

Vocabulary activity instructions

Tips for using Vocabulary activities

- If you're using a photocopiable vocabulary activity a few days or weeks after the lesson in which your class studied the Vocabulary Bank, you could start by giving Sts a few minutes to look at the Student Book and review the content of the Vocabulary Bank.
- To make sure that Sts understand how an activity works and what they need to do, you could start each activity by eliciting the first answer from the class.
- When you're going through answers with your class, focus on pronunciation and drill if necessary.

1A Personality

A crossword puzzle

Sts read the definitions and write the answers into the crossword. Copy one sheet per student.

LANGUAGE

personality adjectives, phrases, and idioms

- Give out the sheets to individual Sts or to pairs. Set a time limit, e.g. five minutes, for Sts to fill in their words.
- When they've finished, they can compare their answers with a partner.
- Check answers. Make sure Sts pronounce the words and phrases correctly.

Across:	13 spontaneous	3 thorough
5 down to earth	14 take risks	4 conscientious
7 resourceful		6 steady
8 gentle	Down:	9 sarcastic
10 sympathetic	1 deep down	11 determined
12 bright	2 soft touch	

1B Work

A paraphrasing activity

Sts rewrite sentences to practice expressing work-related concepts in different ways. Copy one sheet per student.

LANGUAGE

adjectives for describing a job, words and phrases that are often confused, collocations

- Give out the sheets and focus on the instruction. Elicit the answer to **1**. Then set a time limit for Sts to complete the sentences.
- Get Sts to compare their answers with a partner. Then check answers.

1 leave	8 staff	14 perks / benefits
2 off	9 freelance	15 monotonous / repetitive
3 resign	10 colleagues / co-workers	16 out of work
4 experience	11 qualifications	17 voluntary / unpaid
5 be / get promoted	12 laid off	18 demanding
6 temporary / fixed term	13 career	
7 full		

3A Phrases with *get*

A rewriting activity

Sts replace phrases using expressions with *get*. Copy one sheet per student or per pair.

LANGUAGE

expressions, phrases, and phrasal verbs with *get*

- Give out one sheet per student, or per pair. Focus on **1** and elicit that you could substitute *get rid of* for *throw away*. Point out that Sts should use the correct form of *get* (gerund, past, etc.) depending on the sentence.
- Set a time limit, e.g. three minutes. If Sts have done it individually, get them to compare with a partner before checking answers with the class.

1 get rid of	10 get her own way
2 get it	11 gets me down
3 get together	12 get back at
4 get around	13 got the chance
5 getting on	14 get the message
6 get away with it	15 got a terrible shock
7 get along like a house on fire	16 get a hold of
8 gets on my nerves	17 getting by
9 get through to him	18 get out of the / my way

3B Conflict and warfare

A vocabulary fill-in-the-blank activity

Sts complete sentences using *Conflict and warfare* vocabulary. Copy one sheet per student or per pair.

LANGUAGE

conflict and warfare

- Give out the sheets either to individual Sts or to pairs. Focus on the instruction.
- If Sts did the exercise individually, get them to compare with a partner before checking answers with the class.

1 survivors	7 arrow	13 blow up
2 sniper	8 casualties	14 wounded
3 helmets	9 forces	15 released
4 spears	10 civilians	16 looted
5 shield	11 Cannons	17 defeated
6 sword	12 executed	18 declared

EXTRA IDEA

- Ask Sts which fact(s) they found most interesting or surprising.

4A Sounds and the human voice

A pairwork question and answer activity

Sts ask each other questions recycling vocabulary from the Vocabulary Bank *Sounds and the human voice*. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

sounds and the human voice

- Put Sts in pairs, ideally face-to-face, and give out the sheets. Give Sts time to read their questions. Tell them that they have example answers in parentheses, but that they should accept any answer that they agree with.
- Sts take turns asking each other questions.
- When Sts have finished, get feedback to see if anyone came up with different answers to those on the sheet.

5A "Time" race

A pairwork vocabulary race

Sts complete sentences with time expressions. Copy one sheet per pair.

LANGUAGE

expressions with time

- Put Sts in pairs and hand out the sheets. Set a time limit, e.g. three minutes. Tell Sts that they have to fill in as many blanks as they can within the time limit. The pair who completes all the phrases correctly first is the winner.

1 short of	8 at	15 This
2 on	9 lives	16 waste your
3 by	10 spare	17 up
4 for, being	11 take	18 matter
5 on	12 in	19 from, to
6 off	13 ran out	20 save
7 before	14 giving, hard	

5B Money

A paraphrasing activity

Sts rewrite sentences to practice expressing money-related concepts in different ways. Copy one sheet per student.

LANGUAGE

nouns, adjectives and expressions related to money

- Give out the sheets and focus on the instructions. Elicit the answer to **1**. Then set a time limit, e.g., ten minutes, for Sts to complete the other sentences.
- Get Sts to compare with a partner, before checking answers.

1 mortgage	7 currency	13 grand
2 loan	8 exchange rate	14 lump sum
3 installments	9 in debt	15 bucks
4 fees	10 cost of living	16 grant
5 fare	11 loaded	17 savings
6 donation	12 broke	18 deposit

6B Phones and technology

A definitions activity

Sts write words for definitions to review *Phones and technology* language. Copy one sheet per student.

LANGUAGE

phones and technology

- Give out the sheets and focus on the instruction. Elicit the answer to **1**. Then set a time limit for Sts to write the other words or phrases.
- Get Sts to compare with a partner, before checking answers.

1 hang up	5 landline	10 log in
2 scroll down	6 keyboard	11 missed call
3 put somebody through	7 unplug	12 speak up
4 charge	8 reception	13 contacts
	9 tone	14 virus

7A Prefixes

A vocabulary fill-in-the-blank activity

Sts complete sentences with the correct form of the given word. Copy one sheet per student.

LANGUAGE

prefixes

- Put Sts in pairs and give out the sheets. Focus on the instruction. Set a time limit for Sts to complete the sentences.
- If Sts have done the exercise individually, get them to compare with a partner before checking answers with the class.

1 dishonest	9 outvoted	16 multinational / international
2 irrational	10 overrated	17 unprepared
3 misunderstood	11 underestimate	18 multicolored
4 illiterate	12 rewrite	19 autobiography
5 unattractive	13 anti-social	20 co-founders
6 inappropriate	14 uphill	21 prematurely
7 dehydrated	15 supernatural	
8 monolingual		

8B Travel and tourism

An error correction activity

Sts correct vocabulary mistakes related to travel and tourism. Copy one sheet per pair.

LANGUAGE

travel and tourism

- Put Sts in pairs and give out the sheets. Focus on the instruction. Focus on sentence 1, and elicit that it is wrong because the phrase should be *chill out*.
- Sts work in pairs.
- Check answers.

1 chill out	8 ✓	14 recharge
2 picturesque	9 off the	15 overrated
3 ✓	beaten track	16 ✓
4 go on	10 remote	17 ✓
5 ✓	11 ✓	18 lively
6 setting off / out	12 ✓	19 get away
7 touristy	13 soak up	20 ✓

EXTRA SUPPORT

- Give Sts a few minutes to review Vocabulary **Bank Travel and tourism** on p.171 before they start.

9A Animal matters

A vocabulary fill-in-the-blank activity

Sts complete sentences using *Animal matters* vocabulary. Copy one sheet per student or per pair.

LANGUAGE

animals and animal issues

- Give out the sheets either to individual Sts or to pairs. Focus on the instruction. Set a time limit for Sts to complete the sentences.
- If Sts have done the exercise individually, get them to compare with a partner before checking answers with the class.

1 animal charity	5 in captivity	9 neighed
2 hooves	6 animal rights activists	10 claws
3 calf	7 kennel	11 horns
4 hives	8 endangered species	12 beak

EXTRA IDEA

- You could make this activity a race by setting a time limit, e.g., three minutes, and telling Sts they have to complete as many blanks as they can within the time. The first pair to complete all the phrases correctly wins.

9B Preparing food

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

preparing food

- Put Sts in pairs, ideally face-to-face, and give out the sheets. Make sure 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 describe / 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 in their part of the crossword, they can check in the Student Book Vocabulary Bank *Preparing food* on p.173.
- Sts take turns asking each other for their missing words (e.g. *What's 1 down?*). 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.

Review 1: Describing game

A group card game

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

LANGUAGE

vocabulary from all Files of the Student Book

- Put Sts in pairs or small groups and give each group a set of cards face down or in an envelope.
- Tell Sts that they have to pick a card and explain as many of the words to their group or partner as they can in a given time. Highlight that they are not allowed to use any form of the word they are describing.
- Start the game by setting a time limit, e.g., two minutes. Get one student from each group or pair to pick a card, and then say *Go!* Sts describe / define as many words to their group or partner from the card as they can. After two minutes stop them and find out how many words or phrases the Sts managed to guess.
- Now get another student from each group or pair to pick a card and describe the words. Continue until all the cards have been used.

NON-CUT ALTERNATIVE

- Put Sts in pairs. Copy one sheet per student and fold it down the middle. Sts take turns to describe the groups of words/phrases for their partner.

Review 2: Phrasal verbs

A fill-in-the-blank activity

Sts complete sentences. Copy one sheet per student.

LANGUAGE

phrasal verbs from all Files of the Student Book

- Give out the sheets and explain that this activity reviews phrasal verbs Sts have learned throughout the book. Focus on **a**. Set a time limit, e.g., five minutes, for Sts to complete the PARTICLE column to make phrasal verbs.
- Get Sts to check their answers with a partner before checking answers with the class.
- Focus on **b**. Get Sts to cover the PARTICLE column and try to remember the phrasal verbs for all the sentences.

a		
2 off	7 over	12 away
3 down	8 up	13 into
4 out	9 off	14 up
5 through	10 behind	15 by
6 for	11 out	

- Now focus on **c**. Set the same time limit for Sts to complete the VERB column this time to make phrasal verbs.
- Get Sts to check their answers with a partner before checking answers with the class.
- Get Sts to cover the VERB column and try to remember the phrasal verbs for all the sentences.

b		
1 break	6 log	11 show
2 grow	7 run	12 go
3 turn	8 speak	13 pick
4 hang	9 make	14 set
5 keep	10 get	15 go

Review 3: Idioms

A fill-in-the-blank activity

Sts complete sentences using idioms. Copy one sheet per student or per pair

LANGUAGE

idioms from all Files of the Student Book

- Give out the sheets either to individual Sts or to pairs. Explain that this activity reviews the idioms Sts have learned throughout the book. Focus on the instruction. Set a time limit, e.g., ten minutes, for Sts to complete the sentences.
- If Sts did the exercise individually, get them to compare with a partner before checking answers with the class.

1 stuck	8 blank	15 cross	22 lose
2 letter	9 nerves	16 follows	23 make
3 eye	10 death	17 foot	24 next
4 face	11 tip	18 miss	25 ball
5 gut	12 wrong	19 child	
6 white	13 tongue	20 belief	
7 heart	14 around	21 stomach	