student is able to write it in his / her crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelt them correctly.

6B The body

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

words associated with the body

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit. The first pair to write all the words correctly wins.

2 stomach 3 eyes 4 mouth 5 hair 6 knees 7 nose
8 tongue 9 toes 10 clap 11 smile 12 nod 13 smell
14 touch 15 whistle 16 throw 17 tastes 18 ears
19 back 20 stare

7A Education

A team game

Sts have to explain the difference between two words / phrases. Copy and cut up one set of cards.

Language

words associated with education

- Divide the class into two teams (or more if you have a lot of students).
- Give a card to each team. Give Sts a minute to decide what the difference is between the two words or phrases.
- Write the two words / phrases on each team's card up on the board.

- A spokesperson from each team takes turns to try to explain the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly before having their own turn.
- Then give each team another card.
- Keep a record of each team's points on the board. The team with the most points wins.

Bring somebody up is to look after a child and teach him/her how to behave. It's usually done by parents / family member.

Educate is to teach somebody at school / university.

A **state school** is run by the government and is usually free. You have to pay to go to a **private school**.

Pupils study in a **primary / secondary school**.

Students study at a university, college, or evening class.

A **teacher** teaches in any school apart from university.

A **professor** teaches in a university. He / She is usually a head of department.

Terms are one of the three periods of the year during which classes are held in schools, universities.

Semesters are the two periods that the school / college year is divided into, especially in the USA.

A **secondary school** is for children aged between 11-16 years in the UK.

A **primary school** is for children aged between 4-11 years in the UK.

Pass an exam is to achieve the required standard in an exam or test.

Fail an exam is the opposite.

Learn is to get knowledge or a skill.

Study is to spend time learning about something.

Be punished is to make someone suffer because they've done something bad or wrong.

Be expelled is to officially make somebody leave school because they have done something wrong.

A **boarding school** is a school where pupils eat, sleep, live, and study.

A **school** is a place where children go to be educated.

Take an exam is the same as do an exam.

Retake an exam is to do an exam again because you've previously failed it.

Do homework is to do the work given by teachers at home.

Do housework is to do the work involved in taking care of a home, e.g. cleaning, cooking, etc.

A **single sex school** is a school for either boys or girls, but not both.

A **mixed school** is a school for both boys and girls.

A **graduate** is a person who has a university degree.

A **student** is a person who studies at university or college.

A **compulsory subject** is one you have to study.

An **optional subject** is one that you can choose to study or not.

History is a subject which is the study of past events at school or university.

A **story** is a description of events and people that a writer has invented in order to entertain.

IT stands for Information Technology, which is a subject at school or university.

PE stands for Physical Education, which is a subject at school or university.

A **head teacher** is a person who is in charge of a school.

A **teacher** is a person who teaches in any school apart from a university.

A **university** is a place where you can study for a degree or do research.

A **college** is often what universities are called in the U.S.

A **mark** is the result of a test or exam, given as a number.

A **grade** is the result of a test or exam, given as a letter.

Non-cut alternative

- Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Set a time limit, e.g. ten minutes, and Sts take turns to ask each other, *What's the difference between...?*, choosing words at random. Sts decide if the explanation is correct. Finally check answers with the whole class.

7B Houses

A crossword

A crossword to revise vocabulary associated with houses. Copy one sheet per student.

Language

words associated with houses

- Give out the sheets. Give Sts five minutes to fill in their words. Tell them that if they can't remember a word, they can look it up in Vocabulary Bank *Houses*.
- When they've finished, they can compare their answers with a partner.
- Check answers with the whole class.

Across

2 balcony 4 ceiling 7 cottage 8 steps 9 cosy
10 fireplace 11 basement

Down

1 spacious 3 old-fashioned 4 chimney 5 gate
6 outskirts

8B Work

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one sheet per pair.

Language

words associated with work

- Put Sts in pairs and give out the sheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit. Each word begins with (or in the case of X includes) a different letter of the alphabet. The first pair to complete all the words correctly wins.

apply boss charge do employees for gardener
hairdresser interview job kitchen look for made
night overtime part-time quit retire self-employed
temporary up vet work extra year

9A Word building

A gap-fill word building activity

Sts complete the sentences with the correct noun, adjective, or adverb from the given words. Copy one sheet per student.

Language

making verbs, nouns, adjectives, adverbs

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to complete the sentences with the correct form of the words in bold. They write as many words as they can in the column on the right within the time limit. The first student to write all the words correctly wins.

Tip

- The missing words in sentences 1–13 are nouns, and can be revised in the first part of Vocabulary Bank *Word building*. The missing words in sentences 14–20 are positive or negative adjectives and adverbs which can be revised in the second part of the same Vocabulary Bank.

2 compensation 3 argument 4 delivery 5 success
6 achievement 7 explanation 8 attachment
9 agreement 10 demonstration 11 payment 12 loss
13 sales 14 uncomfortable 15 comfortable
16 impatient 17 unlucky 18 careful 19 carelessly
20 unfortunately

- Focus on **b**. Give Sts time to revise and then test themselves.

Phrasal verbs

A gap-fill activity race

Sts read the sentences and write the phrasal verbs. Copy one sheet per student.

Language

phrasal verbs

- Give out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to read the sentences and write as many of the phrasal verbs as they can in the column on the right within the time limit. The first student to write all the phrasal verbs correctly wins.

2 set up 3 plug in 4 cut down on 5 eat out
6 cut out 7 pay back 8 pick up 9 send off 10 split up
11 switch off 12 bring up 13 work out 14 take out
15 look forward to 16 fall out with 17 look for
18 run out of 19 watch out 20 turn up

- Focus on **b**. Give Sts time to revise and then test themselves.