

# Vocabulary activity instructions

## 2A Illnesses and injuries

### A pairwork vocabulary race

Sts race to think of answers to questions. Copy one sheet per student or per pair.

#### Vocabulary

Illnesses and injuries

- Put Sts in pairs and give out the sheets to individual Sts or pairs. Set a time limit, but give Sts more time if you can see that they need it. Tell Sts that they have to read the question or definition and write down the answers.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

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 twisted, sprained 13 burn 14 bandage  
15 food poisoning 16 choke 17 swollen  
18 vomit, throw up

## 2B Clothes and fashion

### A crossword

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

#### Vocabulary

Clothes and fashion

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

**Across:** 4 suede 5 checked 6 trendy 7 cardigan  
9 sleeveless 12 hooded 14 dress up 15 fit 16 denim

**Down:** 1 match 2 scarf 3 get dressed 4 sandals  
8 tight 10 scruffy 11 wool 13 try on

## 3A Air travel

### An alphabet race

Sts read the sentences and fill them in with the correct word. Copy one sheet per student or per pair.

#### Vocabulary

air travel

- Give out the sheets to individual Sts or to pairs and set a time limit, e.g., 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 until at least one pair has finished.
- If they did the activity individually, get them to compare with a partner before checking answers.

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

## 3B Adverbs and adverbial phrases

### A vocabulary completion and discrimination activity

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

#### Vocabulary

Adverbs and adverbial phrases

- Give out the sheets to individual Sts or to pairs. Focus on 1 Confusing adverbs and adverbial phrases. Give Sts a time limit, e.g., five minutes to write the missing adverb / adverbial phrase in 1.
- If Sts did the activity individually, get them to compare their answers before you check them. Make sure Sts are pronouncing the words and phrases correctly.

#### 1 Confusing adverbs and adverbial phrases

2 ever 3 hardly 4 specially 5 in the end 6 even  
7 near 8 late 9 nearly 10 lately 11 at the end  
12 hard 13 yet 14 at the moment 15 still 16 actually

- Now focus on 2 Comment adverbs, and set a time limit for Sts to choose the correct one.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

#### 2 Comment adverbs

1 apparently 2 obviously 3 basically 4 eventually  
5 ideally 6 gradually 7 in fact 8 anyway

## 4A The weather

### 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**.

#### Vocabulary

Weather

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the sheets. 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 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, they can look it up in Vocabulary Bank *Weather* on page 156.
- Sts take turns asking each other for their missing words. 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.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.

## 5A Feelings

### A vocabulary discrimination activity

Sts circle the correct adjective. Copy one sheet per student or per pair.

#### Vocabulary

Adjectives of feeling

- Give out the sheets to individual Sts or to pairs and set a time limit.
- Focus on the instructions and give Sts time to circle the right word in each pair.
- If they did the activity individually, get them to compare with a partner before checking answers.
- Make sure Sts are pronouncing the words and phrases correctly.

2 upset 3 thrilled 4 exhausted 5 lonely 6 scared stiff  
7 overwhelmed 8 terrified 9 proud 10 relieved  
11 confused 12 stunned 13 devastated 14 fed up with  
15 guilty 16 desperate 17 offended 18 disappointed

## 7A Verbs often confused

### A vocabulary discrimination activity

Sts circle the right word. Copy one sheet per student or per pair.

#### Vocabulary

Verbs that are often confused

- Give out the sheets to individual Sts or to pairs, and set a time limit.
- Focus on the instructions and give Sts time to circle the right word in each pair.
- If they did the activity individually, get them to compare with a partner before checking answers.
- Make sure Sts are pronouncing the words and phrases correctly.

2 advise 3 refuses 4 discuss 5 warned 6 denied  
7 lying 8 preventing 9 robbed 10 avoid 11 realizes  
12 seems 13 laid 14 beat 15 matter 16 notice  
17 mind 18 stole 19 win 20 risen 21 arguing  
22 raising

## 7B The body

### A pairwork activity race

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

#### Vocabulary

The body

- Put Sts in pairs and give out the sheets to individual Sts or to pairs. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit.
- The pair who completes all the words correctly is the winner.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 brush your teeth 3 heart 4 suck your thumb 5 lungs  
6 waist 7 fist 8 shrug your shoulders 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

## 8A Crime and punishment

### Alphabet quiz

Sts read the sentences and fill them in with the correct word. Copy one sheet per student or per pair.

#### Vocabulary

Crime and punishment

- Give out the sheets to individual Sts or to pairs and set a five-minute time limit.
- Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a little longer than five minutes, until at least one pair has finished.
- If they did the activity individually, get them to compare with a partner before checking answers. Make sure Sts are pronouncing the words and phrases correctly.

B burglar C committed D dealer E evidence F fraud  
G guilty H hacker I innocent J jury K kidnapped  
L let M mugger O offense P pickpockets Q question  
R robberies S stalker T theft V verdict W witnesses

## 8B The media

### Vocabulary race

Sts read definitions and write the answers into the spaces. Copy one sheet per student or per pair.

#### Vocabulary

The media

- Give out the sheets to individual Sts or to pairs.
- Focus on the instructions and point out that most of the missing letters are consonants. Set a time limit for Sts to complete the words.
- Check answers. Make sure Sts are pronouncing the words and phrases correctly.

2 headline 3 objective 4 journalist 5 paparazzi 6 wed  
7 freelance 8 censored 9 advice columnist 10 accurate  
11 split 12 critic 13 commentator 14 host 15 editor

## 9A Business

### 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.

#### Vocabulary

Business

- Put Sts in pairs, A and B, ideally face to face, and give out the sheets. 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 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, they can look it up in **Vocabulary Bank Business** on page 162.

- Sts take turns asking each other for their missing words. Their partner must define / describe the word until the other student is able to write it in his / her crossword.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.

## 9B Word building

### A fill-in-the-blanks activity

Sts complete sentences by adding suffixes / prefixes to a given word. Copy one sheet per student or per pair.

#### Vocabulary

Prefixes, suffixes, irregular nouns

- Give out the sheets to individual Sts or to pairs. Focus on the instructions and on the three sections. Set a time limit.
- Give Sts time to write in the words.
- If they did the activity individually, get them to compare with a partner before checking answers. Make sure Sts are pronouncing the words and phrases correctly.

**Prefix:** 2 underpaid 3 multimillionaire 4 subtitled  
5 monolingual 6 autobiographies 7 antivirus  
8 misunderstood 9 postwar 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

## Review

### A pairwork card game

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

#### Vocabulary

Review from Files 1-10

- Give each pair a set of cards face down. Demonstrate by taking a card, telling Sts what the word group is, and defining 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 the other student to guess. Remind Sts that they shouldn't use the word itself in the definition. They should try to take no longer than two minutes per card.

### Non-cut alternative

- **Put Sts in pairs. Copy one sheet per pair and cut it down the middle. Give A and B each half, and continue as above.**