

# 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 picking up a card and describing the word / phrase. Sts describing the word / phrase shouldn'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 describing 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 spelled them correctly.

## 2A Money

### A fill-in-the-blank 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 fill in as many blanks 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 review 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 bill 8 from 9 waste 10 save 11 pay by  
12 lend 13 debt 14 bill 15 inherited 16 charge  
17 ATM 18 mortgage 19 tax 20 account

### 3A Transportation

#### 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**  
transportation

- 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 center of the picture (the middle of the road, where the policeman / woman is) they change 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 truck transporting sheep.  
B The truck transporting sheep is in front of the double-decker bus.
- 4 A There is one person on the motorcycle.  
B There are two people on the motorcycle.
- 5 A The car in the intersection in the background has a sofa on its roof.  
B The car in the intersection in the background doesn't have anything on its roof.
- 6 A There are three white taxis parked on the left-hand side of the road.  
B There are two white taxis and a black van parked on the left-hand side of the road.
- 7 A There's a bike lane on the right-hand side of the road.  
B There are parking spaces on the right-hand side of the road.
- 8 A A woman with a baby is crossing the street.  
B A woman and a dog are crossing the street.
- 9 A There's a 25 mph speed limit sign.  
B There's a 20 mph speed limit sign.
- 10 A There's an entrance to a subway station.  
B There's a parking sign.

### 3B Dependent prepositions

#### Fill-in-the-blank

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 review and then test themselves.

### 5A Sports

#### A pairwork vocabulary race

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

**Language**  
sports

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

### 5B Relationships

#### A vocabulary fill-in-the-blank activity

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

**Language**  
relationships, simple past

- 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 simple past of the verbs in the list.
- Go around 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 along 5 were 6 lost touch  
7 left 8 got in touch  
**A My parents**  
2 fell in love with 3 gotten to know 4 went out together  
5 proposed 6 got married 7 celebrated  
**B My disastrous date**  
2 liked 3 asked 4 gave 5 asked (me) out  
6 didn't get along 7 had



## 6A Movies

### 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 movies

- 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 *Movies*. Make sure Sts understand the difference between *across* and *down*.
- Sts take turns asking 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 spelled 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 on the board.

- A spokesperson from each team takes turns trying 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 taking 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 take care of a child and teach him / her how to behave. It's usually done by parents / family member.

Educate is to teach somebody at a school / university.

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

Pupils study in an elementary / middle / high school (especially in the UK).

Students study at any age (US).

A teacher teaches in any school aside from a college or university.

A professor teaches at a college or university.

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 US.

A high school is for students between 14-18 years old.

An elementary school is for students between 5-10 years old.

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

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

A school is a place where students go to be educated.

Take an exam is the same as take a test.

Retake an exam is to take 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 college or university degree.

A student is a person who studies at any age.

A required subject is one you have to study.

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

History is a subject that is the study of past events.

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 in a school or university.

PE stands for physical education, which is a subject in a school or university.

A principal is a person who is in charge of a school.

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

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

A graduate is someone who has completed all their classes at a university and graduated.

A score 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 review 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 cozy  
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  
hairstylist interview job kitchen look for musician  
night overtime part-time quit retire self-employed  
temporary up vet work extra year

## 9A Word building

### A fill-in-the-blank 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 reviewed 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 reviewed 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 **b**. Give Sts time to review and then test themselves.

## Phrasal verbs

### A fill-in-the-blank 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 applied for  
10 split up 11 turn off 12 bring up 13 work out  
14 take out 15 look forward to 16 argue with  
17 look for 18 run out of 19 watch out 20 turn up

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