

Vocabulary activity instructions

2A Illnesses and injuries

A pairwork vocabulary race

Sts race to think of answers to questions. Copy one worksheet per pair.

LANGUAGE

illnesses and injuries

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to read the questions or definitions and write down as many answers as they can in three minutes. You could give Sts more time if you see that they need it.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 blood pressure 3 sunburn 4 painkillers 5 get over
6 sniff / sneeze, cough 7 allergic reaction 8 lie down
9 faint, pass out, come around 10 flu 11 bleed
12 sprained 13 burn 14 bandage 15 food poisoning
16 choke 17 swollen 18 vomit, throw up

- Now focus on **Activation**. Put Sts in pairs and get them to discuss the questions.
- Get feedback.

2B Clothes and fashion

A crossword puzzle activity

Sts read clues and complete the crossword. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

clothes and fashion

- Explain to Sts that they are going to complete a crossword. Make sure they understand the difference between *across* and *down*.
- Either give each student a worksheet or put Sts in pairs and give each pair a worksheet. Tell Sts to write the words in the puzzle. Set a time limit, e.g., five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

ACROSS

8 scruffy 9 sleeveless 10 loose 14 classic 15 go with
16 denim 17 get changed

DOWN

1 old fashioned 2 striped 3 dotted 5 hooded
6 dress up 7 casual 11 suede 12 plain 13 fit

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read a clue from the worksheet and Sts **B** (not looking at the worksheet) guess the word. Make sure they switch roles.

3A Air travel

An alphabet race

Sts race to complete sentences with the correct word. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

air travel

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. Point out that not all letters of the alphabet are used here. You may want to give Sts a little longer than five minutes, or stop the activity when one pair has finished.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

B boarding pass C check-in desk D domestic E excess
F fill in G gate I illegal J jet lag L long-haul
M metal N noisy O online P pick up
R runway S security T turbulence U unpack
V visa W wait

- Now focus on **Activation**. Put Sts in pairs and tell them to turn the worksheet over. Sts test themselves by trying to go through the alphabet in order and remembering the words. They should add extra ones for as many letters as they can, e.g. *B boarding pass, baggage claim*, etc.

3B Adverbs and adverbial phrases

A vocabulary completion and differentiation activity

Sts complete the sentences with the correct adverb / adverbial phrase. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

adverbs and adverbial phrases

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Tell Sts to circle the correct adverbs / adverbial phrases. Set Sts a time limit, e.g., five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

2 right now 3 late 4 hardly 5 in the end
6 specially 7 even 8 still 9 nearly 10 lately 11 Ideally
12 at the end 13 ever 14 near 15 hard 16 in fact
17 yet 18 actually 19 apparently 20 obviously
21 basically 22 eventually 23 gradually 24 certainly

- Now focus on **Activation**. Put Sts in pairs and get them to discuss each topic, giving as much information as possible.
- Get some feedback.

4A Weather

An information gap activity

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

LANGUAGE

weather

- Put Sts in pairs, **A** and **B**, 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 describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If they don't know what a word means, they can refer to **Vocabulary Bank** Weather p.156.
- Sts take turns asking 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 other clues if necessary.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, get them to compare their crosswords to make sure they have the same words and have spelled them correctly.

5A Feelings

A vocabulary differentiation activity

Sts read sentences and guess the correct feeling adjective. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

adjectives of feeling

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets.
- Focus on the instructions in **a** and **b**, and give Sts time to read the sentences to each other and complete the words.
- Check answers. Model and drill the pronunciation of any adjectives your Sts find difficult to pronounce.

Student A

1 miserable 2 bewildered 3 stunned 4 devastated
5 fed up 6 grateful 7 desperate 8 offended 9 thrilled
10 homesick

Student B

1 down 2 upset 3 delighted 4 worn out 5 lonely
6 scared stiff 7 overwhelmed 8 terrified 9 proud
10 relieved

- Now focus on **Activation** and put Sts in pairs. Get them to test each other by acting out the feelings that they completed.

EXTRA IDEA If you think your Sts won't enjoy the miming / acting activity, you could tell them to do the activity again, but this time Sts **A** read the sentences in random order, Sts **B** should cover their worksheet and try to complete the adjectives from memory. Sts then switch roles.

7A Verbs often confused

A vocabulary discrimination activity

Sts circle the correct verb. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

verbs that are often confused

- Either give each student a worksheet or put Sts in pairs and give each pair a worksheet. Give Sts time to circle the verbs.
- If Sts did the activity individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any verbs your Sts find difficult to pronounce.

2 advise 3 refuses 4 discuss 5 warned 6 wait
7 denied 8 lying 9 reminded 10 preventing
11 robbed 12 lent 13 avoid 14 realizes 15 laid
16 beat 17 matter 18 notice 19 mind 20 stole
21 win 22 rises 23 remember 24 arguing 25 expect
26 raising 27 hope 28 borrow

7B The body

A pairwork vocabulary race

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

LANGUAGE

the body

- Put Sts in pairs and give out the worksheet pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a little longer than five minutes, or stop the activity when one pair has finished.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 brush your teeth 3 thigh 4 touch your toes 5 lungs
6 waist 7 heel 8 bite your nails 9 wink
10 blow your nose 11 raise your eyebrows 12 yawn
13 hug 14 wave 15 shake hands 16 nod your head
17 elbow 18 stare 19 stretch 20 frown

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read clues 1–10 from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they switch roles and Sts **B** read clues 11–20 for Sts **A** to guess.

8A Crime and punishment

An alphabet quiz

Sts read the sentences and complete them with the correct word. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

crime and punishment

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a little longer than five minutes, or stop the activity when one pair has finished.
- If Sts did the activity individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

B burglar **C** committed **E** evidence **F** fraud
G guilty **H** hacker **I** innocent **J** judge **K** kidnapped
M mugger **P** proof **Q** question **R** robberies **S** stalker
T theft **V** verdict **W** witnesses

- Now focus on Activation and put Sts in pairs, **A** and **B**. Sts **A** read clues A–J from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they switch roles and Sts **B** read clues K–W for Sts **A** to guess.

8B The media

A pairwork vocabulary race

Sts race to read definitions and write the answers into the spaces. Copy one worksheet per pair.

LANGUAGE

the media

- Put Sts in pairs and give out the worksheets.
- Focus on the instructions and point out that the missing letters are all consonants. Set a time limit for Sts to complete as many words as they can in the time limit.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 headline **3** objective **4** journalist **5** paparazzi
6 sensational **7** freelance **8** censored **9** back
10 accurate **11** spat **12** clash **13** critic **14** reporter
15 host **16** editor

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read clues 1–8 from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they switch roles and Sts **B** read clues 9–16 for Sts **A** to guess.

9A Business

An information gap activity

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

LANGUAGE

business

- Put Sts in pairs, **A** and **B**, 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 describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If they don't know what a word means, they can look it up in **Vocabulary Bank** Business p.162.
- Sts take turns asking 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 other clues if necessary.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, get them to compare their crosswords to make sure they have the same words and have spelled them correctly.

9B Word building

A fill-in-the-blank activity

Sts complete sentences by adding suffixes / prefixes to a given word or writing new nouns. Copy one worksheet per student.

LANGUAGE

prefixes, suffixes, irregular nouns

- Give out the worksheets. Focus on the instructions and on the three sections. Set a time limit. Tell Sts that they have to complete the sentences with the correct form of the words in parentheses. They must write as many words as they can in the column on the right in the time limit.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

Prefix:

2 underpaid **3** multimillionaire **4** subtitled
5 monolingual **6** autobiographies **7** antivirus
8 misread **9** post-war **10** megabyte

Suffix:

1 comfortable **2** sleepless **3** cheerful **4** recognizable
5 terrorism **6** improvement **7** inflation **8** weakness
9 elegance **10** childproof

Irregular:

1 heat **2** loss **3** height **4** death **5** Hunger **6** success
7 strength **8** width **9** thought **10** belief

- Now focus on **Activation**. Put Sts in pairs and get them to cover the column on the right. Sts test themselves or each other by trying to complete the sentences.

Review

A pairwork card game

Sts define words / phrases for their partner to guess. Copy and cut up one set of cards per pair.

LANGUAGE

review from Files 1–10

- Put Sts in pairs and give them a set of cards face down, or in an envelope.
- Demonstrate the activity. Take a card, tell Sts what the word group is, and define the first word for the class to guess.
- Sts continue in pairs, picking a card, saying the topic, and describing the words and expressions on it for their partner to guess. Remind Sts that they can't use the word itself in the definition. They should try to take no longer than two minutes per card.

EXTRA IDEA Put Sts in pairs. Copy one worksheet per pair and cut it down the middle. Give each student half the worksheet, and continue as above.