

# Vocabulary activity instructions

## Introduction Classroom language

### A revision activity

Sts revise classroom language. Copy one worksheet per student.

#### LANGUAGE

Phrases and questions to use in class

- Give each student a worksheet. Focus on each section and elicit / explain the meaning and drill the pronunciation of each question.
- If Sts wish, they can write a translation of each line alongside it. You could get Sts to test themselves or each other by covering each line and looking at the translation.
- Tell Sts that these are questions 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 help Sts.

## 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

Words associated with food and cooking

- Put Sts in pairs or small groups. Give each pair / 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 p.152**. Describe it, e.g. *It's meat which comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word(s) 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** If Sts are playing in groups, the student who correctly guesses the word first gets 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 fold it down the middle. Sts look at one half each, and 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 worksheet 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 worksheets. 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 p.153**. 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 spelled them correctly.
- Focus on **Activation**. Sts tell each other the definitions of the words they wrote in their crossword. Monitor and help.

## 2A Money

### A pairwork vocabulary race

Sts complete sentences. Copy one worksheet per pair.

#### LANGUAGE

Words associated with money

- Put Sts in pairs and give out the worksheets. Focus on the instructions. Tell Sts that they have to complete as many gaps as they can in three minutes. Tell them to write in the **MISSING WORDS** column.
- Check answers. The first pair to complete all the phrases correctly wins, or the pair with the most correct answers at the end of the time limit wins.

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

- Focus on **Activation**. Get Sts to cover the **MISSING WORDS** column and read out the sentences with the missing words. They can test each other or themselves.

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

## 3A Transport

### A gapfill activity

Sts look at pictures and write the words. Copy one worksheet per student.

#### LANGUAGE

Words associated with transport

- Give each student a worksheet and ask them to write the noun or compound noun for the things they see in the pictures.
- Check answers.

2 cycle lane 3 platform 4 car crash 5 tram  
6 seat belt 7 ferry 8 zebra crossing 9 taxi rank  
10 scooter 11 petrol station 12 coach 13 speed camera  
14 parking fine 15 van 16 speed limit 17 lorry  
18 roadworks 19 motorway 20 the Underground

- Focus on **Activation**. Tell Sts to cover the words and look at the pictures. Can they remember the nouns and compound nouns?

## 3B Dependent prepositions

### A vocabulary race

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

#### LANGUAGE

Dependent prepositions

- Give out the worksheets. Tell Sts that they have to write as many prepositions in the **PREPOSITION** column as they can in three minutes.
- Check answers.

2 about 3 to 4 with 5 to 6 in 7 about 8 of  
9 to 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 **Activation**. Tell Sts to cover the **PREPOSITION** column on the right and say the sentences with the correct preposition.

## 5A Sport

### A pairwork vocabulary race

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

#### LANGUAGE

Words associated with sport

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit 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 lose 16 players  
17 kick 18 coach 19 fan 20 sports hall

- Focus on **Activation**. Tell Sts to cover the column on the right and see if they can remember the missing words.

**EXTRA IDEA** Put Sts in pairs, **A** and **B**. Sts **A** (looking at the worksheet) read clues 1–10 to Sts **B** (worksheet covered) who say the word. Sts then swap roles for clues 11–20.

## 5B Relationships

### A gapfill activity

Sts complete three texts about relationships in the past simple tense. Copy one worksheet per student.

#### LANGUAGE

Words associated with relationships, past simple

- Give Sts time to read the stories and complete them with the past simple of the verbs in each of the lists.
- Monitor and check that they are completing the stories correctly.
- Check answers, eliciting the verbs onto 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

#### My parents

9 saw 10 fell in love with 11 got to know 12 went out together  
13 proposed 14 got married 15 celebrated

#### My disastrous date

16 introduced 17 fancied 18 asked 19 gave  
20 asked (me) out 21 didn't get on 22 had

## 6A Cinema

### A gapfill activity

Sts complete film reviews. Copy one worksheet per student.

#### LANGUAGE

Words associated with the cinema

- Give out the worksheets. Set a time limit, e.g. five minutes. Tell Sts they have to read the film reviews and complete them with the correct noun or compound noun in either the singular or plural. Point out that the first letter or two is given.
- Monitor to make sure they are completing the film reviews correctly.
- Check answers.

2 extras 3 star 4 soundtrack 5 plot 6 trailer  
7 action film 8 special effects 9 script 10 scene  
11 sequel 12 subtitles 13 dubbed 14 comedy  
15 drama 16 set

- Focus on **Activation**. Put Sts in pairs and get them to answer the question.
- Get feedback.

## 6B The body

### A gapfill activity

Sts write the verb and name the part(s) of the body shown in each photo. Copy one worksheet per student.

#### LANGUAGE

Verbs associated with the body

- Give each student a worksheet and ask them to write next to each photo the verb and the noun (singular or plural) for the part of the body marked with an arrow. Check answers.

2 throw, back 3 clap, hand 4 whistle, lips 5 stare, eye  
6 bite, teeth 7 kick, leg 8 taste, tongue 9 smile, mouth  
10 point, finger 11 touch, thumb 12 smell, nose

- Focus on **Activation**. Put Sts in pairs and get them to say what other parts of the body they can see in the photos (e.g. *shoulder, knee*, etc.).
- Get some feedback.

## 7A Education

### A team game

Sts 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 Sts).
- 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 or phrases on each team's card on the board.
- A spokesperson from each team takes turns 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.

**A high school** is for children aged between 11–18 years in the USA.

**A secondary school** is for children aged between 11–18 years in the UK.

**A pupil** studies in a primary / secondary school.

**A student** studies at a university, college, or evening class.

**A term** is one of the three periods of the year during which classes are held in schools and universities.

**A semester** is the two periods that the school / college year is divided into, especially in the USA.

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

**Fail an exam** is the opposite.

**Be punished** is to be made to suffer because you've done something bad or wrong.

**Be expelled** is to officially have to leave school because you've done something wrong.

**Cheat** is to act in a dishonest way in order to gain an advantage in an exam.

**Misbehave** is to behave badly.

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

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

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

**Make somebody study something** is to force somebody to study.

**Let somebody study something** is to give somebody permission to study.

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

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

**A nursery school** is a school for children between the ages of two and four in the UK. It is not compulsory.

**A primary school** is a school for children between the ages of five and eleven in the UK. It is compulsory.

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

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

**NON-CUT ALTERNATIVE** Put Sts in pairs. Copy one worksheet per pair. 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 gapfill activity

Sts complete the descriptions of three different homes. Copy one worksheet per student.

#### LANGUAGE

Words associated with houses

- Give out the worksheets. Set a time limit, e.g. three minutes. Tell Sts to read the house descriptions and complete them with the correct words. Point out that the first letter or two is given.
- Monitor to make sure they are completing the descriptions correctly.
- Check answers.

2 second floor 3 balcony 4 entrance 5 wall 6 gate  
7 roof 8 chimney 9 outskirts 10 path 11 terrace  
12 steps 13 ground floor 14 top floor 15 basement

- Focus on **Activation**. Put Sts in pairs and get them to tell each other which home they prefer and why. Get feedback.

## 8A Work

### A pairwork vocabulary race

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

#### LANGUAGE

Words associated with work

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

boss charge do employees freelance 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 word-building race

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

#### LANGUAGE

Verbs, nouns, adjectives, adverbs

- Give out the worksheets. 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 must write as many words as they can in the column on the right in the time limit.
- Check answers. The first student to write all the words correctly wins, or the student with the most correct answers at the end of the time limit wins.

The missing words in sentences 1–13 are nouns, which can be revised in the first part of **Vocabulary Bank Word-building p.164**. 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 sale 14 uncomfortable 15 comfortable 16 impatient  
17 unlucky 18 careful 19 carelessly 20 Unfortunately

- Focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

## Phrasal verbs

### A vocabulary race

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

#### LANGUAGE

Phrasal verbs (revision)

- Give out the worksheets. 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 **PHRASAL VERB** column in the time limit. Point out that the first letter is given.
- Check answers. The first student to write all the phrasal verbs correctly wins, or the student with the most correct answers at the end of the time limit wins.

2 set 3 plug 4 cut 5 eat 6 cut 7 pay 8 pick  
9 sent 10 break 11 live 12 set 13 work 14 take  
15 look 16 fall 17 look 18 run 19 Watch 20 turn

- Focus on **Activation**. Tell Sts to cover the **PHRASAL VERB** column, read the sentences, and see if they can remember the missing words