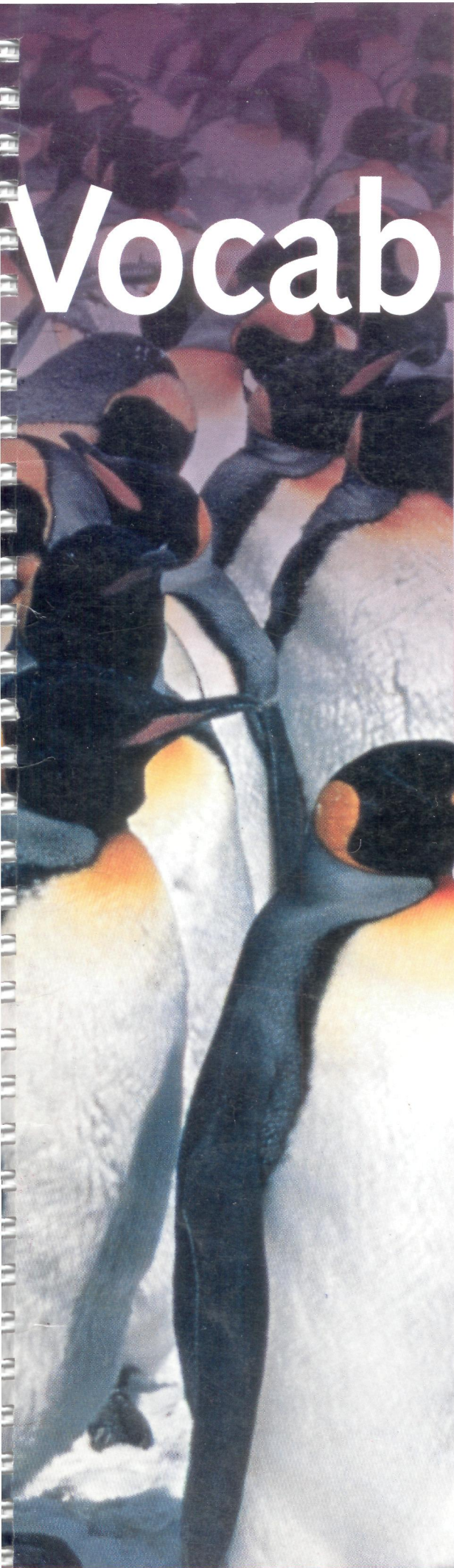




Vocabulary 2

Games and
Activities



Peter Watcyn-Jones

PENGUIN ENGLISH PHOTOCOPIABLES

Vocabulary 2

Games and Activities

Peter Watcyn-Jones

Head of English, Swansea University, Swansea, Wales

*To Ani & Gareth Day
for good food and inspiration
at their Garuda Indonesian restaurant
in Swansea*



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

























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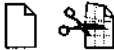
























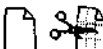


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





















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Key Words	157
















Activity type		Preparation	
	individual		1 handout to copy
	pair work		several handouts to copy
	group work		1 handout to copy and cut up
	whole class activity		several handouts to copy and cut up
	teacher-led activity		handout to be cut up into several pieces or into cards

Game/Activity	Time	Key vocabulary/Topic	Activity type	Preparation	Pages
Beginner/Elementary					
1 Ice-breaker bingo 1	20 mins	Various nouns: <i>bed, chair, envelope, plate, etc.</i>			1/41
2 Stepping stones	10 mins	Common verbs: <i>climb, cook, cry, dance, etc.</i>			1/42-43
3 Alphabet bingo	10 mins per game	Pairs of letters (those that usually cause problems): <i>JG, EA, UY, JA, etc.</i>			2/44-46
4 Find the differences	25 mins	Food and drink words: <i>a cake, a sausage, a cup of coffee, a pizza, etc.</i>			2/47-49
5 How do they look?	20 mins	Adjectives to describe people: <i>fat, bored, well-built, frightened, sad, happy, etc.</i>	 		3/50
6 Picture crossword: Parts of the body	20 mins	Parts of the body words: <i>arm, back, chin, knee, etc.</i>	 		3/51-52
7 Who's who in the family? (Logic problem)	15 mins	Relatives: <i>brother, sister, uncle, cousin, etc.</i>			4/53
8 Matching pairs: Verbs to talk about your life	25 mins	Verbs to talk about your life: <i>to be born, to start school, to get married, etc.</i>	 		4/54-55
9 Half a crossword: Useful verbs	30 mins	Various verbs: <i>bite, carry, cough, cry, draw, dream, etc.</i>			5/56-57
10 20-square: Add one more word	20 mins	Categories of words: <i>apple, banana, pear (fruit), dog, horse, lion (animals), etc.</i>	 		5/58
11 Complete the sentences	20 mins	Various nouns, verbs and adjectives: <i>address, beard, butcher, ride, thank, afraid, disappointed, etc.</i>	 		6/59

Game/Activity	Time	Key vocabulary/Topic	Activity type	Preparation	Pages
12 Noughts & crosses: Things in the home	10–15 mins per game	Various objects in the home: <i>a fridge, a cooker, a bookcase, a screwdriver, etc.</i>			7/60–61
Elementary/Pre-intermediate					
13 True or false? 1	20–25 mins	Various words: <i>umbrella, bucket, saucepan, Dutch, belt, etc.</i>			8/62
14 A jigsaw problem 1	15 mins	Various 5-letter words: <i>sleep, round, shelf, glass, brown, dirty, etc.</i>			9/63–64
15 Nationalities crossword	20 mins	Various nationalities: <i>Australian, Chinese, Mexican, Scottish, French, etc.</i>	 		9/65–66
16 Group the words: Nouns	20 mins	Various nouns grouped under headings: Pets and farm animals: <i>cow, duck, goat, kitten, puppy</i> Things in the kitchen: <i>dishwasher, freezer, tea towel, oven, tin opener, etc.</i>			10/67–68
17 Matching pairs: Adjectives to describe people	20 mins	Adjectives to describe people: <i>generous, honest, last, shy, romantic, etc.</i>			10/69–70
18 Alphabet fun	10–15 mins	Letters of the alphabet and ordinal numbers: <i>consonant, vowel, fourth, tenth etc.</i>			11/71
19 Ice-breaker bingo 2	20 mins	Various words: <i>rabbit, fortnight, cucumber, sharp, arrive, prison, etc.</i>			11/72
20 Picture crossword: Sports and hobbies	20 mins	Various sports and hobbies: <i>cricket, painting, photography, football, etc.</i>	 		12/73–74
21 Who won the European Cup? (Logic problem)	10 mins	Various words to do with football: <i>beat, lost, score a goal, semi-final, etc.</i>	 		12/75
22 Ask the right question	20 mins	Various nouns, verbs, adjectives, etc: <i>hungry, a cat, Help!, at night, expensive, etc.</i>			12/76–77
23 Board game: Clothes & accessories	20–25 mins	Clothes and accessories: <i>boots, watch, shirt, tights, pyjamas, earrings, etc.</i>			13/78–79
24 Half a crossword: Useful adjectives	30–35 mins	Adjectives: <i>cruel, difficult, exciting, late, modern, etc.</i>			14/80–81

Game/Activity	Time	Key vocabulary/Topic	Activity type	Preparation	Pages
Pre-intermediate/Intermediate					
25 Find someone who ...	20 mins	Various words			14/82-84
26 Bingo: British-American English	10 mins per game	British-American English: <i>lift-elevator, taxi-cab, motorway-freeway, etc.</i>			15/85-88
27 Prepositions maze	10 mins	Various adjectives followed by prepositions: <i>interested in, fond of, tired of, famous for, etc.</i>			16/89
28 20-square: Opposites	20 mins	Opposites: <i>sharp-blunt, mean-generous, to fail-to succeed, profit-loss, etc.</i>	 	 	17/90
29 A jigsaw problem 2	15 mins	Various 6-letter words: <i>Sweden, nephew, salary, recipe, etc.</i>			17/91-92
30 A-Z (Dictionary quiz 1)	15-20 mins	Various words: <i>architect, bracelet, disappear, jury, etc.</i>			17/93-94
31 Cross them out	15 mins	Various categories of words: Speaking: <i>shout, whisper, make a speech</i> Illness and pain: <i>cold, headache, temperature, sore throat, etc.</i>	 		18/95
32 Making sentences	20-25 mins	Various words: <i>government, neighbour, sensitive, bribe, rush, prejudiced, on holiday, etc.</i>			19/96
33 Who drives which car? (Logic problem)	15 mins	Various words: <i>neither, nor, bigger, smaller, etc.</i>	 		20/87
34 Board game: Prepositions	20 mins per game	Various prepositions: <i>on, in, at, among, over, through, etc.</i>		 	20/98-100
35 Dominoes: Phrasal verbs	20 mins	Various phrasal verbs: <i>fall out - quarrel, look into - investigate, etc.</i>		 	20/101-102
36 True or false? 2	20-25 mins	Various words: <i>fed up, hostage, sub-titles, recipe, etc.</i>	 		21/103
Intermediate/Upper Intermediate					
37 Ice-breaker bingo 3	20 mins	Various words: <i>nightmare, daffodil, drawing pin, compulsory, tortoise, etc.</i>			22/104
38 Two words for one	15 mins	The end of one word is the beginning of a new one: <i>cheap-apple, stale-leek, keen-enemy, etc.</i>			23/105-106
39 A-Z (Dictionary quiz 2)	20 mins	Various words, each starting with a different letter of the alphabet: <i>annual, burglar, continent, depressed, etc.</i>			23/107
40 20-square: Confusing words	20 mins	Confusing words: <i>foreigner-stranger, lucky-happy, recipe-receipt, etc.</i>		 	24/108

Game/Activity	Time	Key vocabulary/Topic	Activity type	Preparation	Pages
41 Noughts & crosses: Spelling	10–15 mins per game	Spelling of various words: <i>accommodation, biscuit, diary, excellent, etc.</i>		 	25/ 109–110
42 Vocabulary sets	30–40 mins	Sets of cards each dealing with a specific area of vocabulary. Teachers choose five to use from: <i>Describing character and personality; Cars and motoring; House and home; Books, etc.; Travel and holidays; Describing moods and feelings</i>			26/111–114
43 Anagrams crossword	20 mins	All clues are anagrams: <i>toga–goat, singer–resign, admirer–married, etc.</i>	 		27/115–116
44 The definition game	30 mins	Various nouns, verbs and adjectives: <i>accident, big-headed, shy, hijack, etc.</i>	 	 	27/117
45 Dominoes: Compound adjectives	20 mins	Compound adjectives: <i>best-selling, brand-new, easy-going, etc.</i>		 	28/ 118–120
46 Vocabulary Quizzes	25–30 mins per quiz	Various phrasal verbs and adjectives: <i>fall through, go with, vain, delicious, furious, etc.</i>			28/121–122
47 Word-building crossword	20 mins	Various words: <i>successful, artist, decision, pleasure, strength, etc.</i>	 		29/123–124
48 True or false? 3	20–25 mins	Various words: <i>bicker, dimple, derelict, slip road, rung, etc.</i>	 		30/125
Upper Intermediate/Advanced					
49 Find eight words	20 mins	Various words, all connected in some way: <i>Name an irritating habit; Name a job where you have to talk a lot; Name a word to do with love and marriage; etc.</i>			31/126–127
50 Half a crossword: Various words	30 mins	Various nouns, verbs and adjectives: <i>barrister, bilingual, boast, chess, confused, etc.</i>			31/128–129
51 Board game: Verb + noun collocations	20 mins per game	Various verb + noun collocations: <i>ask permission/the way, break a leg/one's heart, catch a cold/a bus, change your mind/gear, cut someone dead/one's losses, etc.</i>		 	32/ 130–132
52 A visit to the doctor (Logic problem)	15 mins	Medical complaints: <i>sore throat, backache, migraine, hay fever, etc.</i>			33/133
53 20-square: Ambiguous headlines	20 mins	Ambiguous headlines. Students try to give both meanings: <i>Police shoot man with knife, Michael Jackson appeals to Pope, Stolen painting found by a tree, etc.</i>			33/134

Game/Activity	Time	Key vocabulary/Topic	Activity type	Preparation	Pages
54 Vocabulary football game	20 mins per game	Various questions and answers: <i>Which word starting with v- is the opposite of compulsory? etc.</i>			34/135-138
55 Sort out the idioms	25-30 mins	Word groups based on idioms: <i>bite your tongue, have a chip on your shoulder, be wet behind the ears, etc.</i>			34/139-140
56 Call my bluff	20-25 mins	Idioms: <i>a gatecrasher, a golden handshake, be all fingers and thumbs, be hair-raising, be in good nick, etc.</i>	 		35/141-146
57 Misprints crossword	30 mins	Crossword where the answers are based on newspaper misprints: <i>various words</i>			36/147-148
58 Fun with anagrams	20 mins	Various anagrams: <i>gloves-cloves, fights-flights, officers-offices, etc.</i>			36/149
59 Idioms quiz	20-25 mins	Idioms: <i>a stag party, pass away, behind bars, full of beans, a busman's holiday, etc.</i>			37/150
60 Definitions maze	10-15 mins	Various definitions (verbs, nouns, adjectives): <i>invisible, scarce, bilingual, ignore, inherit, aptitude, chore, etc.</i>			37/151-152
Numbers 1-20 sheet					153
Noughts and crosses pieces					154
Noughts and crosses board					155
How to define words sheet					156

Introduction

Vocabulary Games and Activities 2 forms part of the Penguin series of photocopiable resource books for teachers and contains sixty activities for practising and revising vocabulary. These games and activities range in level from elementary to advanced and include a wide variety of different exercise types: bingo activities, matching pair activities, crosswords, dominoes, quizzes, word grouping activities, word mazes, logical problems, etc.

Each activity contains material to be photocopied, usually one sheet or more, and clear step-by-step instructions to the teacher on preparation and organisation. **Vocabulary Games and Activities 2** can be used with adults and teenagers at all levels and in all different classes to give extra practice in vocabulary in a fun and stimulating way.

The lexical items in the book have been carefully chosen, with the emphasis on 'useful' vocabulary at the various levels. Most games and activities concentrate on certain areas of vocabulary or topics. Where possible, many words are recycled in different exercises. Activities invariably have to be changed or adapted to suit one's own particular group of students, so I hope teachers will feel free to make any changes they feel necessary.

Teachers sometimes ask me why they should go to the trouble of photocopying and cutting out words for activities when the same thing could probably be done on a single sheet of paper. My answer is that although it is certainly more work for the teacher, the results are well worth it. Learning seems to become more active, the students get more involved and, in my experience, retention improves enormously. Once a student has done an exercise on paper, it feels 'finished', and is never easy to repeat. By allowing the students to physically arrange words on a table (e.g. in matching pairs or grouping of words), the sense of touch is used, and the more senses that are involved in the learning process the better.

Most of the games and activities will involve the students working in pairs or in small groups, which is an excellent way of making the learning process more dynamic and enjoyable. Students will see that vocabulary learning can actually be fun!

Finally, it is always difficult to know which ideas can be claimed as one's own and which are other people's. Where I have consciously used someone else's idea I have of course acknowledged this. In other cases where I have devised an activity which someone else can lay prior claim to (it is possible for two people to come up with the same idea quite independently), then I apologise and will gladly make the appropriate acknowledgement in future editions of this book.

The organisation of this book

Vocabulary Games and Activities Book 2 has been organised by level. There are five levels:

- 1 Beginner/Elementary
- 2 Elementary/Pre-intermediate
- 3 Pre-intermediate/Intermediate
- 4 Intermediate/Upper Intermediate
- 5 Upper Intermediate/Advanced

with twelve activities at each level.

However, classes vary enormously and these levels are only intended as a guide, since the games and activities in this book practise and reinforce vocabulary items which can be useful to everyone.

The detailed contents list will show at a glance the vocabulary that is being practised in each game or activity. In addition, the Teacher's Notes for each activity gives a detailed list of all the words used. A key is also given, where appropriate and finally, at the back of the book is a list of all the key words found in the book.

Classroom organisation

The activities in **Vocabulary Games and Activities 2** are sufficiently flexible to be done in classes of all sizes.

Time

There is an indication in the contents list and also in the Teacher's Notes as to the approximate time each activity will take. This will of course vary from class to class and will depend on how thoroughly you wish to exploit the activity. However it does give an indication and can help you decide if you wish to make the game or activity the main focus of the lesson or use it either at the beginning (as an ice-breaker and introduction) or at the end of the lesson (as a relaxation and revision).

Preparing the activity before the lesson

The Teacher's Notes to each activity have a special section: Preparation.

This section tells you exactly what you need to do before the class starts, i.e. how many pages to photocopy, how many copies are needed and if the copies need to be cut up in any way. The contents also gives an indication of the amount of preparation needed.

Introducing the activity

The Teacher's Notes often start with suggestions as to how to introduce the game or activity. It is very important to always explain very clearly what to do and it is often a good idea to do an example yourself with one of the students.

For most of the activities it is a good idea to set a time limit and write this up so that everyone can see it. Give a warning shortly before it expires so that students can start to finish off. It may be that some students have not finished since it is almost inevitable that people will finish at different times.

Pair work and group work

There are various types of activities: some where students work individually, some where they work in pairs and some where they cooperate in small groups.

Where possible, rearrange the classroom slightly to make it easier for students to work in pairs or groups without disturbing others. Where this is not possible, students doing pairwork should work with the person sitting beside them or the person in front or behind (they just need to turn round). For group work, two students can easily turn their chairs round to face two others behind them. When you have an uneven number of students, most pair activities can be done by three people (if necessary, two students against one).

As far as possible, vary the pairs and groups so that students do not always work with the same people. It can sometimes be useful, for example, to mix stronger and weaker students in a small group so that they can help one another.

The enormous advantage of working in pairs and groups is that it gives everyone a chance to speak and in a non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from some of the constraints of the classroom. If this type of activity is new to them, it is useful to explain its advantages and to encourage them to take full advantage by participating as much as they can and sticking strictly to English!

The role of the teacher while this is going on is to facilitate communication by walking round the classroom, pausing briefly beside each pair/group. If all is going well, just encourage and move on. If things are not going so well, offer help and encouragement as needed to get students working well together.

While walking round, it is useful to have a small notebook or piece of paper on which you note down any persistent mistakes you hear or common problems. You can discuss these with the whole

class during the feedback session – it is usually better to avoid saying who made each mistake as this can have a discouraging effect!

Feedback session and follow-up work

Each activity should end with a checking/feedback session for the whole class. This checking and evaluation is an integral part of the activity and it is important to leave enough time for it.

Note for busy teachers

Teachers are often very busy and there is not always a lot of time for preparation, especially when it involves both copying and cutting up handouts onto cards, etc. If this is the case, several of the activities in this book can still be used (though obviously not as effectively). In particular the following:

Matching pair activities (Nos 8 & 17). The sheets can be given out and can be matched up on paper.

Domino activities (Nos 34 & 45). The board and domino sheet can be given out and the words (on the dominoes) written onto the board instead of them being placed around it.

Group the word activities (Nos 15 & 56). The handouts can be given out and the students write the words under each heading on a separate piece of paper.

Complete the sentences (No 11). The handouts (board and card) can be given out and instead of placing each word on the number sheet, the students write them in).

A note about photocopying

Since this is a photocopiable book with each activity containing one or more handouts, it may be worth looking at ways of reducing the costs – both in terms of time and money. The material to be photocopied can be divided into two types: (a) handouts which the students write on, and (b) material which the students use but do not write on. Of the latter, many are cut up into cards.

For material that can be re-used, wherever possible try mounting them on cards and protecting them either by laminating them or (a cheaper solution) by keeping them in clear plastic folders. The extra initial effort will certainly pay off as subsequent photocopying costs and time will be reduced greatly.

Part 1: Teacher's notes

Beginner/Elementary

1 Ice-breaker bingo 1

Time: 20 minutes

Type of activity: Ice-breaker activity for the whole class (20 students) – especially useful with a new class where the students still haven't learnt each others' names.

Preparation: Copy the handout on page 41 – one copy for each student.

Lexical area/Topic

Various nouns

banana, bed, cabbage, carrot, chair, cow, dentist, doctor, Dutch, envelope, glasses, handbag, Holland, horse, husband, ice-cream, lemon, mouse, nurse, orange juice, pig, pilot, plate, potato, saucepan, spoon, tail, The Netherlands, today, umbrella, vase, waiter, watch, wife, yesterday

Method

- 1 Give each student a copy of the handout. Give them a few minutes to read through it, but don't let them discuss its contents with anyone else.
- 2 Explain that they are not allowed to write any answers down themselves, but have to ask other people in the group for the answers. If they get an answer, they write it down, plus the name of the person they asked. The aim is to be the first person to get a full unbroken row of answers both from left to right and from top to bottom (ten squares total). The first person to get this shouts BINGO! The card is checked, and if correct, the game ends. If there are wrong answers, tell the student which ones they are and the game continues until someone else shouts BINGO! or you run out of time.
- 3 The students stand up and walk around the room. Every time they meet someone they ask one question. (They can meet the same person more than once.)
- 4 If, after about 20 minutes, nobody has shouted BINGO! stop the activity anyway.
- 5 Go through all the questions orally, asking random students for the answers and who told them.

Key

1 a pilot, 2 a carrot, 3 yellow (green), 4 an envelope, 5 ice-cream, 6 a handbag, 7 a mouse, 8 a bed, 9 a lemon, 10 a spoon, 11 Holland/The Netherlands, 12 a waiter, 13 a doctor, 14 a watch, 15 a dentist, 16 a vase, 17 a chair, 18 a plate, 19 a dog, a cat, a horse, a rat, a mouse, etc. 20 (a pair of) glasses, 21 wife, 22 a nurse, 23 a cow, 24 the 15th, 25 an umbrella

2 Stepping stones

Time: 10 minutes

Type of activity: A simple maze-type activity based on filling in the missing verbs in sentences correctly in order to find a route across a river.

Preparation: Copy the handouts on pages 42–43 – one copy for each pair.

Lexical area/Topic

Common verbs

ask, brush, cook, cry, dance, dream, drink, drive, eat, fall, have, jump, laugh, listen to, read, ride, see, sing, swim, throw, watch

Method

- 1 Divide the class into pairs and give each pair a copy of the handout.
- 2 Explain that the aim is to find their way across the river, going from stepping stone to stepping stone. Tell them that they can move from one stepping stone to another horizontally, vertically or diagonally. If necessary, draw the following on the board to demonstrate how you can move.

can jump here	can jump here	can jump here
can jump here	PRESENT STONE	can jump here

- 3 Tell them that if they can work out which verbs are missing from the ten sentences, then they should be able to find the correct route across the river. If necessary, do the first one (cry) with the whole class.
- 4 The students now work on their own. After 10 minutes stop them. Check orally by reading out the sentences and asking the pairs (at random) for the missing verbs.

Key

1 cry, 2 listen to, 3 brush, 4 eat, 5 watch, 6 ride, 7 drive, 8 drink, 9 laugh, 10 throw

3 Alphabet bingo

Time: 10 minutes per game

Type of activity: Teacher-led bingo activity, with the students working individually (or in pairs in larger classes).

Preparation: Copy the eight students' cards on pages 45–46 and cut them out – one card per student (or per pair if the class is large).

If you plan to play the game twice, give each student two cards to start with. Also make one copy of the teacher's handout on page 44. (You will need to cut out the bottom half into small squares.)

Lexical area/Topic

Pairs of letters

AE, EA, EG, GE, GJ, HJ, HK, JA, JG, LE, LI, QW, UY, WY, ZG, ZJ

Method

- 1 Begin by revising the pronunciation for letters of the alphabet, in particular the following letters:
A, E, G, H, I, J, L, Q, U, W, X, Y and Z
- 2 Give out the bingo cards. Allow the students a few minutes to look through them before beginning. (If the class is large, students work in pairs.)
- 3 Put the sixteen squares you have cut up into some kind of container (hat, cup, etc.) and draw them out one at a time. Say the pair of letters and place the square on your 'Master board'. If the students have the same pair of letters on their cards, they cross them out.
- 4 Continue until a student has crossed out every pair of letters, in which case s/he shouts out *Bingo!*
- 5 Now you stop the game and ask the student to say the six pairs of letters on his/her card that s/he has crossed out. (You can ask another student to monitor this, to avoid any cheating!) Check on your board that these pairs of letters have been called out.

- 6 If a mistake has been made, continue with the game until someone wins.
- 7 You can then play again with different cards. You might even ask one of the students to be the caller!

4 Find the differences

Time: 25 minutes

Type of activity: Pairwork activity, based on finding the differences between two handouts which contain 25 drawings of food and drink, arranged in boxes on the page.

Preparation: Copy the revision handout on page 47 – one copy for each student. Also copy the A and B handouts on pages 48–49 – one set per pair.

Lexical area/Topic

Food and drink words

an apple, a banana, a bar of chocolate, a biscuit, a boiled egg, a cake, a carrot, a cup of coffee, a cup of tea, a glass of milk, a glass of water, a glass of wine, a hamburger, a hot dog, an ice-cream, a loaf of bread, an orange, a pear, a pineapple, a pizza, a roll, a sandwich, a sausage, a strawberry, a tomato

Method

- 1 Before starting, hand out the Revision handout. Let the students work at it in pairs. Check orally.
- 2 Tell the students to put this sheet away and hand each pair a set of A and B sheets.
- 3 Explain that they have to try to find which ten boxes are different. They can ask in two ways:
*Is there (an apple) in A1? or
What's in A1?*
Tell them not to 'help' their partner by telling them they've found a difference (for 2nd question type). Instead, they should just make a note themselves, since the aim is to be the first person to find all ten differences.
- 4 Allow 15 minutes for this. Then stop everyone, whether they have found all ten differences or not.
- 5 They can now compare drawings.

Key (Revision handout)

1 a cup of coffee, 2 a bar of chocolate, 3 an orange, 4 a pizza, 5 a cake, 6 a cup of tea, 7 a hot dog, 8 a tomato, 9 an apple, 10 a glass of milk, 11 a hamburger, 12 a boiled egg, 13 a pineapple, 14 a glass of water, 15 a roll, 16 a carrot, 17 a sausage, 18 a glass of wine, 19 a pear, 20 a biscuit, 21 a sandwich, 22 an ice-cream, 23 a banana, 24 a loaf of bread, 25 a strawberry

5 How do they look?

Time: 20 minutes

Type of activity: Teacher-led whole class activity with the students working in small groups of three. The teacher reads out a sentence, e.g. *Write number 1 next to the person who is happy.* As they listen, the students have to decide which person is being described.

Preparation: Copy the handout on page 50 – one per group.

Lexical area/Topic

Various adjectives to describe people
angry, blonde, cold, fat, frightened, happy, hot, ill, old, sad, slim, tall, tired, well-built, young

Method

- 1 Divide the class into pairs (or groups of three). Give each pair/group a copy of the handout. Allow them a few minutes to look at it. Do not explain anything while they do this.
- 2 Read out the following sentences, one at a time. (Read each one twice, if necessary.) Allow a minute or so after each one for the students to write the number of the sentence in the box next to the appropriate drawing.
Write the number 1 next to the person who is sad.
Write the number 2 next to the person who is fat.
Write the number 3 next to the person who is happy.
Write the number 4 next to the person who is cold.
Write the number 5 next to the person who is old.
Write the number 6 next to the person who is slim.
Write the number 7 next to the person who is

tall.

Write the number 8 next to the person who is tired.

Write the number 9 next to the person who is excited.

Write the number 10 next to the person who is frightened.

Write the number 11 next to the person who is hot.

Write the number 12 next to the person who is young.

Write the number 13 next to the person who is blonde.

Write the number 14 next to the person who is well-built.

Write the number 15 next to the person who is angry.

Write the number 16 next to the person who is ill.

- 3 Check orally, by reading out each sentence again (possibly in a different order) and asking various pairs/groups for their answers.

Key (order of drawings on page)

slim 6, hot 11, angry 15, excited 9, blonde 13, tired 8, sad 1, happy 3, old 5, fat 2, ill 16, well-built 14, young 12, cold 4, frightened 10, tall 7

6 Picture crossword: Parts of the body

Time: 20 minutes

Type of activity: Theme-based picture crossword for pairs or small groups. This one is based on parts of the body words.

Preparation: Copy the handouts on pages 51–52 – one copy per pair/group.

Lexical area/Topic

Various parts of the body words
arm, back, bottom, cheek, chest, chin, ear, elbow, eye, eyebrow, face, finger, foot, forehead, hair, hand, head, knee, leg, lip, mouth, neck, nose, teeth, thumb, toe, tongue

Method

- 1 Divide the class into pairs or groups of three. Give each pair/group a copy of the crossword.
- 2 Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.

Across → Down ↓

Teacher's notes

- 3 Allow 20 minutes for them to fill in the crossword and to work out the hidden word.
- 4 Check orally by asking different pairs/groups (at random) for the answers to the Across words first, followed by the Down words. Finally, ask if they have worked out the hidden word (shoulder).

Key

Across: 1 back 3 elbow 4 knee 5 lip 6 chest 9 finger 11 mouth 12 face 13 eye 15 eyebrow 16 thumb 18 hand 20 arm 21 chin

Down: 1 bottom 2 teeth 5 leg 6 cheek 7 ear 8 tongue 9 forehead 10 nose 12 foot 14 toe 17 head 18 hair 19 neck

7 Who's who in the family?

Time: 15 minutes

Type of activity: Logic problem for small groups, based on working out who is who in a family from the clues given.

Preparation: Copy the handout on page 53 – one copy per group.

Lexical area/Topic

Relatives, etc.

brother, children, cousin, get married, grandchildren, grandparents, husband, parents, sister, uncle

Method

- 1 If necessary before starting, revise words for relatives by drawing a simple family tree on the board and checking that they understand *parents, grandparents, grandchildren, cousin, uncle, aunt, brother, sister, etc.*
- 2 Divide the class into groups of 3–4. Give each group a copy of the handout.
- 3 Explain that by reading the sentences they should be able to work out the names of the various members of the family. Allow 15 minutes for them to write down the people's names.
- 4 Check orally.

Key

Reading from top to bottom:

Tom – Margaret

Paul – Sally

Simon – Amanda

Mark

Emma – Julia (or Julia – Emma)

8 Matching pairs: Verbs to talk about your life

Time: 25 minutes

Type of activity: Pairwork or group work activity, based on matching the correct verb (A-cards) with the correct drawing (B-cards) and then arranging them in the most logical order.

Preparation: Copy and cut up the verb cards (A) and the drawings (B) on pages 54–55 – one set for each pair/group, plus one set of B-cards for yourself.

Lexical area/Topic

Verbs to talk about your life

to be born, to start school, to leave school, to go to university, to start work, to learn to drive, to meet your future husband/wife, to fall in love, to get engaged, to get married, to buy a house, to have children, to become a grandparent, to retire, to die, to be buried

Method

- 1 Divide the class into pairs (or groups of three). Give each pair a set of A- and B-cards.
- 2 Tell them they have to arrange them into sixteen pairs of words comprising a verb (on the left) and a drawing (on the right). Tell them they also have to decide on a 'correct' or 'logical' order you would do these things during your life.
- 3 Allow 15 minutes for this. Go round and check that the pairs/groups have matched up the drawings correctly.
- 4 Check orally with the whole class. Do it this way. Shuffle the drawings (B-cards) and hold them up one at a time. Ask different pairs/groups to give you the corresponding verbs. Next, ask one pair/group to give you their 'logical' sequence. Write it up on the board. Ask the others in the class if there's anything they disagree with. Encourage discussion, since there is more than one 'correct' answer.

Key (also suggested 'logical' sequence)

to be born 9, to start school 16, to leave school 5, to go to university 7, to start work 12, to learn to drive 15, to meet your future husband/wife 2, to fall in love 1, to get engaged 8, to get married 3, to

buy a house 11, to have children 14, to become a grandparent 4, to retire 10, to die 6, to be buried 13

9 Half a crossword: Useful verbs

Time: 30 minutes

Type of activity: Group activity, based on a crossword. Each group has an incomplete crossword. By asking for and giving definitions, they try to fill in the missing words.

Preparation: Copy the crosswords on page 56 (for Group A students) and on page 57 (for Group B students).

Lexical area/Topic

Useful verbs

bite, borrow, carry, climb, cough, cycle, fight, laugh, learn, paint, ride, shout, sit, smile, smoke, spell, study, travel, wear, yawn

Method

- 1 Before starting, it is a good idea to revise ways of giving definitions for verbs. Write the following on the board:

It's a way of ... (walking/eating/speaking/moving) etc.

It means to ... (drive past another car/laugh in a very loud way) etc.

It's another word for ... (hit/look/talk) etc.

It's the opposite of ... (arrive/sell/win) etc.

You do this ... (when you are happy/in the bath/when you eat/in the day) etc.

Write up the word **sing** on the board. Ask student to suggest a way of explaining what 'sing' is. (e.g. *Pop singers and opera singers do it. Some people do it when they have a bath or shower.* etc.)

Then write up the word **sleep**. Again ask for suggestions for how to describe sleep. (e.g. *You do this at night. You can sometimes do it in the day if you are tired.* etc.)

Keep the phrases on the board, so the students can have them for reference.

- 2 Divide the class into A and B groups of between 2–4 students per group. They sit facing each other. Give each group the appropriate crossword and allow them time to check through the words they will need to define before starting. If necessary, give individual help at this stage.

NOTE: On no account must they allow the other group to see their crossword.

- 3 Explain that they have to take it in turns to ask for a word that is missing from their crossword. They simply ask: *What's 3 down? What's 14 across?* etc. The other group now try to give as clear a definition as possible to help them guess the word.
- 4 Set a definite time limit (e.g. 25 mins.) and stop the students at the end of it, *whether they have finished or not.*
- 5 They can now compare crosswords and check any words they didn't fill in.
- 6 You can follow up by asking the groups to explain how they defined one or two words from the crossword.

10 20-square: Add one more word

Time: 20 minutes

Type of activity: In this teacher-led activity, students have to try to add one extra word (of the same type) to three that are already given.

Preparation: Copy the handout on page 58 – one per group. (If the group is large, make sure there are enough copies for every two to three students.) Also copy, cut up and shuffle the *Numbers 1–20* on page 153. Place the numbers face down in front of you.

Lexical area/Topic

Various categories of words

apple, banana, pear (fruit), dog, horse, lion (animals), bookcase, chair, table (furniture), bathroom, bedroom, living-room (rooms in a house), carrot, potato, tomato (vegetables), coffee, milk, tea (drinks), doctor, pilot, teacher (jobs), basketball, golf, tennis (sports), bicycle, bus, car (vehicles), London, Rome, Stockholm (capital cities), March, May, July (months), brother, father, sister (relatives), black, green, yellow (colours), ant, fly, spider (insects), Spring, Summer, Winter (seasons), coat, jeans, shirt (clothes), hotel, library, shop (buildings), England, Spain, Turkey (countries), guitar, piano, violin (musical instruments), blonde, friendly, handsome (adjectives to describe people)

Method

- 1 Divide the class into four groups – A–D. Give each group sufficient copies of the handout. Decide which group will start (e.g. Group A). The game then continues in a clockwise direction.
- 2 Hold up the first number (e.g. 5). The first group look at square number 5 on the handout and try to think of one more word that will go with the three given. In this case, they would have to think of another vegetable (e.g. *onion, cucumber, lettuce, peas*, etc.).
- 3 If correct, everyone puts a cross through this square and writes in the letter of the group that gave the correct answer – in this case they would write *A* in the square.
- 4 If incorrect, the number is put at the bottom of the pack to be used later on in the game.
- 5 Play continues in this way. The team with the highest number of 'squares' at the end is the winner.

NOTE: The reason for using the number cards is that it creates a certain amount of suspense – no one knows which square is going to be next. This results in heightened attention.

Key (some possible extra words)

1 *peach, pineapple, grape, strawberry, cherry, plum*; 2 *cat, cow, bull, mouse, lion*; 3 *sofa, cupboard, bed, armchair*; 4 *kitchen, hall, study, dining-room, sitting-room*; 5 *onion, cucumber, lettuce, peas*; 6 *orange juice, wine, water, beer*; 7 *dentist, nurse, waiter, shop assistant, secretary*; 8 *football, rugby, badminton, hockey*; 9 *van, train, ship, coach*; 10 *Paris, Copenhagen, Buenos Aires, Tokyo*; 11 *February, June, August, December*; 12 *mother, cousin, uncle, grandfather*; 13 *blue, white, pink, red*; 14 *bee, beetle, mosquito, ladybird*; 15 *Autumn, Fall*; 16 *blouse, trousers, skirt, dress*; 17 *cinema, department store, school, hospital*; 18 *Brazil, China, India, Mexico*; 19 *flute, mouth organ, drum, keyboard*; 20 *generous, jealous, good-looking, kind*

11 Complete the sentences

Time: 20 minutes

Type of activity: Teacher-led whole class activity with the students working in small groups of three. The teacher reads out twenty sentences with gaps

and the students have to decide which word is missing in each sentence.

Preparation: Copy the *Numbers 1–20* sheet on page 153 – one copy per group. Also copy and cut up the cards on page 59 – again, one set per group.

Lexical area/Topic

Various nouns, verbs and adjectives

Nouns: *address, beard, butcher, dentist, hotel, husband, key, languages, library, postcard, towel*

Verbs: *buy, ride, smoke, thank*

Adjectives: *afraid, disappointed, famous, polite, sharp*

Method

- 1 Divide the class into groups of 3–4 per group. Give each group a copy of the *Numbers 1–20* sheet plus a set of cards. Tell the students to arrange the cards on the desk in front of them. Try to get them to arrange them into nouns, verbs and adjectives. Allow 5 minutes for this. Go around and check that they understand the words.
- 2 Read out the sentences opposite, one at a time. Say the number of the sentence *before* you read it out. If necessary, read each sentence more than once. Make sure you clearly indicate (by making a sound, etc.) where the missing word is in each sentence.
- 3 The students look at their words and decide if they can find one which will fit into the sentence you have just read out. They place it in box 1 for sentence 1, box 2 for sentence 2, and so on. Encourage them to guess, even if they aren't 100% sure.
- 4 Continue in this manner until you have read out all twenty sentences.
- 5 Check orally. Ask for suggestions for each missing word before reading out the sentence again. Give each group 1 point for each correct answer.
- 6 Which group scored the most?

Follow-up

The students shuffle their cards and place them face down on the table in front of them. They now spread them out like a pack of cards and pick out five at random. Working together, they try to write their own gapped sentence for these cards. Get them to read out their sentences. The

rest of the class listen and try to guess what the missing words are.

Sentences (to be read out by the teacher)

Don't forget to say the number of the sentence before you read it. And also to remind the students where to put their words. (See sentence 1 for example.) The answers are given in **bold type** after each sentence.

- 1 Say: *This is sentence number 1 ... sentence number 1. Listen and then try to guess which word is missing.*
1 'Have you got a cigarette?'
'I'm sorry, I don't ___(bleep!)___.' **smoke**
So which word is missing? Don't tell anyone! Just put it in box number 1.
(Continue like this.)
- 2 I can't cut with this knife. It's not very ___(bleep!)___. **sharp**
- 3 His tooth was aching, so he went to see a ___(bleep!)___. **dentist**
- 4 After you wash your hands, you usually dry them with a ___(bleep!)___. **towel**
- 5 When we were in Rome last summer we stayed a 5-star ___(bleep!)___. **hotel**
- 6 My cousin can speak two ___(bleep!)___ - Spanish and German. **languages**
- 7 I'd like to ___(bleep!)___ everybody for helping me. **thank**
- 8 I'm going to sell my old computer. Do you know anybody who wants to ___(bleep!)___ one? **buy**
- 9 Everyone has heard of him. He's very ___(bleep!)___. **famous**
- 10 I can't get into my flat. I've lost my ___(bleep!)___. **key**
- 11 'Are you married?'
'Yes. My ___(bleep!)___ is called Sven and comes from Sweden.' **husband**
- 12 Don't turn the light off! I'm ___(bleep!)___ of the dark. **afraid**
- 13 Do you know how to ___(bleep!)___ a horse? **ride**
- 14 My uncle sells meat. He's a ___(bleep!)___. **butcher**
- 15 She was very ___(bleep!)___ when she didn't get the job. **disappointed**
- 16 When you go to New York, don't forget to send me a ___(bleep!)___. **postcard**

- 17 'Do you know Pam's ___(bleep!)___ address?'
email

'Yes, It's pamelah@hotmail.com.'

- 18 She always says 'Please' and 'Thank you'. She's a very ___(bleep!)___ child. **polite**
- 19 We went to the ___(bleep!)___ to borrow some books. **library**
- 20 He was a tall man, with long hair and a big black ___(bleep!)___. **beard**

12 Noughts & crosses: Things in the home

Time: 10–15 minutes per game

Type of activity: Noughts & crosses game for groups based on identifying drawings of things found in the home.

Preparation: Copy the Noughts & crosses board on page 155 – one copy per group. Also copy and cut up the 'O' and 'X' pieces on page 154 – again one set per group. Finally copy and cut up the question cards on page 60 – one set per group.
(Optional) Copy the follow-up sheet on page 61 – one for each pair.

Lexical area/Topic

Various things found in the home
armchair, ashtray, bag, bed, bookcase, bucket, carpet, computer, cooker, cupboard, DVD player, fridge, hammer, ladder, lamp, mobile phone, painting, ruler, saucepan, screwdriver, sofa, table, torch, vase

Method

- 1 Divide the class into groups, with two teams of 2–3 students per group.
- 2 Before starting remind the students how to play Noughts & crosses. Draw a 9-square grid on the board and have some mock questions, using one of the groups as guinea pigs. The main rules are as follows:
 - One team uses 'O's as markers, the other uses 'X's.
 - Teams take it in turns to choose an empty square (1–9) and are then asked a question. If correct they place a 'O' or a 'X' in that

square. The winner is the team who manage to get three Os or Xs in a row (vertically, horizontally or diagonally). Otherwise, it is a draw.

- 3 Give each group a copy of the Noughts & Crosses board plus a set of markers. Tell them to decide who will be 'O' and who will be 'X'.
- 4 Now give each group a set of question cards. These are shuffled and placed face down on the table. The first nine are placed at random in each of the nine squares.
- 5 The first team (e.g. 'O's) chooses a box and says the number. The X team now pick up the card, look at it to check the answer, then hold it up for the 'O' team, asking 'What is it?' (Remind them to cover up the answer with their fingers/thumb.)
- 6 If they answer correctly, they place a marker ('O') in that square. If incorrect, they are told the answer, that question is removed and is replaced by a new one taken from the pack. The card they couldn't answer can now be placed at the bottom of the pack to be used again, if necessary.
- 7 It is now the 'X' team's turn. They choose a box, are asked a question, and so on.
- 8 They continue in this manner until either one team gets three in a row or they run out of squares, in which case it is a draw.
- 9 The game can be repeated, but make sure that a different team starts each new game.

Follow-up

The students work in pairs. Give each pair a copy of the Follow-up handout to see how many words they can remember. Allow about 5 minutes, then check orally.

Key (Follow-up activity)

1 carpet, 2 cupboard, 3 key, 4 painting, 5 sofa, 6 armchair, 7 bookcase, 8 DVD player, 9 mobile phone, 10 table, 11 bucket, 12 ashtray, 13 cooker, 14 hammer, 15 ruler, 16 vase, 17 bag, 18 computer, 19 fridge, 20 lamp, 21 saucepan, 22 torch, 23 bed, 24 ladder, 25 screwdriver

Elementary - Pre-intermediate

13 True or false? 1

Time: 20–25 minutes

Type of activity: Whole class activity for pairs/groups based on trying to guess which sentences are correct (true) or incorrect (false). To add excitement, it is also a betting game.

Preparation: Copy the handout on page 62 – one copy for each pair/group.

Lexical area/Topic

Various nouns and adjectives
bald, belt, bucket, Dutch, estate agent, generous, niece, onions, shallow, umbrella

Method

- 1 Before starting, write the following on the board:

	True	False	Bet	New Total
				1,000
1 We got up early.	<input type="checkbox"/>	<input type="checkbox"/>	___	___
We got up at dusk.				
2 I need to buy a	<input type="checkbox"/>	<input type="checkbox"/>	___	___
plug for my new DVD player.				

Tell the students that one of the sentences is correct (or true) and one is wrong (or false). Tell them to work in pairs and to decide which is which and to bet between 10–100 points for each one. Allow about 2 minutes, then check orally. If they were correct, they add the bet to their total (start with 1,000 points), but if incorrect, they deduct the bet from their total.

Who ended up with more than 1,000 points? Who ended up with less than 1,000 points? Did anyone score 1,200? (maximum points)

(Key: 1 = false (dawn is early in the morning, dusk is when the sun is setting in the evening); 2 = true.)

- 2 Tell them they are now going to play a similar game. Divide the class into pairs or groups of three and give each pair/group a copy of the handout.

- 3 Explain the rules again, namely that for each statement they put a tick in the true or false box and then bet between 10–100 points on their answer being correct. They write the number of points in the Bet column.
- 4 Set a time-limit (e.g. 15 minutes) and then stop everyone whether they have finished or not. Check orally, by reading out the sentences again and asking for answers. To avoid cheating, let the students mark one another's handouts.
- 5 Each answer will either be correct or incorrect. If correct, they gain the number of points they bet. If incorrect, they lose the number of points they bet. (Students now write down the new total in the New Total box.)
- 6 Pass the papers back with the TOTAL SCORE clearly marked. See which pair/team scored the highest number of points. Start with the maximum score (2,000 points) and work backwards, e.g. *Has anyone got a total of 2,000 points?... 1,900 ... 1,800 ...*, etc. until one pair/group shouts out.

Key

1 True; 2 False (*You need a saucepan, perhaps*); 3 False (*He's German. A Dutch person is born in Holland/the Netherlands.*); 4 True (*It stops your jeans or trousers from falling down.*); 5 True (*AmE realtor*); 6 False (*A niece is a girl, so she'd be my brother's daughter. Nephew = brother's son.*); 7 True (*The opposite is 'mean'.*); 8 False (*Onions are vegetables.*); 9 True; 10 True

Acknowledgement:

This is a variation on an activity which I first saw demonstrated by Mario Rinvolucri at a workshop in Malmö, Sweden.

14 A jigsaw problem 1

Time: 15 minutes

Type of activity: Warm-up pairwork activity based on a type of jigsaw puzzle problem where the students have to work out which pieces go where to form ten 5-letter words.

Preparation: Copy the handouts on pages 63–64 – one set for each pair.

Lexical area/Topic

Various 5-letter nouns, verbs and adjectives *brown, dirty, Egypt, funny, glass, party, round, sheep, shelf, sleep*

Method

- 1 Divide the class into pairs. Give each pair a copy of the two handouts.
- 2 Go through the instructions to make sure they know exactly what they have to do. Also point out that the clues are in the 'correct' order.
- 3 When everyone is ready, tell them they have only 15 minutes to solve the problem.
- 4 Check orally, by reading out the clues in order and asking for the correct answers.

Key

1 sleep, 2 round, 3 shelf, 4 glass, 5 brown, 6 dirty, 7 Egypt, 8 funny, 9 sheep, 10 party

15 Nationalities crossword

Time: 20 minutes

Type of activity: Theme-based picture crossword for pairs or small groups. This one is based on nationalities.

Preparation: Copy the handouts on pages 65–66 – one copy per pair/group.

Lexical area/Topic

Nationality words

American, Australian, Brazilian, Chinese, Dutch, English, French, German, Greek, Indian, Irish, Italian, Japanese, Mexican, Russian, Scottish, Spanish, Swedish, Swiss, Turkish

Method

- 1 Divide the class into pairs or groups of three. Give each group a copy of the crossword.
- 2 Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.

Across → Down ↓

- 3 Allow 15 minutes for them to fill in the crossword and to work out the hidden country. Remind them that the answers are nationality words (Greek, French, etc.) and *not* the name of the country. If necessary, do the first one orally with the whole class.
- 4 Check orally by asking different pairs (at random) for the answers to the Across words first, followed by the Down words. Then ask if they have worked out the hidden country (Portugal).

Key

Across: 2 French, 5 Greek, 6 Irish, 8 Swedish, 10 Japanese, 13 Indian, 17 Australian, 18 Russian, 19 Dutch, 20 Spanish

Down: 1 English, 3 Chinese, 4 Mexican, 7 Brazilian, 9 Italian, 11 Scottish, 12 Turkish, 14 American, 15 German, 16 Swiss

16 Group the words: Nouns

Time: 20 minutes

Type of activity: Group activity, based on placing the correct nouns under the correct headings.

Preparation: Copy and cut up the cards on pages 67–68 – one set per group.

Lexical area/Topic

Word groups (Various nouns)

In the kitchen: *dishwasher, fridge, frying pan, oven, tin opener*

Pets and farm animals: *cow, duck, goat, kitten, puppy*

In the town: *car park, pavement, square, station, traffic lights*

Insects: *ant, bee, beetle, fly, mosquito*

Method

- 1 Divide the class into groups of 4–5. Give each group a set of words. Do **not** hand out the headings yet!
- 2 Tell them they have to arrange the words into groups of four – where each word is linked in some way. (They will need a desk or table on which to work.)
- 3 Allow 10–12 minutes for this. Then give out the headings. Tell them that these are the headings the words should be arranged under. Allow 5 more minutes for them to complete the task.
- 4 Instead of just reading out the correct answers at the end, you might like to try the following:

Ask one group to tell you which words they have placed under *IN THE KITCHEN*. If they didn't get them all right, tell them which words are correct, e.g. *You got three right – freezer, tea towel and tin opener.*

Move on to the next group and ask them if they can say what the missing words are. Continue in this way until all five words are given. (In the unlikely event that after going

round the class you still haven't found five correct words, tell them the answer.)

Continue in this way with the remaining three groups. (By using this method of checking, it allows the groups to 'change their minds' and reshuffle their cards during the checking stage.)

Key

In the kitchen: *dishwasher, freezer, tea towel, oven, tin opener*; **Pets and farm animals:** *cow, duck, goat, kitten, puppy*; **In the town:** *car park, pavement, square, station, traffic lights*; **Insects:** *ant, bee, beetle, fly, mosquito*

17 Matching pairs: Adjectives to describe people

Time: 20 minutes

Type of activity: Pairwork activity, based on matching words with drawings containing speech bubbles.

Preparation: Copy and cut up the opening words (A) and the replies (B) on pages 69–70 – one set for each pair/group, plus one set of B-cards for yourself.

Lexical area/Topic

Various adjectives to describe people
generous, honest, jealous, lazy, mean, patient, polite, romantic, shy, sociable, stupid, vain

Method

- 1 Divide the class into pairs (or groups of three). Give each pair a set of A- and B-cards.
- 2 Tell them they have to arrange them into 12 pairs, with the adjectives on the left and the drawings on the right. Point out that the drawings are numbered 1–12.
- 3 Allow 15 minutes for this. Go round and help, if necessary with vocabulary.
- 4 Check orally with the whole class. Do it this way. Shuffle the drawings (B-cards) and hold them up one at a time, saying the phrase out loud. Ask different pairs/groups to give you the corresponding adjective.

Follow-up activity

- 1 Students work in pairs – A and B. One student (A) has all the A-cards, the other student (B) has the B-cards.

- Student A places his/her cards face up in front of him/her.
- Student B shuffles his/her cards and places them face down on the table. S/He takes up the top card and reads it out. Student A tries to reply with the correct adjective. If s/he does, the card is turned over. If not, Student B can guess the answer and 'claim' the card. If no one knows the answer, Student B places the card at the bottom of the pile, to be used later on.
- Continue in this way until all the cards have been used up.
- If time, the students change roles and do it again.

Key

mean – 5, *vain* – 12, *romantic* – 2, *polite* – 11;
stupid – 7, *honest* – 9, *generous* – 4; *sociable* – 10;
shy – 3, *patient* – 6, *lazy* – 1, *jealous* – 8

18 Alphabet fun

Time: 10–15 minutes

Type of activity: Pair activity based on the alphabet. (Can be used as a warm-up activity.)

Preparation: Copy the handout on page 71 – one for each pair.

Lexical area/Topic

Letters of the alphabet and ordinal numbers
alphabet, consonant, cross out, fourth, sixth, tenth, twenty-second, vowel

Method

- Divide the class into pairs. Give each pair a copy of the handout.
- Go through the alphabet orally to check the students can pronounce the various letters. Ask random questions, e.g. *Which letter comes after S? What's the last letter of the alphabet? Which letter comes before V? How many vowels are there? What are they? What's a consonant? Name two. Is F a vowel or a consonant? Can you think of a word beginning with the third letter of the alphabet? (cat) Can you think of a word that ends with the fourth letter of the alphabet? (word), etc.*
- When everyone is ready, tell them to begin. After ten minutes tell them to stop.
- Check orally, by asking different pairs for which letter they crossed out at each stage.

- Finally, ask for the 'mystery' word (*sink*).

Key

1 D, 2 V, 3 O, P, 4 E and A, 5 B, C and H, 6 R (Paris), 7 Z, 8 M and T, 9 F (April has 30 days), 10 J and L, 11 Y and W (yellow), 12 X, 13 U (umbrella), 14 Q, 15 G (Germany)

The letters that are left are I, K, N and S which rearranged make SINK.

19 Ice-breaker bingo 2

Time: 20 minutes

Type of activity: Ice-breaker activity for the whole class (20 students) – especially useful with a new class where the students still haven't learnt each others' names.

Preparation: Copy the handout on page 72 – one copy for each student.

Lexical area/Topic

Various words

arrive, beech, blanket, blunt, cabbage, candle, cucumber, depart, estate agent, fortnight, grape, grapefruit, jail, ladybird, leek, lose at, mobile phone, net, oak, palace, paper clip, printer, prison, rabbit, scissors, sharp, socks, spider, surgeon, tray, worm

Method

- Give each student a copy of the handout. Give them a few minutes to read through it, but don't let them discuss its contents with anyone else.
- Explain that they are not allowed to write any answers down themselves, but have to ask other people in the group for the answers. If they get an answer, they write it down, plus the name of the person they asked. The aim is to be the first person to get a full unbroken row of answers both from left to right and from top to bottom (ten squares total). The first person to get this shouts BINGO! The card is checked, and if correct, the game ends. If there are wrong answers, tell the student which ones they are and the game continues until someone else shouts BINGO! or you run out of time.
- The students stand up and walk around the room. Every time they meet someone they ask one question. (They can meet the same person more than once.)

Teacher's notes

- If, after about 20 minutes, nobody has shouted BINGO! stop the activity anyway.
- Go through all the questions orally, asking random students for the answers and who told them.

Key (suggestion)

1 a rabbit, 2 tennis, badminton, volleyball, etc., 3 fourteen 4 a cucumber, 5 blunt, 6 to leave, to depart, 7 jail, 8 a leek, 9 a worm, 10 (a pair of) scissors, 11 at a hospital, 12 trees, 13 a paper clip, 14 a king, a queen, 15 a tray, 16 a cabbage, 17 at, 18 grapes, grapefruit, etc., 19 buys and sells houses, flats, etc., 20 in the bedroom, 21 on your feet, 22 a candle, 23 a printer, 24 one, 25 a mobile phone

20 Picture crossword: Sports and hobbies

Time: 20 minutes

Type of activity: Theme-based picture crossword for pairs or small groups. This one is based on sports and hobbies.

Preparation: Copy the handouts on pages 73–74 – one copy per pair/group.

Lexical area/Topic

Sports and hobbies

basketball, boxing, camping, cooking, cricket, cycling, dancing, fishing, football, gardening, knitting, painting, photography, riding, sailing, sewing, skating, skiing, snooker, swimming

Method

- Divide the class into pairs or groups of three. Give each group a copy of the crossword.
- Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.
Across → Down ↓
- Allow 15 minutes for them to fill in the crossword and to find the hidden word.
- Check orally by asking different pairs (at random) for the answers to the Across words first, followed by the Down words. Then ask if they have worked out the hidden sport/hobby (skateboarding).

Key

Across: 3 cricket, 6 painting, 8 sailing, 9 cycling, 12 fishing, 13 skiing, 14 cooking, 16 photography, 17 basketball

Down: 1 riding, 2 skating, 4 boxing, 5 knitting, 7 gardening, 8 swimming, 10 camping, 11 dancing, 12 football, 13 sewing, 15 snooker

21 Who won the European Cup?

Time: 10 minutes

Type of activity: Logic problem for pairs or small groups, based on trying to work out who won the European Cup.

Preparation: Copy the handout on page 75 – one for each pair/group.

Lexical area/Topic

Various words

beat (v), Denmark, England, final, France, Germany, goal, Holland, Italy, less, lost, quarter-final, score a goal, semi-final, Spain, Sweden, team

Method

- Divide the class into pairs or groups of three. Give each pair/group a copy of the handout.
- Explain what is to be done, namely they have to read through the clues and fill in the missing teams to find out who won the European Cup. Tell them they only have 10 minutes to work it out.
- When everyone is ready, tell them to begin. After 10 minutes tell them to stop.
- Check orally, by asking different pairs/groups for the team names and the eventual winner.

Key

Quarter-final

England 1; France 0; Denmark 2; Germany 3; Holland 2; Spain 1; Italy 2; Sweden 4

Semi-final

England 3; Germany 2; Holland 0; Sweden 1

Final

England 4; Sweden 1

So the winner was ENGLAND.

22 Ask the right question

Time: 20 minutes

Type of activity: Group activity, where the students have to ask questions to enable

the person listening to answer with the exact word on their card.

Preparation: Copy and cut up the cards on pages 76–77 – one set per group.

Lexical area/Topic

Various nouns, verbs, adjectives, etc.

Argentina, at night, boring, by plane, candle, cat, cheese, children, chocolate, cold, Congratulations!, cry, difficult, Excuse me!, expensive, football, generous, happy, Help!, hungry, in the morning, John Lennon, kiss, knee, lonely, on New Year's Eve, parents, Paris, pilot, pop music, Rolex, sad, sing, sleep, Thank you, thirty-one, tomorrow, yellow, yesterday, zoo

Method

- 1 Before starting, do a quick demonstration of the activity with the whole class. Tell them you are thinking of a word and that you're going to ask them questions to see if they can guess what the word is.

Here are three words you can demonstrate with: *laugh on Sunday a dog* and here are some possible questions that will give you the above answers:

What do people do when they see something funny?/ What do comedians make you do? When do many people go to church? On which day of the week are most people free? What is a poodle?/ Which animal barks? etc.

- 2 Divide the class into groups of 4–5. Give each group a set of cards. These are placed face down.
- 3 Explain that they have to take it in turns to pick up a card and then to ask one or more questions so that someone in the group will be able to guess what the word is. But the person only has 1 minute to form appropriate questions. The person who guesses correctly gains the card. If the word is not guessed it is placed face up on the table. The next person now picks up a card. Play continues in a clockwise manner.
- 4 Set a definite time-limit (e.g. 20 mins.) and stop the students at the end of it, *whether they have finished or not.*
- 5 As a follow-up, ask the students to tell you which words they were unable to guess. Ask for suggestions as to which question could have been asked to guess these words.

23 Board game: Clothes & accessories

Time: 20–25 minutes

Type of activity: Board game for pairs, based on placing words correctly under drawings of clothes and accessories.

Preparation: Copy the board on page 78 – one board for each pair. Also copy and cut up the cards on page 79 – again, one set per pair.

Lexical area/Topic

Clothes and accessories

apron, belt, blouse, boots, bra, bracelet, coat, dress, earrings, gloves, hat, jacket, jeans, jumper, necklace, pyjamas, ring, scarf, shirt, shoes, skirt, socks, suit, tie, tights, trainers, trousers, T-shirt, waistcoat, watch

Method

- 1 Divide the class into pairs – A and B. Give each pair a copy of the board, plus a set of cards. Tell them to place the cards face down in front of them.
- 2 Explain that they have to take it in turns to pick up a card, then to write the word under the correct drawing and to write A or B after the word so they know who wrote it at the end. Tell them **not** to tell their partner if they see that they have written the word under the wrong drawing because, at the end, they will score 1 point for each correct answer and deduct 1 point for each incorrect one! Also tell them that they can write more than 1 word under each drawing, but that only one will be correct when they check! (This is to enable a person to put a word under the correct drawing when their partner has wrongly placed a word there.)
- 3 Allow approx. 20 minutes for this. Then stop everyone whether or not they have gone through all the cards.
- 4 Check orally with the whole class. Tell them that they score 1 point for each word they placed correctly and deduct 1 point for each word in the wrong place!
- 5 They add up their scores. Check which person – A or B – won in each pair. Also see who had the highest score in the class.

Key

1 trainers, 2 boots, 3 ring, 4 belt, 5 earrings, 6 blouse, 7 pyjamas, 8 watch, 9 socks, 10 suit, 11 tights, 12 apron, 13 tie, 14 jeans, 15 shoes, 16 skirt, 17 T-shirt, 18 waistcoat, 19 jumper, 20 necklace, 21 coat, 22 scarf, 23 shirt, 24 bra, 25 trousers, 26 gloves, 27 hat, 28 dress, 29 bracelet, 30 jacket

24 Half a crossword: Useful adjectives

Time: 30-35 minutes

Type of activity: Group activity, based on a crossword. Each group has an incomplete crossword. By asking for and giving definitions, they try to fill in the missing words.

Preparation: Copy the crosswords on page 80 (for Group A students) and on page 81 (for Group B students). Also copy the How to Define words sheet on page 156 - one copy per student.

Lexical area/Topic

Useful adjectives

alive, angry, brave, careful, clever, comfortable, cruel, deep, difficult, dishonest, drunk, exciting, exhausted, expensive, foreign, free, friendly, hard-working, ill, important, late, lazy, lonely, modern, nervous, poor, rude, shy, sweet, weak

Method

- 1 Before starting, give each person a copy of the *How to define words* sheet.
Go through the section on adjectives briefly. Write a few words on the board and ask for suggestions as to how to define them, e.g. *funny hot dangerous wide* etc. Tell the students to have this sheet handy during the activity.
- 2 Divide the class into A and B groups of between 2-4 students per group. They sit facing each other. Give each group the appropriate crossword and allow them time to check through the words they will need to define before starting. If necessary, give individual help at this stage.

NOTE: On no account must they allow the other group to see their crossword.

- 3 Explain that they have to take it in turns to ask for a word that is missing from their crossword. They simply ask: *What's 3 down? What's 13 across?*, etc. The other group now try to give as clear a definition as possible to help them guess the word.
- 4 Set a definite time-limit (e.g. 25 mins.) and stop the students at the end of it, *whether they have finished or not*.
- 5 They can now compare crosswords and check any words they didn't fill in.
- 6 You can follow up by asking the groups to explain how they defined one or two words from the crossword.

Pre-intermediate/ Intermediate

25 Find someone who ...

Time: 20 minutes

Type of activity: Ice-breaker activity for the whole class (working in groups of up to 9 students).

Preparation: Copy and cut out the handouts on page 82-84 - one card for each student.

Lexical area/Topic

Various words

pets, cuff, briefcase, purse, strange, screwdriver, etc.

Method

- 1 Demonstrate with the whole class first to make sure that everyone knows what they have to do. Write on the board the following card:

Find someone who ...	
1	can name three unpleasant jobs. _____
2	can think of a synonym for 'wonderful'. _____
3	knows what is kept in a zoo. _____
4	can explain the phrase: They blew up the bridge. _____

Demonstrate each question with a different student. Ask them what question they could ask if they wanted to know if another student could name three unpleasant jobs. (*Can you*

name three unpleasant jobs?) Ask a student the question and write his/her answers on the board. Do the same with the other three questions.

- 2 Explain that they are now going to be given a card each with five questions on it.
- 3 Divide the class into two groups. Give each person in each group a card and allow time for the students to work out which questions to ask. (If there are fewer than eighteen in the class, make necessary adjustments. Similarly, if there are more than eighteen, then some students will have to have the same card.)
- 4 The students now walk around the room (within their groups) trying to find answers to the five questions on their cards. To ensure that they talk to as many people as possible, tell them that they are only allowed to ask one question every time they talk to someone. (But they can ask that person again later on!)
- 5 They write down any answers to their questions, plus the name of the student who gave them the answer.
- 6 After a while (15 mins.), stop the activity, irrespective of whether everyone has found answers to all their questions.
- 7 As a quick follow-up, let each student read out one of the answers on his/her card. You might also take up any questions for which the students couldn't get answers.

Possible 'difficult' words

(The numbers in brackets refer to the various cards used.)

- (1) a cuff is part of a shirt – the end of the sleeve where you button it; the drawing is of a briefcase; you would normally keep money in a purse
- (2) vegetables – cabbage, carrot, courgette, cauliflower, cucumber; synonyms for 'strange': odd, peculiar, weird, queer, etc.; the opposite of entrance is exit; the drawing is of a screwdriver; you would carry books to school in a satchel (a type of shoulder bag)
- (3) other words for 'very big' – huge, enormous, gigantic; the opposite of generous is mean; the drawing is of a stool; the American word for lift is 'elevator'
- (4) other words for 'wonderful' – marvellous, fantastic, terrific, splendid, etc.; DIY = Do-It-Yourself; the drawing is of a bucket; the American word for pavement is 'sidewalk'

(5) other words for 'awful' – terrible, dreadful, appalling, ghastly, etc.; e.g. = for example; the drawing is of a paper clip; you would say 'Bless you!' when a person sneezes

(6) other words for 'afraid' – frightened, scared, terrified, etc.; a frying pan is found in the kitchen; the drawing is of a spanner; you would say 'Many happy returns!' when it is someone's birthday

(7) musical instruments you blow – trumpet, flute, French horn, trombone, saxophone, etc.; other words for 'mad' – crazy, insane; VIP = Very Important Person; the drawing is of a ruler

(8) you keep clothes in a wardrobe; deep is the opposite of shallow; the drawing is of a remote control

(9) freckles are small brown spots on someone's face (they are caused by the sun); sober is the opposite of drunk; the drawing is of an escalator; you say 'Say cheese!' when you want people to smile for a photograph

26 Bingo: British-American English

Time: 10 minutes per game

Type of activity: Teacher-led bingo activity based on British English-American English, with the students working individually (or in pairs in larger classes).

Preparation: Copy the eight students' cards on pages 87–88 and cut them out – one card per student (or per pair if the class is large). If you plan to play the game twice, give each student two cards to start with. Also make one copy of the teacher's handout on page 86. (You will need to cut out the bottom half into small squares.) (Optional) Copy the Revision handout on page 85 – one copy per pair.

Lexical area/Topic

British-American English

autumn – fall, car park – parking lot, chips – French fries, cupboard – closet, curtains – drapes, flat – apartment, handbag – purse, lift – elevator, lorry – truck, motorway – freeway, pavement – sidewalk, sweets – candy, taxi – cab, torch – flashlight, trousers – pants, underground – subway

Method

- 1 Give out the bingo cards. Allow the students a few minutes to look through them before beginning. (If the class is large, students work in pairs.) Explain that you are going to call out British English words and that they have to cross out the American equivalents. (Since this is meant as revision, if the students haven't already learnt these words, go through the Revision handout with the whole class first.)
- 2 Put the sixteen squares you have cut up into some kind of container (hat, cup, etc.) and draw them out one at a time. Read out the British word in brackets on the square and place it on your 'Master board'. Do *not* read out the American English word in bold type as this is what the students have on their boards. If the students have a word that is the American English equivalent of the word you have called out, they cross it out.
- 3 Continue until a student has crossed out every word, in which case s/he shouts out *Bingo!*
- 4 Now you stop the game and ask the student to read out the six American English words on his/her card that s/he has crossed out and, if possible, to give the British English equivalents. (You can ask another student to monitor this, to avoid any cheating!) Check on your board. They will be the words in **BOLD TYPE**.
- 5 If a mistake has been made, continue with the game until someone wins.
- 6 You can then play again with different cards. You might even ask one of the students to be the caller!

Key (Revision exercise)

1 elevator, 2 cab, 3 freeway, 4 drapes, 5 purse, 6 sidewalk, 7 subway, 8 French fries, 9 parking lot, 10 truck, 11 fall, 12 closet, 13 apartment, 14 pants, 15 candy, 16 flashlight

27 Preposition maze

Time: 10 minutes

Type of activity: A simple maze-type activity based on associating adjective-preposition combinations correctly in order to find a route through the maze.

Preparation: Copy the handout on page 89 – one copy per pair.

Lexical area/Topic

Adjectives followed by prepositions
interested in, fond of, good at, etc.

Method

- 1 Divide the class into pairs and give each pair a copy of the handout.
- 2 Explain that the aim is to find their way through the maze, using ten pairs of adjective-preposition combinations. Tell them that they can move from one square to another horizontally, vertically or diagonally. If necessary, draw the following on the board to demonstrate how you can move through the maze.

next move here	next move here	next move here
next move here	PRESENT WORD	next move here
next move here	next move here	next move here

- 3 Remind them that they must start in the top left-hand square with the adjective *interested* and they must end in the bottom right-hand square with the preposition *on*. If you wish, do the first one with them – i.e. *interested-in*. Make sure they understand that from *in* they could choose any of the following adjective as the *next* word:
fond (vertical) – disappointed (diagonal) – happy (horizontal) – bad (diagonal).
- 4 The student now work on their own. After 10 minutes stop them. Check orally by asking the pairs (at random) for each pair of words in order, from pair 1 to pair 10.

NOTE: To make it more difficult some 'false' pairs have been put in as distracters and prevent the students from getting through the maze in ten moves. They are: *suspicious – of, cruel – to, typical – of*

Key (suggestion)

(Move-adjective + preposition): 1 *interested – in*, 2 *fond – of*, 3 *good – at*, 4 *proud – of*, 5 *famous – for*, 6 *afraid – of*, 7 *friendly – with*, 8 *jealous – of*, 9 *similar – to*, 10 *keen – on*

28 20-square: Opposites

Time: 20 minutes

Type of activity: In this teacher-led activity, students have to give the opposite of the word that is already given.

Preparation: Copy the handout on page 90 – one per group. (If the group is large, make sure there are enough copies for every two to three students.) Also copy, cut up and shuffle the numbers 1–20 on page 153. Place the numbers face down in front of you.

Lexical area/Topic

Various opposites

sharp – blunt, mean – generous, brave – cowardly, fresh – stale, exciting – boring, hard-working – lazy, deep – shallow, to arrive – to depart, to attack – to defend, to accept – to reject, to punish – to reward, rough – smooth, drunk – sober, simple – complicated, entrance – exit, success – failure, victory – defeat, profit – loss, wealth – poverty, to fail – to succeed

Method

- 1 Divide the class into four groups – A–D. Give each group sufficient copies of the handout. Decide which group will start (e.g. Group A). The game then continues in a clockwise direction.
- 2 Hold up the first number (e.g. 5). The first group look at square number 5 on the handout and try to think of the opposite of the word given. In this case, they would have to think of the word *boring*.
- 3 If correct, everyone puts a cross through this square and writes in the letter of the group that gave the correct answer – in this case they would write *A* in the square.
- 4 If incorrect, the number is put at the bottom of the pack to be used later on in the game.
- 5 Play continues in this way. The team with the highest number of 'squares' at the end is the winner.

NOTE: The reason for using the number cards is that it creates a certain amount of suspense – no one knows which square is going to be next. This results in heightened attention.

Key

1 sharp – blunt, 2 mean – generous, 3 brave – cowardly, 4 fresh – stale, 5 exciting – boring, 6 hard-working – lazy, 7 deep – shallow, 8 to arrive – to depart, 9 to attack – to defend, 10 to accept – to reject, 11 to punish – to reward, 12 rough – smooth, 13 drunk – sober, 14 simple – complicated, 15 entrance – exit, 16 success – failure, 17 victory – defeat, 18 profit – loss, 19 wealth – poverty, 20 to fail – to succeed

29 A jigsaw problem 2

Time: 15 minutes

Type of activity: Warm-up pairwork activity based on a type of jigsaw puzzle problem where the students have to work out which pieces go where to form ten 6-letter words.

Preparation: Copy the handouts on pages 91–92 – one set for each pair.

Lexical area/Topic

Various 6-letter nouns

coward, forest, glance, insect, nephew, prison, recipe, salary, Sweden, violin

Method

- 1 Divide the class into pairs. Give each pair a copy of the two handouts.
- 2 Go through the instructions to make sure they know exactly what they have to do. Also point out that the clues are in the 'correct' order.
- 3 When everyone is ready, tell them they have only 15 minutes to solve the problem.
- 4 Check orally, by reading out the clues in order and asking for the correct answers.

Key

1 Sweden, 2 nephew, 3 salary, 4 recipe, 5 forest, 6 insect, 7 glance, 8 violin, 9 prison, 10 coward

30 A–Z (dictionary) quiz 1

Time: 15–20 minutes

Type of activity: A group activity based on trying to work out definitions of words, each one starting with a different letter of the alphabet. A dictionary (English–English) should be supplied, if possible.

Preparation: Copy the handouts on pages 93–94 – one set for each group. Arrange for dictionaries, if possible – one per group.

Lexical area/Topic

Various nouns, verbs and adjectives (one per letter of the alphabet)

architect, bracelet, century, disappear, exhausted, fortnight, gossip, hurricane, inherit, jury, kidnap, lecturer, modest, notorious, overtake, punctual, quarrel, resign, surgeon, terrified, urgent, voluntary, wade, xylophone, yacht, zoology

Method

- 1 Divide the class into groups of 3–4. Give each pair a copy of the two handouts. Also try to ensure that each group has a dictionary (preferably English–English, e.g. *Longman Dictionary of Contemporary English*).
- 2 Each group appoints a group leader responsible for recording the group's answers.
- 3 Explain what is to be done, then let the groups get on with it. Set a time-limit (e.g. 15–20 minutes) and stop everyone after it, whether they have finished or not. Tell the students to try and do the test first *without* using the dictionary. Then, they can use the dictionary to 'check' their answers.
- 4 Check orally, by reading out the clues in order and asking for the correct answers.

NOTE: If you wish, you can do this as a quiz *without* dictionaries where you award 1 point for each correct answer. The group with the highest score wins.

Follow-up activity

The groups could now write their own dictionary quiz, based on the above, which they give to another group to try out.

Key

1 *architect*, 2 *bracelet*, 3 *century*, 4 *disappear*, 5 *exhausted*, 6 *fortnight*, 7 *gossip*, 8 *hurricane*, 9 *inherit*, 10 *jury*, 11 *kidnap*, 12 *lecturer*, 13 *modest*, 14 *notorious*, 15 *overtake*, 16 *punctual*, 17 *quarrel*, 18 *resign*, 19 *surgeon*, 20 *terrified*, 21 *urgent*, 22 *voluntary*, 23 *wade*, 24 *xylophone*, 25 *yacht*, 26 *zoology*

31 Cross them out

Time: 15 minutes

Type of activity: Teacher-led pair activity, based on having a knowledge of different categories of words or word sets.

Preparation: Copy the handout on page 95 – one set for each pair.

Lexical area/Topic

Various word sets/categories

Speaking: *make a speech, shout, whisper*

Illness/pain: *cold, headache, sore throat, temperature*

Jobs: *accountant, editor, solicitor*

Adjectives to describe people: *affectionate, big-headed, jealous, moody*

Musical instruments: *cello, flute, mandolin*

Animals: *bull, hedgehog, pony, rabbit*

Vegetables: *cabbage, cucumber, leek, onion*

Parts of the body: *elbow, forehead, wrist*

Adjectives to describe moods and feelings: *cheerful, depressed, nervous, upset*

Tools and gardening equipment: *drill, lawn mower, spanner*

Insects: *ant, beetle, ladybird*

Herbs and spices: *garlic, ginger, parsley*

Words to do with sleep: *dream, nightmare, snore*

Synonyms for 'strange': *odd, peculiar*

Crimes: *burglary, murder, theft*

Natural disasters: *earthquake, flood*

Words to do with 'fat' or 'thin': *plump, skinny*

Ways of walking: *march, roam, stagger, stroll, trek, wander*

Method

- 1 Divide the class into pairs. Give each pair a copy of the handouts.
- 2 Explain that you are going to ask them to cross out certain words in the grid, until they are left with only six words.
- 3 Read out the following instructions to the students. Allow time for them to cross out the words. Read it twice, if necessary. (The words in brackets after each sentence are the words the students should cross out.)
 - 1 Cross out all verbs to do with speaking in Row 9. (*shout, whisper, make a speech*)
 - 2 Cross out all words to do with illness or pain in Column B. (*cold, headache, temperature, sore throat*)
 - 3 Cross out all jobs from Row 1. (*editor, solicitor, accountant*)

- 4 Cross out all adjectives to describe people from Column C. (*moody, big-headed, jealous, affectionate*)
- 5 Cross out all musical instruments from Row 5. (*mandolin, cello, flute*)
- 6 Cross out all animals from Column D. (*pony, rabbit, bull, hedgehog*)
- 7 Cross out all vegetables from Row 2. (*cabbage, leek, cucumber, onion*)
- 8 Cross out all parts of the body from Row 10. (*elbow, wrist, forehead*)
- 9 Cross out all adjectives to describe moods and feelings from Column A. (*cheerful, depressed, upset, nervous*)
- 10 Cross out all tools and gardening equipment from Column F. (*spanner, lawn mower, drill*)
- 11 Cross out all insects from Column C. (*ant, beetle, ladybird*)
- 12 Cross out all herbs and spices from Row 3. (*garlic, parsley*)
- 13 Cross out all words to do with sleep from Column E. (*nightmare, dream, snore*)
- 14 Cross out all synonyms for 'strange' from Row 4. (*odd, peculiar*)
- 15 Cross out all crimes from Row 7. (*theft, burglary, murder*)
- 16 Cross out all natural disasters from Column B. (*earthquake, flood*)
- 17 Cross out all words to do with fat or thin from Row 6. (*plump, skinny*)
- 18 Finally, cross out all verbs to do with looking from Row 8. (*stare, peep*)

(See Key for six words left and their connection.)

- 4 Check orally, by reading through each sentence again and asking various pairs for the words they crossed out.
- 5 Ask about the last six words and the solution.

Key

The six words left are: *stroll – wander – march – trek – roam and stagger*. They are all verbs to do with walking.

32 Making sentences

Time: 20–25 minutes

Type of activity: A group activity based on trying to make a meaningful and correct sentence using two words from a grid of 40 words.

Preparation: Copy the handout on page 96 – one for each group.

Lexical area/Topic

Various nouns, verbs and adjectives

admire, advert, afraid, avalanche, bargain, beard, biography, boast, breakfast, bribe, burglary, cemetery, choir, computer, cruise, deny, disappointed, exhibition, government, huge, invention, journey, keep fit, kiss, lightning, mosquito, neighbour, on holiday, patience, prejudiced, quarrel, rush, sensitive, shoplifting, snake, survive, traffic warden, traitor, wedding, wig

Method

- 1 Before starting, write the following words on the board:

<i>insect</i>	<i>moustache</i>	<i>weekend</i>	<i>lonely</i>
<i>teenager</i>	<i>wedding</i>	<i>expensive</i>	<i>fishing</i>

 Ask the class if they can choose two of the words and put them into a correct sentence – one that makes sense (e.g. *At the weekend, I usually go fishing.*). Cross off the two words, and continue with the others. (See if it's possible to link the final two!)
- 2 Divide the class into groups of 4. Give each group a copy of the handout.
- 3 Explain what is to be done by reading through the introduction, then let the groups get on with it. Remind them that they will be keeping score and that some words in the table are worth more than other words. Also, if there is a disagreement, they can call you in to decide. (And your decision will be final!) Give them a few minutes to look at the handout to check that they understand all the words. Explain, if necessary.
- 4 Set a time-limit (e.g. 20 minutes) and stop everyone after it, *whether they have finished or not*.
- 5 Get class feedback by finding out which person won. Also ask for one or two example sentences they remember. Finally, were there any words they found very difficult to use?

33 Who drives which car?

Time: 15 minutes

Type of activity: A logic problem for pairs or groups in which they try to work out which person owns which car.

Preparation: Copy the handout on page 97 – one for each pair/group.

Lexical area/Topic

Various words

neither, nor, smaller, bigger

Method

- 1 Divide the class into pairs or groups of three. Give each pair/group a copy of the handout.
- 2 Explain what is to be done, namely that they have to work out the names of the four men (A–D), their car (1–4) and the car's colour (black or white).
- 3 Tell them they have 15 minutes to solve it. Stop everyone when the time is up, *whether they have solved it or not*.
- 4 Check orally. Ask one or two students *how* they solved it.

Key

Name	Car number	Colour
A JACK	3	WHITE
B JEREMY	1	WHITE
C FRANK	2	BLACK
D DAVE	4	BLACK

34 Board game: Prepositions

Time: 20 minutes per game

Type of activity: This is a board game for four people, where students go around a board picking up various 'prepositions' in order to complete the sentences on their card. The first student to complete his/her card wins. Dice will be needed – one for each group.

Preparation: Copy the board on page 98 – one for each group. Also copy and cut up the cards on pages 99–100 – one for each student in the group (A, B, C and D).

Lexical area/Topic

Various prepositions

about, above, after, against, among, at, between, by, for, from, in, into, of, on, out of, over, to, with, without

Method

- 1 Divide the class into pairs or groups of 4 – A, B, C and D. Give each group a copy of the board, plus a die. Also give each student a preposition card (A, B, C and D) which they will have to fill in.
- 2 Give them about 5 minutes to look through their cards and to work out which prepositions they need. (Help where necessary.)
- 3 Students sit around the board. They throw the die to see who starts first. Play then continues in a clockwise manner.
- 4 The first student throws the die and sees if the preposition in the square s/he lands on can fit in one of his/her sentences. If so, s/he tells the group s/he has a match and reads out the appropriate sentence. If the group agrees, s/he fills in the missing word. If not, the teacher is called in to arbitrate.
- 5 Play continues in this manner until someone has filled in all the missing words.

NOTE: There are three corner squares where, if a student is lucky enough to land on them, they have the choice of moving forwards or backwards 1–3 squares. If they land on the START square, nothing happens. (It is the equivalent of missing a turn!)

Key

Here are the missing prepositions for each card.

CARD A: 1 *about*, 2 *at*, 3 *for*, 4 *in*, 5 *on*, 6 *against*, 7 *into*, 8 *out of*, 9 *after*, 10 *among*

CARD B: 1 *above*, 2 *without*, 3 *between*, 4 *from*, 5 *of*, 6 *to*, 7 *by*, 8 *over*, 9 *into*, 10 *with*

CARD C: 1 *out of*, 2 *Among*, 3 *between*, 4 *at*, 5 *in*, 6 *on*, 7 *against*, 8 *through*, 9 *with*, 10 *after*

CARD D: 1 *without*, 2 *about*, 3 *for*, 4 *of*, 5 *to*, 6 *from*, 7 *over*, 8 *above*, 9 *by*, 10 *through*

35 Dominoes: Phrasal verbs

Time: 20 minutes

Type of activity: Group activity, based on the game of dominoes, where the students have to match up phrasal verbs

with their meanings and thus fit all the dominoes on the board.

Preparation: Copy the domino board on page 101 – one board per group. Also copy and cut up the dominoes on page 102 – again one set per group. (There are two sets on the page to speed up the copying.)

Lexical area/Topic

Phrasal verbs

blow up – explode, break down – stop working, call off – cancel, call on – visit, fall out – quarrel, get over – recover from, give up – stop doing, go out (fire) – stop burning, go with – match, suit, look for – try to find, look into – investigate, look up to – admire, respect, pass away – die, pass out – faint, put off – postpone, put up with – tolerate, turn down – refuse, turn up – arrive

Method

- 1 Divide the class into groups of 3–4. Give each group a board and a set of dominoes.
- 2 Point out that the board already contains one domino – namely (blank): *blow up*.
- 3 Tell them that they have to place the remainder of the dominoes on the board in such a way that the right hand word of one domino (a phrasal verb) goes with the left-hand word of another (its definition). Do the first one with them (*blow up: explode*) to make sure they understand what they have to do.
- 4 Allow 15 minutes for this. Go round and help, if necessary with vocabulary.
- 5 Check by beginning with the first domino *blow up: explode*. Continue in a clockwise direction until you end with *stop doing something: (blank)*.

Key (dominoes)

The correct order is:

(blank): *blow up; explode; go with; match; turn down; refuse; call on; visit; look for; try to find; put off; postpone; turn up; arrive; break down; stop working; look into; investigate; look up to; admire, respect; fall out; quarrel; call off; cancel; pass out; faint; put up with; tolerate; get over; recover from; pass away; die; go out (fire); stop burning; give up; stop doing something: (blank)*

36 True or false? 2

Time: 20–25 minutes

Type of activity: Whole class activity for pairs/groups based on trying to guess which sentences are correct (true) or incorrect (false). To add excitement, it is also a betting game.

Preparation: Copy the handout on page 103 – one copy for each pair/group.

Lexical area/Topic

Various nouns and adjectives

fed up, hostage, panting, recipe, shadow, sociable, sub-titles, supernatural, unconscious, vest

Method

- 1 Before starting, write the following on the board:

	True	False	Bet	New Total
				1,000
1 Most gardeners are proud of their weeds.	<input type="checkbox"/>	<input type="checkbox"/>	___	___
2 We can't eat this bread – it's mouldy.	<input type="checkbox"/>	<input type="checkbox"/>	___	___

Tell the students that one of the sentences is correct (or true) and one is wrong (or false). Tell them to work in pairs and to decide which is which and to bet between 10–100 points for each one. Allow about 2 minutes, then check orally. If they were correct, they add the bet to their total (start with 1,000 points), but if incorrect, they deduct the bet from their total.

Who ended up with more than 1,000 points? Who ended up with less than 1,000 points? Did anyone score 1,200? (maximum points) (Key: 1 = false (weeds are plants gardeners try to get rid of); 2 = true. (It is covered with mould – a green or black substance that grows on food which has been kept too long.)

- 2 Tell them they are now going to play a similar game. Divide the class into pairs or groups of three and give each pair/group a copy of the handout.
- 3 Explain the rules again, namely that for each statement they put a tick in the true or false box and then bet between 10–100 points on their answer being correct. They write the number of points in the Bet column.

- 4 Set a time-limit (e.g. 15–20 minutes) and then stop everyone whether they have finished or not. Check orally, by reading out the sentences again and asking for answers. To avoid cheating, let the students mark one another's handouts.
- 5 Each answer will either be correct or incorrect. If correct, they gain the number of points they bet. If incorrect, they lose the number of points they bet. (Students now write down the new total in the **New Total** box.)
- 6 Pass the papers back with the **TOTAL SCORE** clearly marked. See which pair/team scored the highest number of points. Start with the maximum score (2,000 points) and work backwards, e.g. *Has anyone got a total of 2,000 points? ... 1,900 ... 1,800 ...*, etc. until one pair/group shouts out.

Key

1 True (You wouldn't say anything at all until you woke up again.); 2 False (A hostage is someone kept prisoner by hijackers, bank robbers, etc.); 3 False (You would be superstitious. The supernatural is a belief in the unknown – ghosts, etc.); 4 False (You're full up and can't eat any more. To be fed up is to be bored.); 5 True (But in the USA you would wear a vest over your shirt, as it's the American English word for 'waistcoat'.); 6 False (Let's sit in the shade. Your shadow is the dark shape you see behind you when the sun is shining.); 7 True (To pant is to breathe noisily, especially when you're exhausted.); 8 False (Subtitles are the words under foreign films, TV programmes to help you to understand them.); 9 True (The opposite is anti-social.); 10 False (You are given a receipt. A recipe is used in cooking.)

Intermediate/ Upper Intermediate

37 Ice-breaker bingo 3

- Time:** 20 minutes
- Type of activity:** Ice-breaker activity for the whole class (twenty students) – especially useful with a new class where the students still haven't learnt each others' names.
- Preparation:** Copy the handout on page 104 – one copy for each student

Lexical area/Topic

Various words

barrister, bonnet, brave, closet, clutch, compulsory, cowardly, cupboard, daffodil, deckchair, drawing pin, hole punch, length, lighter, limp, MP, nightmare, pavement, peckish, pineapple, purr, saddle, sidewalk, tortoise, voluntary, voyage, wink, yawn

Method

- 1 Give each student a copy of the handout. Give them a few minutes to read through it, but don't let them discuss its contents with anyone else.
- 2 Explain that they are not allowed to write any answers down themselves, but have to ask other people in the group for the answers. If they get an answer, they write it down, plus the name of the person they asked. The aim is to be the first person to get a full unbroken row of answers both from left to right and from top to bottom (ten squares total). The first person to get this shouts BINGO! The card is checked, and if correct, the game ends. If there are wrong answers, tell the student which ones they are and the game continues until someone else shouts BINGO! or you run out of time.
- 3 The students stand up and walk around the room. Every time they meet someone they ask one question. (They can meet the same person more than once.)
- 4 If, after about 20 minutes, nobody has shouted BINGO! stop the activity anyway.
- 5 Go through all the questions orally, asking random students for the answers and who told them.

Key (some suggestions)

1 a drawing pin, 2 a bad dream, 3 yellow (it's a spring flower), 4 a (hole) punch, 5 oak, beech, birch, willow, poplar, yew, etc. 6 voluntary, 7 wink = close one eye, 8 a lighter, 9 bee, beetle, butterfly, 10 a pineapple, 11 length, 12 cowardly, 13 a deckchair, 14 giggle = laugh nervously like schoolchildren, 15 pavement, 16 a cat, 17 a closet, 18 a tortoise, 19 limp = walk unevenly because one leg is injured, 20 saddle = it's part of a bike (clutch = pedal on the floor on the left, bonnet = part that covers the engine, AmE = hood), 21 a British lawyer who speaks in the higher courts of law, 22 rabbit, budgie, goldfish, hamster, guinea pig, etc. 23 a long journey by sea, 24 Member of Parliament (a politician), 25 eating something (it means you are slightly hungry)

38 Two words for one

Time: 15 minutes

Type of activity: Exercise in pairs based on finding the missing letters that will end one word and start another, e.g. worth-**eft**.

Preparation: Copy the handout on pages 105–106 – one copy for each pair.

Lexical area/Topic

Various words

alive – vest, broad – admit, cheap – apple, cheat – attack, coach – choir, cruel – elbow, cruise – secret, death – thief, fridge – germs, ghost – star, judge – genius, juicy – cycle, keen – enemy, stale – leek, throat – attic, uncle – leaf, wave – veal, witch – chat

Method

- 1 Before starting, write the following on the board:

LI __ CE

WID __ NER

Ask the students to think of two letters for each that will end the first word (the one that starts with 'li-' in the first example and 'wid-' in the second) and start the second word (the one that ends in '-ce' in the first example and '-ner' in the second.) Allow 2 – 3 minutes. (Answer: LION – ONCE; WIDOW – OWNER)

- 2 Divide the students into pairs and give each pair a copy of the handout.
- 3 Explain that here are some more examples of words that end and start with the same letters. But to help them, there are clues for both the words. Do the first one with the whole class, if necessary.
- 4 Allow 20 minutes, then check orally by asking random pairs for the pairs of words.

Key (some suggestions)

1 *cheap – apple, 2 alive – vest, 3 wave – veal, 4 cheat – attack, 5 keen – enemy, 6 fridge – germs, 7 throat – attic, 8 uncle – leaf, 9 judge – genius, 10 broad – admit, 11 cruel – elbow, 12 ghost – stare, 13 cruise – secret, 14 death – thief, 15 juicy – cycle, 16 coach – choir, 17 stale – leek, 18 witch – chat*

39 A-Z (dictionary) quiz 2

Time: 20 minutes

Type of activity: A group activity based on trying to work out definitions of words, each one starting with a different letter of the alphabet. A dictionary (English–English) should be supplied, if possible.

Preparation: Copy the handout on page 107 – one for each group. Arrange for dictionaries, if possible – one per group.

Lexical area/Topic

Various nouns, verbs and adjectives (one per letter of the alphabet)

annual, burglar, continent, depressed, eagle, famine, grater, hoarse, illiterate, jury, knuckle, ladybird, mean, necklace, orchard, peckish, quilt, runway, salmon, treason, unicorn, vaccinate, widower, xylophone, yawning, zoo

Method

- 1 Divide the class into groups of 3–4. Give each pair a copy of the two handouts. Also try to ensure that each group has a dictionary (preferably English–English, e.g. *Longman Dictionary of Contemporary English*).
- 2 Each group appoints a group leader responsible for recording the group's answers.
- 3 Explain what is to be done, then let the groups get on with it. Set a time-limit (e.g. 20 minutes) and stop everyone after it, whether they have finished or not. Tell the students to try and do the test first *without* using the dictionary. Then, they can use the dictionary to 'check' their answers.
- 4 Check orally, by reading out the clues in order and asking for the correct answers.

NOTE: If you wish, you can do this as a quiz *without* dictionaries where you award 1 point for each correct answer. The group with the highest score wins.

Follow-up activity

The groups could now write their own dictionary quiz, based on the above, which they give to another group to try out.

Key

1 *every year/once a year; 2 breaks into houses, flats, etc. to steal things; 3 Choose from: Europe,*

Teacher's notes

Asia, North America, South America, Australia, Antarctica; 4 very sad/unhappy; 5 a very large and very strong bird of prey (the American eagle); 6 food; 7 in the kitchen; 8 speaking; 9 read or write; 10 twelve; 11 a finger/hand; 12 insect (AmE ladybug) A type of beetle, usually red with black spots; 13 spending money; 14 around your neck; 15 fruit trees/apple trees/pear trees, etc; 16 eating (something); 17 on a bed/in the bedroom; 18 an aeroplane/a plane; 19 fish; 20 It's the crime of betraying your own country; 21 a horse with one horn growing from its forehead; 22 a disease or illness e.g. typhoid, yellow fever, hepatitis, etc; 23 a man whose wife has died; 24 wood or metal; 25 sleepy/tired; 26 zoological gardens

40 20-square: Confusing words

Time: 20 minutes

Type of activity: In this teacher-led activity, students have to explain the differences between pairs of words that are often confused, e.g. lend–borrow, recipe–receipt, etc.

Preparation: Copy the handout on page 108 – one per group. (If the group is large, make sure there are enough copies for every two to three students.) Also copy, cut up and shuffle the numbers 1–20 on page 153. Place the numbers face down in front of you.

Lexical area/Topic

Various pairs of confusing words

advice – advise, alone – lonely, beside – besides, blink – wink, cushion – pillow, discover – invent, economic – economical, fit – suit, foreigner – stranger, fun – funny, lose – loose, lucky – happy, pass an exam – take an exam, quite – quiet, recipe – receipt, remember – remind, sensible – sensitive, shadow – shade, teach – learn, their – there

Method

- 1 Before starting, write the following pairs of words on the board:
lend–borrow employer–employee
Ask the students to think of the differences between the words and to try to put each word in a sentence. Give them 2–3 minutes, then check orally. (Answer: You lend something to someone; You borrow something from someone. I lent David my Elton John CD./David borrowed my Elton

John CD. An employer is the person who gives people jobs. An employee is someone who works for an employer. They say that Microsoft is a very good employer./Microsoft has thousands of employees all over the world.)

- 2 Divide the class into four groups – A–D. Give each group sufficient copies of the handout. Decide which group will start (e.g. Group A). The game then continues in a clockwise direction.
- 3 Hold up the first number (e.g. 5). The first group look at square number 5 on the handout and either try to explain the difference in meaning between these two words or they could give two sentences instead, showing how the words are used. In this case, they would have to think of the difference between *fun* and *funny*.
- 4 If correct, everyone puts a cross through this square and writes in the letter of the group that gave the correct answer – in this case they would write *A* in the square.
- 5 If incorrect, the number is put at the bottom of the pack to be used later on in the game.
- 6 Play continues in this way. The team with the highest number of 'squares' at the end is the winner.

NOTE: The reason for using the number cards is that it creates a certain amount of suspense – no one knows which square is going to be next. This results in heightened attention.

Key (possible answers)

1 a foreigner is someone from a different country to your own; a stranger is any person you don't know. Being British, although I lived in France for nearly five years, I always felt a foreigner. I didn't know the man at the door. He was a complete stranger. 2 quite means 'rather'; quiet means 'not noisy'. He was quite tall for his age. It is normally very quiet in a library. 3 If you lose something, you can't find it. Loose is the opposite of 'tight'. I've lost my pen. Can you help me to find it? The T-shirt was very loose. It was at least five sizes too big for her. 4 To remember is to recall from your memory. To remind is to tell someone to remember something. I remember hearing this song first when I was on holiday in Ibiza. Could you remind me to phone John tonight? 5 If something is fun it is pleasant or enjoyable. If something is funny, it makes you laugh. We had great fun at Ellie's party. The film was so funny. We couldn't stop

laughing. 6 To discover something is to find something that already exists but is not known before (e.g. a planet, river), To invent something is to make up or produce something for the first time. Did you know that the planet Pluto was only discovered in 1930? Graham Alexander Bell invented the telephone. 7 If you are lucky you have good luck or are fortunate (e.g. you win the lottery). If you are happy, you are not sad. My cousin's very lucky. He always wins when he plays bingo. They felt really happy when their first child was born. 8 If you live alone, you live on your own. If you feel lonely you long for other people's company. Although she lived alone, she never once felt lonely. 9 Sensible means 'showing good sense'. Sensitive means that you are easily offended. It is very sensible to try to save something every month. Don't talk about hair when Mark is around. You know how sensitive he is about his bald patch. 10 Advice is the noun. To advise is the verb. He gave me some very good advice. The doctor advised me to give up smoking. 11 When you blink, you close, then open both eyes – often mechanically. When you wink you deliberately close then open just one eye. The child blinked when the bird flew at her face. He winked to me to show me that he understood. 12 To take an exam means to physically do the exam. At this stage you don't know if you have passed or failed. To pass an exam means that you are successful. The opposite is to fail the exam. Are you going to take the Cambridge First Certificate exam this year? As she had passed her Cambridge First Certificate exam, she decided to go on a Cambridge Proficiency course. 13 You use a recipe when you cook. You are given a receipt when you buy something from a shop. I've got a very good recipe for Swedish meatballs. Keep your receipt in case you need to change the goods. 14 Your shadow is the dark shape that appears behind you (or trees, buildings, etc.) when the sun is shining. Shade is the opposite of direct sunlight. Our shadows were very long as we walked along in the bright sunlight. It's very hot. Let's go and sit in the shade. 15 If something fits it is the right size. If something suits you it looks good on you. These shoes don't fit – they're too small. That colour really suits you! 16 Their means 'belonging to them'. There is the opposite of here. That's their new car over there! 17 Economic is an adjective which means 'to do with the economy'. If something is economical it saves you money in some way by using less energy, petrol, etc. The country is going through a serious economic crisis at the moment. Small cars are usually more economical than big ones. 18 A cushion is quite colourful and is usually found on

armchairs, sofas, etc. A pillow is normally found on a bed. We bought some new bright green cushion to match the new sofa in the living room. He fell asleep as soon as his head touched the pillow. 19 Beside means 'next to'. Besides means 'apart from'. He sat down on a bench beside an old lady. Who else was at the party besides Pete and Roger? 20 When you learn you receive information. When you teach you give information out to someone else. I want to learn to play the guitar. Do you think your brother could teach me?

41 Noughts & crosses: Spelling

- Time: 10–15 minutes per game
 Type of activity: Noughts & crosses game for groups based on spelling.
 Preparation: Copy the Noughts & crosses board on page 155 – one copy per group. Also copy and cut up the 'O' and 'X' pieces on page 154 – again one set per group. Finally copy and cut up the question cards on pages 109–110 – one set per group.

Lexical area/Topic

Various words that are sometimes difficult to spell
accommodation, achieve, address, committee, diary, exaggerate, excellent, foreigner, guarantee, necessary, etc.

Method

- 1 Divide the class into groups, with two teams of 2–3 students per group.
- 2 Before starting remind the students how to play Noughts & crosses. Draw a 9-square grid on the board and have some mock questions, using one of the groups as guinea pigs. The main rules are as follows:
 - One team uses 'O's as markers, the other uses 'X's.
 - Teams take it in turns to choose an empty square (1–9) and are then asked a question. If correct they place a 'O' or a 'X' in that square. The winner is the team who manage to get three Os or Xs in a row (vertically, horizontally or diagonally). Otherwise, it is a draw.
- 3 Give each group a copy of the Noughts & crosses board plus a set of markers. Tell them to decide who will be 'O' and who will be 'X'.

- 4 Now give each group a set of spelling cards. These are shuffled and placed face down on the table. The first nine are placed at random in each of the nine squares.
- 5 The first team (e.g. 'O's) chooses a box and says the number. The X team now pick up the card, and ask: 'Can you spell ____?'
- 6 If they spell it correctly, they place a marker ('O') in that square. If incorrect, they are told the answer, that spelling card is removed and is replaced by a new one taken from the pack. The card they couldn't answer can now be placed at the bottom of the pack to be used again, if necessary.
- 7 It is now the 'X' team's turn. They choose a box, are asked a new word to spell and so on.
- 8 They continue in this manner until either one team gets three in a row or they run out of squares, in which case it is a draw.
- 9 The game can be repeated, but make sure that a different team starts each new game.

NOTE: If you think the class needs practice in pronouncing the letters of the alphabet when spelling out words, then do a quick spelling revision with the whole class first. (You can use words from the spelling cards or choose others.)

42 Vocabulary sets

Time: 30–40 minutes

Type of activity: Group activity which is useful to test specific areas of vocabulary.

Preparation: Choose five sets of vocabulary cards from pages 111–113. Copy and cut up one of each. Also copy the answer card sheet on page 114 – one copy per group.

Lexical area/Topic

Various words related to specific areas of vocabulary

Describing personality: *ambitious, greedy, impatient, jealous, modest, punctual, reliable, selfish, sociable, stubborn*

Cars and motoring: *boot, break down, bypass, handbrake, junction, lanes, overtake, seatbelt, speed-limit, traffic lights*

House and home: *attic, basement, blinds, block of flats, central heating, chimney, lawn, microwave, upstairs, wallpaper,*

Books, etc.: *atlas, autobiography, best-seller, brochure, catalogue, diary, dictionary, directory,*

fiction, novel

Travel and holidays: *currency, excursion, hotel, itinerary, package tour, resort, sunbathe, tourist, view, visa*

Describing moods and feelings: *ashamed, bored, embarrassed, excited, exhausted, homesick, lonely, surprised, worried, tense*

Method

- 1 Divide the class into five groups (of between 2–4 students per group).
- 2 Appoint a group leader who will be responsible for recording the group's answers.
- 3 Give each group an answer sheet plus *one* of the card sets. Tell them to check the heading and to write the *set number* in column 1 of their answer sheet. All the answers for this set of cards will be written here.
- 4 Give them a time-limit, e.g. 5 minutes, in which they have to find out and write down the missing words in the ten sentences. To help them, the first and last letters of the words are given.
- 5 When the time is up, tell them to stop. Pass the cards from group to group in a clockwise direction. They now write down the set number of the new card in the *second* column.
- 6 Continue in this manner until everyone has had all five cards. Collect the cards before checking the answers.
- 7 Check orally. Start, for example, with the card: *Set 1: Describing personality*. Tell them all to look at their answers for *Set 1*. By now, there will be an element of suspense and anticipation in the classroom because all they have in front of them are various words. Few will remember the original sentences, so it makes checking all the more exciting and their listening more intensive.
- 8 Ask each group for their answer to Sentence 1. Then read out the context sentence to remind them. Award one point for every correct word. Continue in the same way with the remaining sentences.
- 9 Continue in this manner with the next set until you have gone through all five sets of cards.
- 10 See which group scored the most. The group with the highest score at the end wins.

Key

Describing personality: 1 ambitious 2 jealous 3 sociable 4 punctual 5 impatient 6 reliable 7 modest 8 greedy 9 stubborn 10 selfish

Cars and motoring: 1 handbrake 2 overtake 3 lanes 4 speed-limit 5 seatbelt 6 boot 7 bypass 8 traffic lights 9 junction 10 broke down

House and home: 1 wallpaper 2 central heating 3 basement 4 microwave 5 chimney 6 blinds 7 block of flats 8 lawn 9 attic 10 upstairs

Books, etc.: 1 catalogue 2 diary 3 novel 4 brochure 5 directory 6 dictionary 7 best-seller 8 autobiography 9 fiction 10 atlas

Travel and holidays: 1 hotel 2 package tour 3 sunbathing 4 currency 5 resort 6 view 7 tourists 8 visa 9 excursion 10 itinerary

Describing moods and feelings: 1 ashamed 2 bored 3 surprised 4 worried 5 homesick 6 lonely 7 exhausted 8 excited 9 embarrassed 10 tense

43 Anagrams crossword

Time: 20 minutes

Type of activity: Crossword for pairs or small groups, where all the missing words are anagrams.

Preparation: Copy the handouts on pages 115–116 – one copy per pair/group.

Lexical area/Topic

Various words (anagrams)

sing – sign, bread – beard, heads – shade, general – enlarge, softer – forest, etc.

Method

- Before starting explain what an anagram is, namely a word made by rearranging the letters of another word. Put the following words on the board and ask the class if they can make anagrams of them.

name below net

Give them a few minutes, then, if necessary add the following clues: *the opposite of 'generous'; a part of the body; a number* (Answer: mean, elbow, ten)

- Divide the class into pairs or groups of three. Give each pair/group a copy of the crossword.
- Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.

Across → Down ↓

Make sure they understand that the answers are *anagrams* of the words in **bold type** at the end of each sentence.

- Allow 20 minutes for them to fill in the crossword. Make sure they understand that the answers are anagrams of the words in **bold type** after each sentence.
- Check orally by asking different pairs/groups (at random) for the answers to the Across words first, followed by the Down words.

Key

Across: 1 sign, 3 beard, 7 shade, 8 enlarge, 11 forest, 14 lisp, 16 resign, 18 taste, 19 salesman, 20 insect, 23 post, 25 could, 26 canoe, 27 ache, 28 drawback

Down: 2 goat, 3 bleat, 4 poem, 5 deaf, 6 pale, 7 smile, 9 life, 10 residents, 12 resist, 13 steal, 15 satin, 16 rats, 17 night, 18 tame, 21 salt, 22 Monday, 23 pierce, 24 tutor, 25 cheat

44 The definition game

Time: 30 minutes

Type of activity: This is a teacher-led activity for the whole class which tests the students' ability to define words.

Preparation: Copy and cut up the cards on page 117. Shuffle them and place them face down on the desk in front of you. Also copy the *How to define words* sheet on page 156 – one per student.

Lexical area/Topic

Various nouns, verbs and adjectives

accident, accordion, accountant, apologise, arrest, avalanche, beach, big-headed, bribe, burglary, compulsory, depressed, discover, divorce, employer, funeral, hijack, hostage, lifeguard, limp, pedestrian, postpone, shiver, shy, slippery, stubborn, suntan, temporary, village, wealthy

Method

- Before starting, divide the class into four teams, A–D. Hand out the *How to define words* sheet and go through it with the class. If you wish, write a few random nouns, verbs and adjectives on the board, e.g. *picnic to crawl genius exciting timetable* etc. Ask for suggestions as to how to define them.

- 2 Team A starts. One person from the team comes out to the front of the class. S/He picks up the top card and looks at the word. S/He now has 3 minutes only to give a definition of it so that his/her team can guess what the word is. (The teacher or another student can act as timekeeper and say *Start* and *Stop*.)
- 3 If the others in the team A guess the word, the team gets 1 point. (Only Team A is allowed to guess at this stage!)
- 4 If the student runs out of time, one of the other groups (in turn) is allowed to guess and thus gain an extra point. If A starts first, then it would be Group B to guess next, followed by Group C and finally Group D.
- 5 If none of the teams guess correctly, the teacher tells the class what the word is and invites the whole class to suggest possible definitions.
- 6 Continue in this manner until each team has had five turns at giving definitions (only 15 of the cards will be used).
- 7 The team with the most points at the end wins.

45 Dominoes: Compound adjectives

Time: 20 minutes

Type of activity: Group activity, based on the game of dominoes, where the students have to match up compound adjectives (e.g. *first-class*, *waterproof*, etc.) and thus fit all the dominoes on the board. To help them they have gapped sentences.

Preparation: Copy the domino board on page 118 – one board per group. Also copy and cut up the dominoes on page 119 plus the sentence sheet on page 120 – again, one set per group. (There are two sets of the dominoes to speed up the copying.)

Lexical area/Topic

Compound adjectives

best-selling, brand-new, easy-going, far-fetched, first-class, hard-working, hot-blooded, long distance, mass-produced, narrow-minded, overweight, part-time, right wing, second-hand, single-handed, streetwise, waterproof, well-known

Method

- 1 Divide the class into groups of 3–4. Give each group a board and a set of dominoes.
- 2 Point out that the board already contains one domino – namely (*blank*): *first*.
- 3 Tell them that they have to place the remainder of the dominoes on the board in such a way that the right-hand word of one domino goes with the left-hand word of another. To help them, the words are missing from the sentences on the sentence sheet they've got. (They're in the correct order.) Do the first one with them (*first: class*) to make sure they understand what they have to do.
- 4 Allow 15 minutes for this. Go round and help, if necessary with vocabulary.
- 5 Check by beginning with the first domino *first: class*. Continue in a clockwise direction until you end with *fisted: (blank)*.

NOTE: Point out that some compound adjectives are joined with a hyphen (*easy-going, best-selling*), others are two words (*long distance*) while others are one word (*overweight, streetwise*). Tell them they will just have to learn them as they come across them. If in doubt, use a hyphen.

Key (dominoes)

The correct order is:

(blank): first, class: well, known: right, wing: part, time: over, weight: second, hand: easy, going: hard, working: best, selling: long, distance: hot, blooded: single, handed: street, wise: mass, produced: brand, new: narrow, minded: water, proof: far, fetched: (blank)

46 Vocabulary quizzes

Time: 20 minutes

Type of activity: These are 'quick-and-easy' quizzes for groups of 3–4 people. They are based on their knowledge of adjectives and/or phrasal verbs. They are partly vocabulary tests and partly discussion activities.

Preparation: Decide whether to revise phrasal verbs or adjectives and choose an appropriate handout. The phrasal verb one is on page 121 and the adjectives one is on page 122. Make one copy for each group.

Lexical area/Topic

Various words

arrival, artist, attractive, beautiful, beauty, careless, childish, comparison, competitive, curiosity, decision, disappointed, discovery, headline, height, illness, invitation, pleasure, political, possibility, pronunciation, proof, proud, sensitive, solution, strength, successful, suitable, suspicious, width

Method

- 1 Divide the class into pairs or groups of three. Give each group a copy of the crossword.
- 2 Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.

Across → Down ↓

- 3 Allow 20 minutes for them to fill in the crossword. Do the first one with them, so that they understand how they change the words in bold type so that they fit into the sentences. (It usually involves changing nouns into adjectives, and vice-versa.)
- 4 Check orally by asking different pairs/groups (at random) for the answers to the Across words first, followed by the Down words.

Key

Across: 2 successful, 4 decision, 6 artist, 9 careless, 10 proud, 13 pronunciation, 15 possibility, 16 pleasure, 17 height, 18 beauty, 23 invitation, 24 suitable, 25 discovery, 26 solution, 27 strength

Down: 1 disappointed, 3 suspicious, 5 curiosity, 7 attractive, 8 competitive, 9 comparison, 11 beautiful, 12 sensitive, 14 width, 15 political, 17 headline, 19 arrival, 20 proof, 21 illness, 22 childish

48 True or false? 3

Time: 20 minutes

Type of activity: Whole class activity for pairs/groups based on trying to guess which sentences are correct (true) or incorrect (false). To add excitement, it is also a betting game.

Preparation: Copy the handout on page 125 – one copy for each pair/group.

Lexical area/Topic

Various nouns and adjectives

bicker, deal, derelict, dimple, hangover, marquee, shuffle, slip road, soporific, successor, suit (cards), understudy

Method

- 1 Before starting, write the following on the board:

	True	False	Bet	New Total
				1,000

- 1 A rung is part of a ladder. _____
- 2 The people who work on a ship are called the cast. _____

Tell the students that one of the sentences is correct (or true) and one is wrong (or false). Tell them to work in pairs and to decide which is which and to bet between 10-100 points for each one. Allow about 2 minutes, then check orally. If they were correct, they add the bet to their total (start with 1,000 points), but if incorrect, they deduct the bet from their total.

Who ended up with more than 1,000 points? Who ended up with less than 1,000 points? Did anyone score 1,200? (maximum points) (Key: 1 = True. It's the bar you put your foot on; 2 = False. It's the crew. The cast are the actors in a play, film, TV series.)

- 2 Tell them they are now going to play a similar game. Divide the class into pairs or groups of three and give each pair/group a copy of the handout.
- 3 Explain the rules again, namely that for each statement they put a tick in the true or false box and then bet between 10-100 points on their answer being correct. They write the number of points in the Bet column.
- 4 Set a time-limit (e.g. 15 minutes) and then stop everyone whether they have finished or not. Check orally, by reading out the sentences again and asking for answers. To avoid cheating, let the students mark one another's handouts.
- 5 Each answer will either be correct or incorrect. If correct, they gain the number of points they bet. If incorrect, they lose the number of points they bet. (Students now write down the new total in the New Total box.)
- 6 Pass the papers back with the TOTAL SCORE clearly marked. See which pair/team scored

the highest number of points. Start with the maximum score (2,000 points) and work backwards, e.g. *Has anyone got a total of 2,000 points?... 1,900 ... 1,800 ...*, etc. until one pair/group shouts out.

Key

1 True (Usually to argue over petty or small things.); 2 False (A dimple is found on your face. It's a small hollow piece on your cheek or chin. You see it best when a person smiles.); 3 True (It is usually in bad condition because it has not been used for a long time.); 4 True (Shuffle = mix the cards, deal = give cards to each player; there are four suits – hearts, diamonds – red suits – and spade and clubs – black suits.); 5 False (You get a hangover when you drink too much. It's a headache and feeling sick at the same time.); 6 False (She's my predecessor. Your successor is the person who has the job after you.); 7 False (S/He learns another actor's part, then can take his/her place if s/he is ill or unable to perform, so s/he works at a theatre.); 8 False (A marquee is a very large tent used at outdoor events for eating and drinking, e.g. at a wedding. But her father may be a marquis, a nobleman. In Britain it's a rank between a Duke and an Earl.); 9 True (AmE on-ramp, off-ramp); 10 False (Soporific means it's likely to cause you to sleep.)

Upper Intermediate/ Advanced

49 Find eight words

Time: 20 minutes

Type of activity: Ice-breaker/warm-up activity for the whole class (max. 24 students).

Preparation: Copy and cut up the cards on pages 126–127 – one for each student. (If there are more than 12 students, some students will have to have the same cards.)

Lexical area/Topic

Various words linked by some common denominator
crime, glamorous, habit, handle, irritating, marriage, negative, pocket

Method

- 1 Give each student a card. Allow him/her a few minutes to read through it so they understand what they have to do – namely to get others in the class to supply the things asked for on their cards (e.g. an irritating habit).
- 2 The students then stand up and walk around the room trying to fill up their cards with eight words/phrases. To ensure that they talk to as many people as possible, tell them that they are only allowed to ask for one word/phrase every time they talk to someone. However, if the word/phrase the person suggests is already on their card, then that person can suggest another one. If the person can't think of a new word/phrase, they thank him/her and move on to a new person.
- 3 They write down any words/phrases they are given, plus, if the group is new, the names of the students.
- 4 After a while (approx. 15 mins.), stop the activity and have a whole class feedback. Go through a few of the cards orally, asking random students to read out which words/phrases they got. See how many students managed to fill up their cards.

50 Half a crossword: Various words

Time: 30–35 minutes

Type of activity: Group activity, based on a crossword. Each group has an incomplete crossword. By asking for and giving definitions, they try to fill in the missing words.

Preparation: Copy the crosswords on page 128 (for Group A students) and on page 129 (for Group B students). Also copy the *How to Define words* sheet on page 156 – one copy per student.

Lexical area/Topic

Various nouns, verbs and adjectives
barrister, bilingual, boast, chess, confused, contagious, crippled, critic, demand, dimple, disappear, eager, excursion, fragile, giggle, gossip, inherit, naughty, paw, praise, prescription, recognize, refuse, reliable, rob, rumour, squirrel, stare, terrified, umpire, view, wolf

Method

- 1 Before starting, give each person a copy of the *How to define words* sheet.
Go through the sections briefly. Write a few words on the board and ask for suggestions as to how to define them. e.g. *nervous to overtake continent sociable* etc. Tell the students to have this sheet handy during the activity.
- 2 Divide the class into A and B groups of between 2-4 students per group. They sit facing each other. Give each group the appropriate crossword and allow them time to check through the words they will need to define before starting. If necessary, give individual help at this stage.
NOTE: On no account must they allow the other group to see their crossword.
- 3 Explain that they have to take it in turns to ask for a word that is missing from their crossword. They simply ask: *What's 5 down? What's 13 across?*, etc. The other group now try to give as clear a definition as possible to help them guess the word.
- 4 Set a definite time-limit (e.g. 25 mins.) and stop the students at the end of it, *whether they have finished or not*.
- 5 They can now compare crosswords and check any words they didn't fill in.
- 6 You can follow up by asking the groups to explain how they defined one or two words from the crossword.

51 Board game: Verb + noun collocations

- Time:** 20 minutes per game
- Type of activity:** This is a board game for four people, where students go around a board picking up various 'verbs' in order to complete the sentences (which include verb + noun collocations) on their card. The first student to complete his/her card wins. Dice will be needed – one for each group.
- Preparation:** Copy the board on page 130 – one for each group. Also copy and cut up the cards on pages 131-132 – one for each student in the group (A, B, C and D).

Lexical area/Topic

Various verb + noun collocations
ask permission/the way, break a leg/one's heart, catch a cold/a bus, change your mind/gear, cut someone dead/one's losses, do someone a favour/one good, draw a conclusion/the curtains, give thanks/something/the impression, hold the line/the fort, keep the change/a secret, lay the table/a trap for someone, lose face/heart, make a living/a speech, pass a law/an exam, pay attention/someone a compliment, play truant/the fool, read between the lines/music, see stars/red, take advantage of someone/offence, throw a party/a fit

Method

- 1 Divide the class into pairs or groups of four – A, B, C and D. Give each group a copy of the board, plus a die. Also give each student a collocation card (A, B, C and D) which they will have to fill in.
- 2 Give them about 5 minutes to look through their cards and to work out which verbs they need. (Help where necessary.)
- 3 Students sit around the board. They throw the die to see who starts first. Play then continues in a clockwise manner.
- 4 The first student throws the dice and sees if the verb in the square s/he lands on can fit in one of his/her sentences. If so, s/he tells the group s/he has a match and reads out the appropriate sentence. If the group agrees, s/he fills in the missing word. If not, the teacher is called in to arbitrate.
- 5 Play continues in this manner until someone has filled in all the missing words.

NOTE: There are three corner squares where, if a student is lucky enough to land on them, they have the choice of moving forwards or backwards 1-3 squares. If they land on the START square, nothing happens. (It is the equivalent of missing a turn!)

Key

- Here are the missing verbs for each card.*
- CARD A: 1 cut, 2 pass, 3 change, 4 make, 5 see, 6 throw (hold), 7 lay, 8 break, 9 lose, 10 take
- CARD B: 1 cut, 2 give, 3 ask, 4 Do, 5 draw, 6 pay, 7 catch, 8 change, 9 read, 10 play
- CARD C: 1 give, 2 ask, 3 take, 4 make, 5 Keep, 6 throw (have), 7 hold, 8 catch (take), 9 lay, 10 play
- CARD D: 1 pass, 2 do, 3 draw, 4 see, 5 keep, 6 pay, 7 lose, 8 hold, 9 break, 10 read

52 A visit to the doctor

Time: 15 minutes

Type of activity: Logic problem for small groups, based on working out which person saw which doctor, what time the appointment was and what was wrong with them.

Preparation: Copy the handout on page 133 – one copy per group.

Lexical area/Topic

Ailments, etc.

appointment, backache, complaints (medical), hay fever, migraine, patient, pulled muscle, seek help, sore throat, suffer from, treat, treatment

Method

- 1 Divide the class into groups of 3–4. Give each group a copy of the handout. Check any necessary vocabulary.
- 2 Explain that by reading the sentences they should be able to work out the time of each person's appointment, which doctor they saw and what was wrong with them. Allow 15 minutes for them to write down the people's names.
- 3 Check orally.

Key

Patient	Time	Doctor	Complaint
Ms Barrett	12.30 p.m.	O'Leary	a sore throat
Mr Cole	1.15 p.m.	Jones	a migraine
Ms Day	9.30 a.m.	Lee	a backache
Ms Watkins	3.45 p.m.	Smith-Porter	a pulled muscle
Mr Thatcher	10.15 a.m.	Kennedy	hay fever

53 20-square: Ambiguous headlines

Time: 20 minutes

Type of activity: In this teacher-led activity, students have to explain the two meanings of newspaper headlines. (One is serious, the other is amusing.)

Preparation: Copy the handout on page 134 – one per group. (If the group is large, make sure there are enough copies for every two to three students.) Also copy, cut up and shuffle the numbers 1–20 on page

153. Place the numbers face down in front of you.

Lexical area/Topic

Various headlines

POLICE DISCOVERED SAFE UNDER A BLANKET, POLITICIANS TO DISCUSS RUBBISH, CRASH COURSE FOR PRIVATE PILOTS, etc.

Method

- 1 Before starting, write the following headlines on the board:

KICKING BABY CONSIDERED TO BE HEALTHY

TWO SISTERS REUNITED AFTER 18 YEARS IN SUPERMARKET CHECKOUT QUEUE

Ask the students to read the headlines and try to find two completely different meanings – one serious and one funny or unusual. Teach the word *ambiguous*.

Give them 2–3 minutes, then check orally.

(Answer: 1 Babies who kick are considered to be healthy./It is healthy to kick a baby. 2 Two sisters reunited again after 18 years when they meet each other in a supermarket checkout queue./Sisters reunited after queuing for 18 years at a supermarket checkout counter.)

- 2 Divide the class into four groups – A–D. Give each group sufficient copies of the handout. Decide which group will start (e.g. Group A). The game then continues in a clockwise direction.
- 3 Hold up the first number (e.g. 5). The first group look at square number 5 on the handout and try to think of the two different meanings for the headline. In this case *POLICE SHOOT MAN WITH KNIFE*.
- 4 If correct, everyone puts a cross through this square and writes in the letter of the group that gave the correct answer – in this case they would write A in the square.
- 5 If incorrect, the number is put at the bottom of the pack to be used later on in the game.
- 6 Play continues in this way. The team with the highest number of 'squares' at the end is the winner.

NOTE: The reason for using the number cards is that it creates a certain amount of suspense – no one knows which square is going to be next. This results in heightened attention.

Key (suggested differences)

1 sentence = prison sentence/grammar sentence; 2 safe = large steel box for keeping money in/out of danger; 3 boot = car boot/boot on her foot; 4 nurses home = building where nurses live/help our nurses get home; 5 the man had a knife/they shoot him using a knife; 6 rubbish = the problem of getting rid of rubbish/rubbish = nonsense; 7 mushrooms = increases/women mushrooms growing in the forest; 8 rise in numbers of people dying in traffic accidents/dead traffic victims rise from their graves; 9 case = law case/will spend 9 months in a violin case; 10 red tape = bureaucracy/bits of red tape physically holding up the bridge; 11 more problems are ahead/lies = untruths; 12 lead = clue in the case/dog's lead worn around neck; 13 hit = affected; physically hit by a train – run over; 14 act = take action/to actually act on stage; 15 they refuse to work after a fellow-worker died/They refuse to work when they themselves are dead; 16 crash course = very intensive course/a course that will teach them how to crash their planes; 17 appeal = make an appeal to someone/appeals to = is attractive to; 18 bull injures farmer who is holding a gun/the angry bull has the gun; 19 the painting is found near a tree/a tree finds the painting; 20 the police find the man/the police beat and rob the man

54 Vocabulary football

Time: 20 minutes per game
Type of activity: Fun end-of-term activity for groups based on a question and answer football game.
Preparation: Copy the handouts on pages 135–138 – one copy per group. (The question sheet is for the referee's eyes only!)

Lexical area/Topic
Miscellaneous vocabulary (questions and answers) compulsory, dye, good at, pillow, hand (clock), shadow, shade, cowardly, kitten, attic, etc.

Method

- 1 Divide the class into groups of two teams of three, plus a referee. (Could be pairs if there are not enough students. Or if there are odd numbers, one of the teams could comprise of two students instead of three.)
- 2 Give each group a copy of the board and the rules. Go through this with the whole class

before you start, to make sure everyone knows how the game is played.

- 3 The teams sit facing each other behind their respective goals. The referee sits at one side between them. Give out the question sheets. Tell the referees not to let the teams see the questions.
- 4 Each team appoints a captain and the two captains toss a coin to see who begins.
- 5 The game now commences according to the rules. Tell them the game can last 20 minutes, after which you will tell them all to stop.
- 6 The team with the highest number of goals at the end wins.
- 7 The game can be played again, this time with someone else being the referee.

55 Sort out the idioms

Time: 25 minutes
Type of activity: Group activity based on sorting out idioms into 'connected' groups.
Preparation: Copy, cut up and shuffle the idiom cards on page 139 – one set per group. Also copy and cut up the group headings sheet on page 140 – again, one set per group.

Lexical area/Topic
Idioms
bite someone's head off, blow your top, cook the books, Dutch courage, be hard up, have butterflies in your stomach, have one foot in the grave, be in a cold sweat, be in a flap, be in queer street, jump out of your skin, kick the bucket, live from hand to mouth, a nightcap, be off-colour, be on tenterhooks, one for the road, be out of sorts, pull the wool over someone's eyes, put the wind up someone, see red, a stiff, take someone for a ride, be under the weather

Method

- 1 Divide the class into groups and give each group a set of idioms cards. Do not hand out the group headings at this stage.
- 2 Explain that they have to sort the idioms out into eight different groups, where the idioms in each group are related in some way. Each group will contain three words.

- 3 Allow about 10 minutes for them to try to sort out the idioms. Then hand each group a copy of the headings sheet. Tell them they have ten more minutes to sort out the words.
- 4 Stop the groups after 10 minutes and check orally. If possible, get the students to make up their own sentences using some of the idioms.

Key

ANGER/ANNOYANCE: *bite someone's head off, blow your top, see red*

ANXIETY/NERVOUSNESS: *have butterflies in your stomach, (be) in a flap, (be) on tenterhooks*

DEATH/CLOSE TO DEATH: *a stiff, kick the bucket, have one foot in the grave*

UNWELL/ILL: *(be) off-colour, (be) out of sorts, (be) under the weather*

DRINK/DRINKING: *a nightcap, Dutch courage, one for the road*

FEAR/SHOCK/SURPRISE: *have kittens, jump out of your skin, put the wind up someone*

POVERTY: *(be) in queer street, live from hand to mouth, (be) hard up*

DECEIT/FRAUD/FOOLING PEOPLE: *take someone for a ride, cook the books, pull the wool over someone's eyes*

Definitions

bite someone's head off = speak sharply and angrily to someone; blow your top/see red = become angry, lose your temper; have butterflies in your stomach = feel nervous/anxious; be in a flap/on tenterhooks = be in a state of nervous agitation; a stiff = a dead body, a corpse; kick the bucket = die; have one foot in the grave = be very old or near to death; be off-colour/out of sorts/under the weather = not in the best of health; a nightcap = an alcoholic drink taken just before going to bed; Dutch courage = courage that comes from drinking alcohol; one for the road = a last drink before going home; have kittens = be very nervous or frightened; jump out of your skin = react strongly to shock or surprise; put the wind up someone = frighten someone; be in queer street = in difficulties or debt; live from hand to mouth = to have just enough money to live on and nothing extra; be hard up = be short of money; take someone for a ride/pull the wool over someone's eyes = deliberately deceive or trick someone; cook the books = falsify a company's book-keeping

56 Call my bluff

Time: 20–25 minutes

Type of activity: This particular game is based on giving definitions of idioms. Three definitions are read out, but only one of them is correct. The aim is to guess who is giving the right definition. This is a whole class activity with students working in teams (3 students per team). It is suitable for a class of up to thirty students.

Preparation: Copy and cut up the handouts on pages 141–145 – one for each group. Also copy and cut out the ABC cards on page 146 – again, one set per group.

Lexical area/Topic

Idioms

a gatecrasher, a golden handshake, be all fingers and thumbs, be hair-raising, be in good nick, be in stitches, be long in the tooth, be on tenterhooks, be on the blink, cook the book, Dutch courage, fly off the handle, go Dutch, go to the loo, grease someone's palm, have a crush on someone, have a kip, have a screw loose, have a skinful, have a whip round, hit the sack, kick the bucket, let the cat out of the bag, mind your Ps and Qs, pass the buck, pull strings, send someone to Coventry, talk through your hat, the hair of the dog, wet your whistle

Method

- 1 Before starting, explain the rules and give an example.

'You are going to play a game called 'Call my bluff' where you will take it in turns to read out three definitions of an English idiom. But only one definition is correct. The other teams tries to guess which person has read out the correct definition. For example, which of these definitions is correct for the idiom to be tight-fisted?

TO BE TIGHT-FISTED

Definition A: To be tight-fisted means to be very aggressive. 'My brother is very tight-fisted and was always getting into trouble at school for fighting.'

Definition B: To be tight-fisted means to be very nervous. 'Julia was feeling really tight-

fisted as she sat in the dentist's waiting-room.'

Definition C: To be tight-fisted means to be very mean with money. 'Don't expect James to buy you a drink - he's so tight-fisted.'

Invite the class to guess. (The correct answer is definition C.)

- 2 Divide the class into up to ten teams, with three students per team. Give each team one of the handouts (1-10). Allow time for preparation (approx. 10 minutes), then when everyone is ready they can take it in turns to read out their definitions. Before they start, they place their cards A, B and C in front of them. (A first, B second, C third.)
- 3 After the teams have read out their definitions, the teacher can give a brief summary: *Definition A was ... Definition B was ... and Definition C was ...*
The other teams now indicate their choice by holding up the appropriate letter card - A, B or C.
- 4 The team who have read out the definitions now show the correct answer by turning face down the letter cards of the incorrect answers, leaving the correct answer card face up. Any team who guessed correctly gain ten points. The team who gave the definitions also get 10 points for each team they 'fooled' into giving the incorrect answer.
- 5 Continue in this way with the rest of the teams. The team with the highest score at the end wins.

57 Misprints crossword

Time: 20 minutes

Type of activity: Crossword for pairs or small groups, where all the missing words are the correct words for misprints.

Preparation: Copy the handouts on pages 147-148 - one copy per pair/group.

Lexical area/Topic

Various misprints

gloves - cloves, fights - flights, officers - offices, wench - bench, daring - darling, gin - gun, property - properly, etc.

Method

- 1 Before starting, write the following on the board.
Watford Police would like to trade two women who helped a driver after an accident.
Explain that there is a misprint in the sentence. Allow them 1-2 minutes to find it and to suggest which word should have been used instead. (Answer: trade-trace)
- 2 Divide the class into pairs or groups of three. Give each group a copy of the crossword.
- 3 Explain what the words Across and Down mean. Write them up on the board, with the appropriate arrows next to them, e.g.
Across → Down ↓
Make sure they understand that the answers to fit in the crossword are the correct words for all the misprints.
- 4 Allow 25 minutes for them to fill in the crossword.
- 5 Check orally by asking different pairs (at random) for the answers to the Across words first, followed by the Down words.

Key

Across: 1 cloves, 3 flights, 5 offices, 7 bench, 10 darling, 11 food, 15 gun, 16 cautioned, 17 wine, 18 properly, 22 skilled, 23 gusts, 25 week, 27 vows, 29 posterity, 31 considerate, 32 presented

Down: 2 violet, 4 insulated, 6 money, 8 crowds, 9 windows, 11 fringe, 12 peace, 13 bridle, 14 conservation, 19 rug, 20 residence, 21 yards, 24 sang, 26 kitten, 28 stranded, 29 police, 30 wire

58 Fun with anagrams

Time: 20 minutes

Type of activity: Pairwork activity where the students have to find a 'wrong' word in a sentence and then make an anagram of it to find the 'right' word.

Preparation: Copy the handout on page 149 - one copy for each pair.

Lexical area/Topic

Various anagrams

icons - coins, heat - hate, cheater - teacher, drawer - reward, goat - toga, etc.

Method

- 1 Before starting, write the following on the board.
The fairy waved her magic dawn and turned the pumpkin into a large horse-drawn coach.
Explain that there is word in the sentence that is wrong. But if you rearrange the letters in the wrong word you will get the word that should have been used. Allow them 1–2 minutes to do it. (Answer: dawn–wand)
- 2 Divide the class into pairs. Give each pair a copy of the handout.
- 3 Remind them that they have to make an anagram of the 'wrong' words to find the words that should have been used.
- 4 Set a time-limit of 20 minutes, then stop them whether they have finished or not.
- 5 Check orally by asking different pairs (at random) for the 'wrong' word first, then the word that should have been used.

Key

1 icons – coins; 2 heat – hate; 3 cheater – teacher; 4 drawer – reward; 5 goat – toga; 6 pale – leap; 7 tutor – trout; 8 lumps – plums; 9 kiss – skis; 10 petals – plates; 11 sores – roses; 12 cafe – face; 13 shot – host; 14 war – raw; 15 tuna – (an) aunt; 16 disease – seaside; 17 prod – drop; 18 fear – fare; 19 finger – fringe; 20 shelf – flesh; 21 horse – shore; 22 lion – lino (short for linoleum, a type of floor covering); 23 male – lame; 24 centre – recent; 25 waste – sweat; 26 danger – garden; 27 shrub – brush; 28 sue – use; 29 ring – grin; 30 gates – stage

59 Idioms quiz

- Time:** 20–25 minutes
Type of activity: This is a quiz for groups of 3–4 people based on idioms.
Preparation: Copy the handout on page 150 – one copy for each group.

Lexical area/Topic**Idioms**

behind bars, blackleg, busman's holiday, crow's feet, down in the mouth, early bird, full of beans, gate-crasher, get on like a house on fire, give someone the cold shoulder, go Dutch, golden handshake, in one's birthday suit, in the land of Nod, name the day, pain in the neck, pass away, play gooseberry, stag party, the local rag

Method

- 1 Divide the class into groups of 3–4. Give each group a copy of the handout.
- 2 Each group appoints a group leader who is responsible for doing all the writing.
- 3 Each group works through the quiz. (Tell them to write their answers on a separate piece of paper.) Encourage the students to guess if they don't know the answers! Allow approx. 20 minutes, then stop everyone whether they have finished or not. (Dictionaries can be used, if necessary.)
- 4 Check orally with the whole class. If you like, score 1 point for each correct answer. The group with the highest score wins.

Key

1 A party for men only which is usually held before a wedding.; 2 You would share the cost of the meal.; 3 He has died.; 4 The neck.; 5 He is in prison.; 6 Depressed, miserable.; 7 Because 'in your birthday suit' means to be naked.; 8 A very good relationship.; 9 Because they carry on working during a strike.; 10 He has been given a large payment to leave the company he works for.; 11 On the face. (They are the wrinkles you get at the corner of your eyes.); 12 You would be ignoring him/her. 13 S/He turns up at a party without being invited.; 14 Very lively.; 15 You would be asleep.; 16 A holiday spent doing one's usual work.; 17 You set the date of your wedding.; 18 Someone who gets up early.; 19 It describes a third person who stays in the company of two lovers although they want to be alone.; 20 The local newspaper.

60 Definitions maze

- Time:** 10–15 minutes
Type of activity: Another maze-type activity based on matching up words and definitions correctly in order to find a route through the maze.
Preparation: Copy the handouts on pages 151–152 – one copy per pair.

Lexical area/Topic

Definitions (Various nouns, verbs and adjectives)
ambush, aptitude, assassinate, bilingual, blackmail, blurb, chore, deliberate, demolish, deteriorate, drizzle, eavesdrop, execute, fragile, identical, ignore, illegible, imaginary, inherit, invisible, moist, ransom, remote, scarce, trendy

Method

- 1 Divide the class into pairs and give each pair a copy of the handout
- 2 Explain that the aim is to find their way through the maze in 25 moves. Tell them that they can move from one square to another horizontally, vertically or diagonally. If necessary, draw the following on the board to demonstrate how you can move through the maze.

next move here	next move here	next move here
next move here	PRESENT WORD	next move here
next move here	next move here	next move here

- 3 Point out that to help them, the 'correct' route through the maze is given through a series of clues/definitions. Remind them that they must start in one of the squares at the top marked Start A–Start D and they must end in one of the four squares at the bottom marked Exit A–Exit D. If you wish, do the first one with them – i.e. *invisible*. Make sure they understand that from *invisible* they could choose any of the following as the *next* word:
huge (*vertical*) – scarce (*diagonal*) –shortage (*diagonal*).
- 4 The students now work on their own. After 10–12 minutes stop them. Check orally by reading out the 25 definitions in order and asking for the correct words.

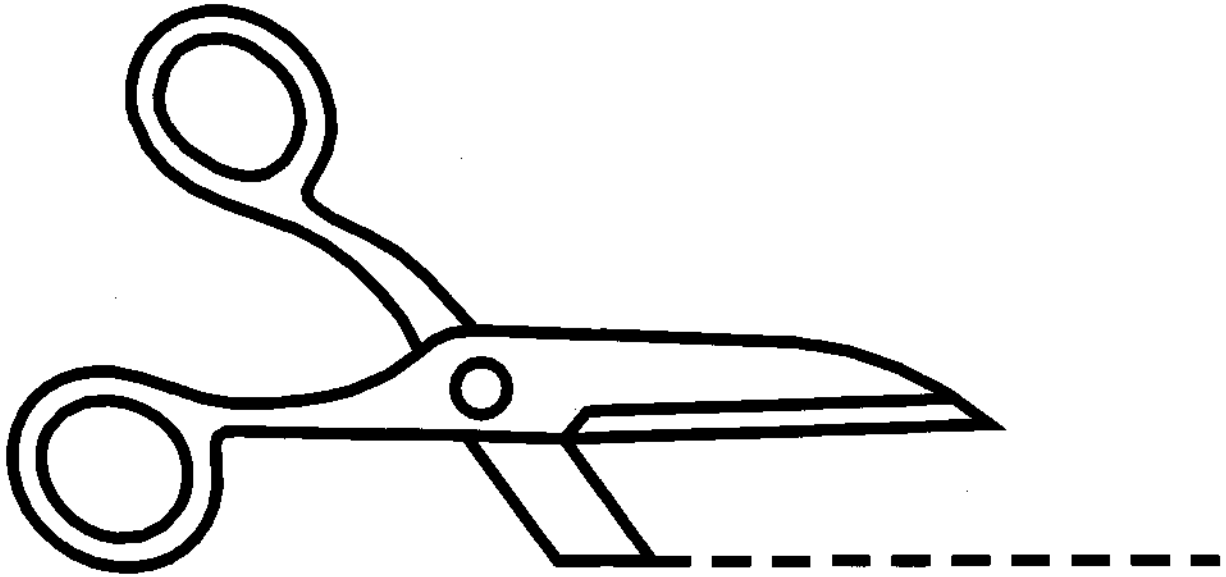
Key

Start square: *invisible*, Move 1 *scarce*, Move 2 *bilingual*, Move 3 *deliberate*, Move 4 *fragile*, Move 5 *identical*, Move 6 *illegible*, Move 7 *moist*, Move 8 *remote*, Move 9 *trendy*, Move 10 *demolish*, Move 11 *ignore*, Move 12 *inherit*, Move 13 *blackmail*, Move 14 *ransom*, Move 15 *ambush*, Move 16 *assassinate*, Move 17 *deteriorate*, Move 18 *execute*, Move 19 *eavesdrop*, Move 20 *aptitude*, Move 21 *blurb*, Move 22 *chore*, Move 23 *drizzle*, Exit square *imaginary*

The Start square is B and the Exit square is D.

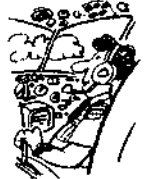
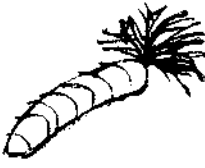
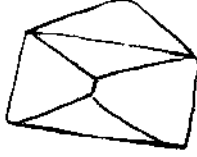








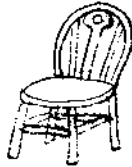
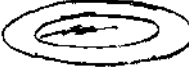




Part 2:

Material for photocopying

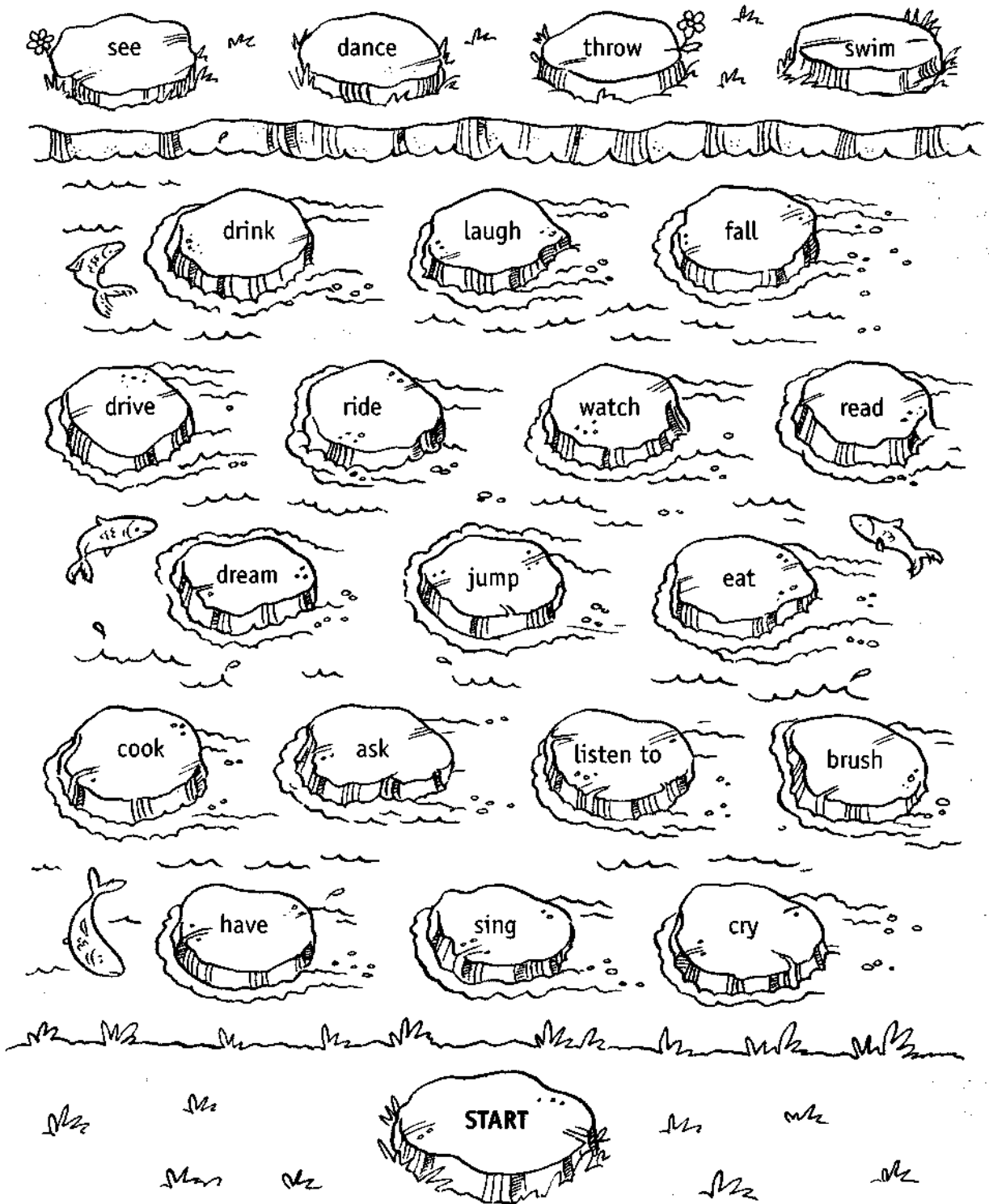


1 Ice-breaker bingo 1

When you meet someone, ask one question. If he or she gives you an answer, write it down. Also write down his/her name.

<p>1</p> <p>What's his job?</p>  <p>Answer: _____ Name: _____</p>	<p>2</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>3</p> <p>What colour is a banana?</p> <p>Answer: _____ Name: _____</p>	<p>4</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>5</p> <p>Which of the these can you eat? orange-juice, ice-cream, saucepan</p> <p>Answer: _____ Name: _____</p>
<p>6</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>7</p> <p>Which of these is the smallest? a horse a mouse a pig</p> <p>Answer: _____ Name: _____</p>	<p>8</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>9</p> <p>Which of these is not a vegetable? a potato a cabbage a lemon</p> <p>Answer: _____ Name: _____</p>	<p>10</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>
<p>11</p> <p>She's Dutch. Which country does she come from?</p> <p>Answer: _____ Name: _____</p>	<p>12</p> <p>What's his job?</p>  <p>Answer: _____ Name: _____</p>	<p>13</p> <p>What's his job?</p>  <p>Answer: _____ Name: _____</p>	<p>14</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>15</p> <p>What's her job?</p>  <p>Answer: _____ Name: _____</p>
<p>16</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>17</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>18</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>19</p> <p>Can you name any animal that has a tail?</p> <p>Answer: _____ Name: _____</p>	<p>20</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>
<p>21</p> <p>John and Paula are married. They are husband and what?</p> <p>Answer: _____ Name: _____</p>	<p>22</p> <p>What's her job?</p>  <p>Answer: _____ Name: _____</p>	<p>23</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>24</p> <p>If today is the 16th, what was the date yesterday?</p> <p>Answer: _____ Name: _____</p>	<p>25</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>

2 Stepping stones



2 Stepping stones

From START, move across the river in ten moves by stepping on the stone that has the missing verb in the following sentences.

Move 1

Sad films always make me _____.

Move 2

Did you _____ the radio last night?

Move 3

You should _____ your teeth at least twice a day.

Move 4

I'm a vegetarian, so I never _____ meat.

Move 5

'Shall we go out tonight?'

'No, let's stay in and _____ TV instead.'

Move 6

My brother learnt to _____ a bike when he was only four. I still can't do it!

Move 7

Do you _____ to work, or do you go by bus?

Move 8

I never _____ milk. I don't like the taste. I much prefer water.

Move 9

The film was so funny. It really made us _____.

Move 10

How far can you _____ a tennis ball?

3 Alphabet bingo

Teacher's master sheet

AE	EA	EG	GE
GJ	HJ	HK	JA
JG	LE	LI	QW
UY	WY	ZG	ZJ

3 Alphabet bingo

Teacher's cards

AE	EA	EG	GE
GJ	HJ	HK	JA
JG	LE	LI	QW
UY	WY	ZG	ZJ

3 Alphabet bingo

Students' cards

AE			ZJ
GE		LE	
	HK	UY	

**Card
1**

EA			WY
		LI	
GJ	JA		ZG

**Card
2**

EG			QW
	HJ		WY
		JG	ZJ

**Card
3**

AE	JA		
		LE	QW
GJ			ZG

**Card
4**

3 Alphabet bingo

Students' cards

**Card
5**

	HJ	LI	
	JG		ZJ
EA		UY	

**Card
6**

	GE		
EG		JG	WY
	HK		ZG

**Card
7**

AE			
	HJ	LE	UY
EA		QW	

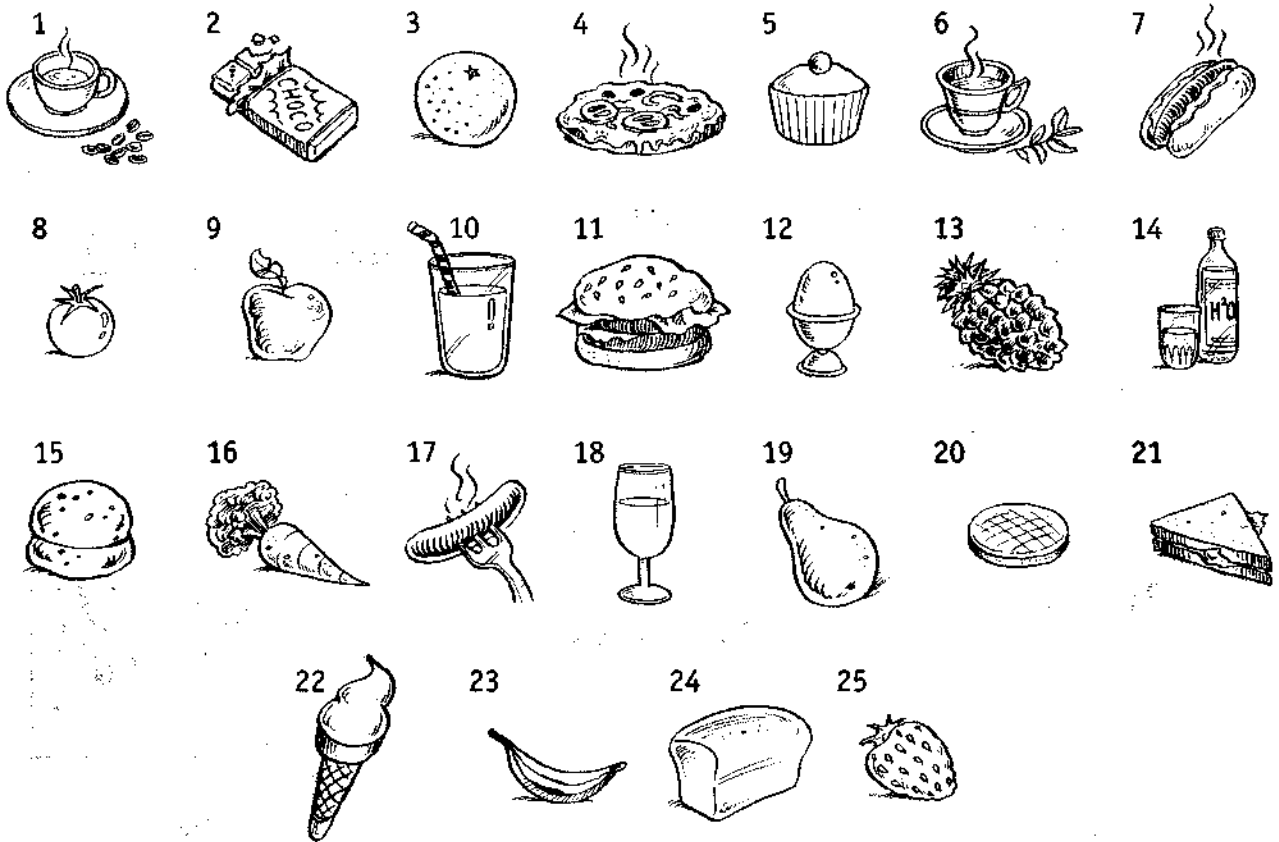
**Card
8**

EG		HK	
GE		JA	
	GJ		LI

4 Find the differences

Look at the drawings of food and drinks. What are they called in English? Choose from the following:

- | | | | |
|--------------------|------------------|-----------------|--------------|
| an apple | a cup of coffee | an ice-cream | a sandwich |
| a banana | a cup of tea | a loaf of bread | a sausage |
| a bar of chocolate | a glass of milk | an orange | a strawberry |
| a biscuit | a glass of water | a pear | a tomato |
| a boiled egg | a glass of wine | a pineapple | |
| a cake | a hamburger | a pizza | |
| a carrot | a hot dog | a roll | |



Write your answers here:






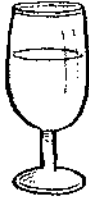









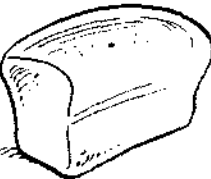





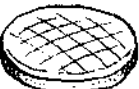
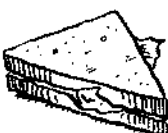


- | | | | |
|---------|----------|----------|----------|
| 1 _____ | 8 _____ | 15 _____ | 22 _____ |
| 2 _____ | 9 _____ | 16 _____ | 23 _____ |
| 3 _____ | 10 _____ | 17 _____ | 24 _____ |
| 4 _____ | 11 _____ | 18 _____ | 25 _____ |
| 5 _____ | 12 _____ | 19 _____ | |
| 6 _____ | 13 _____ | 20 _____ | |
| 7 _____ | 14 _____ | 21 _____ | |

4 Find the differences

Student A

There are ten differences. Put a circle around any boxes that are different. Stop when you find all ten.

Ask: Is there (a pear) in E4?
What's in J3?









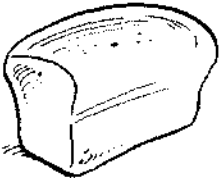
















	A	E	G	J	L
1					
2					
3					
4					
5					

4 Find the differences

Student B


There are ten differences. Put a circle around any boxes that are different. Stop when you find all ten.

Ask: Is there (a pear) in box E4?
What's in box J3?

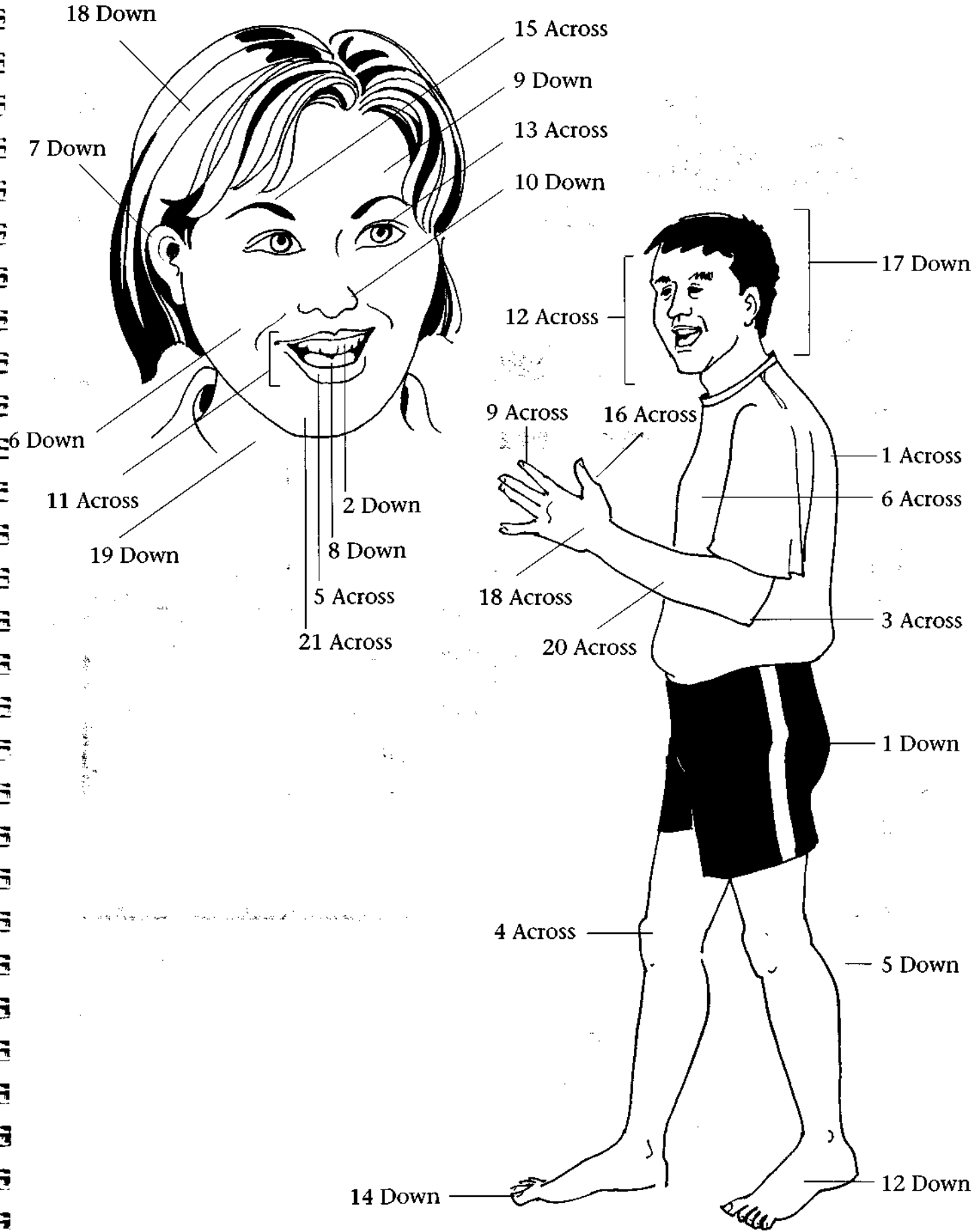
	A	E	G	J	L
1					
2					
3					
4					
5					

5 How do they look?

Listen to your teacher and write the numbers 1-16 next to the correct drawings.

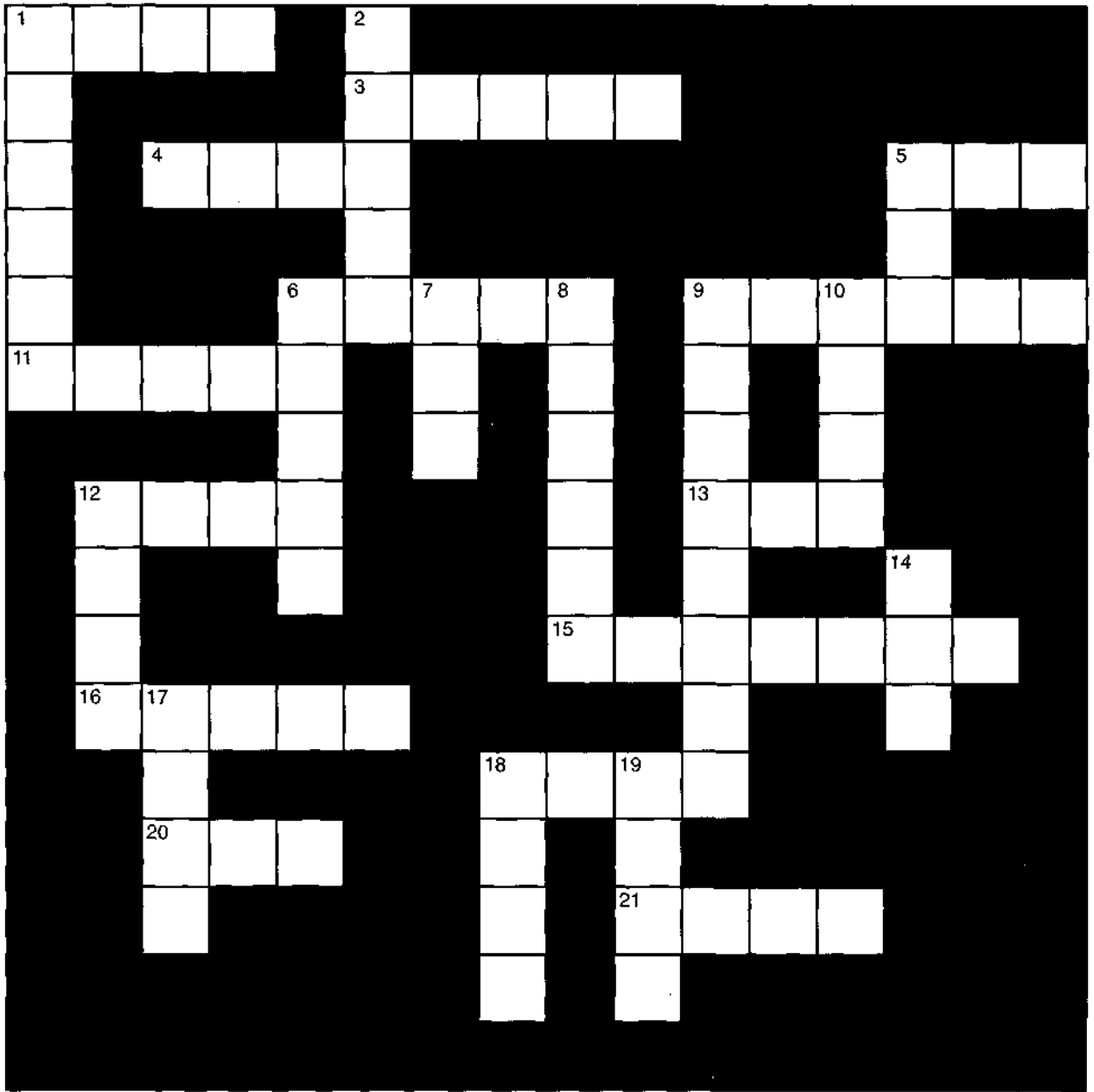
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<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
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6 Picture crossword: Parts of the body



6 Picture crossword: Parts of the body

Look at the drawings and fill in the crossword. When you have finished, take the eight letters in the grey squares to make another 'part of the body' word.

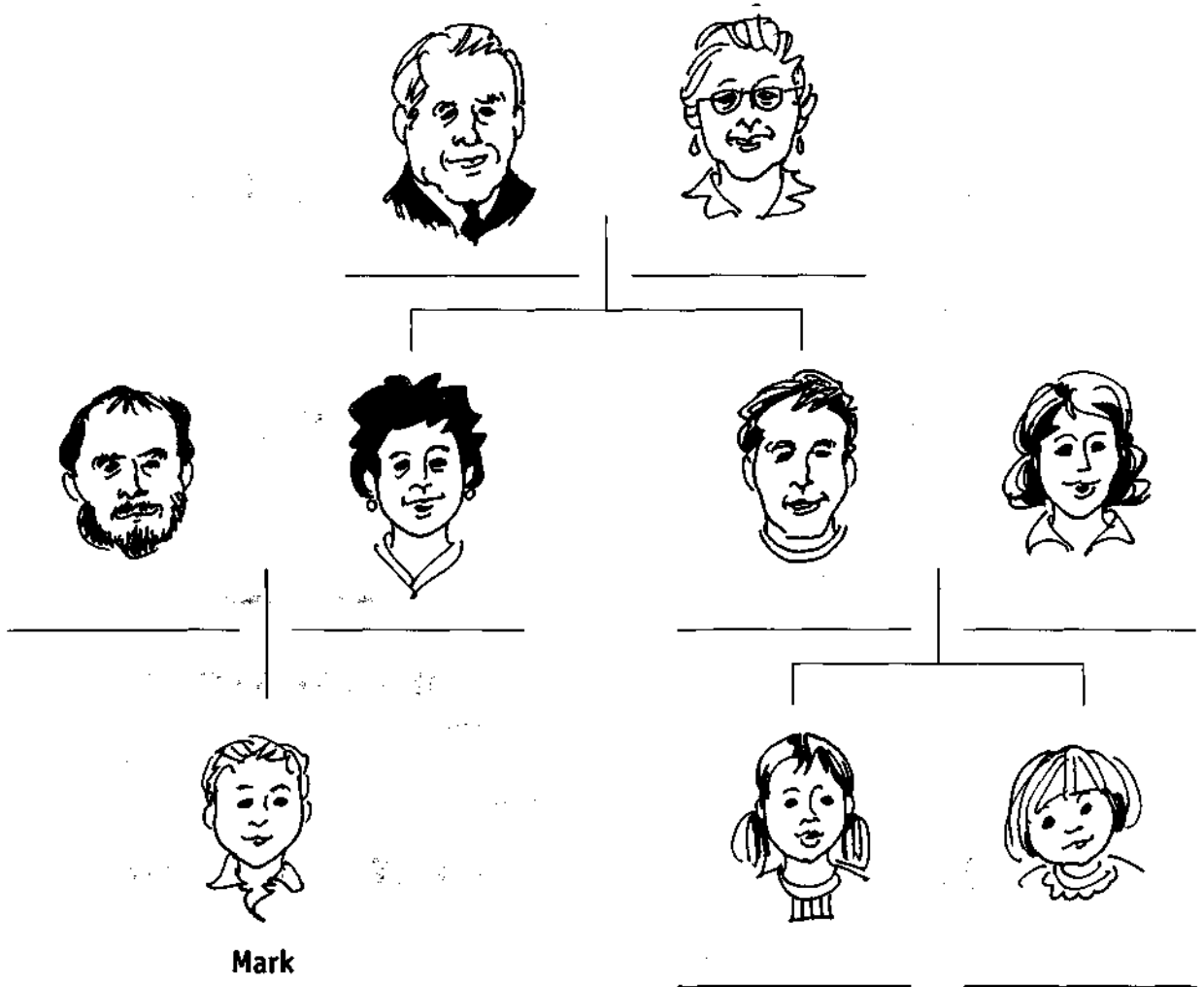


The hidden word is:

				L			
--	--	--	--	---	--	--	--

7 Who's who in the family?

Look at the family tree. Who is who? If you read through the sentences below you should be able to work it out. Write the person's name under the drawing. To help you, Mark is already given.



- 1 Sally's brother is called Simon.
- 2 Emma and Julia are sisters.
- 3 Margaret met her husband, Tom, in Brighton.
- 4 Simon and Amanda got married in 1990.
- 5 Simon is Mark's uncle.
- 6 Tom and Margaret have two children – Sally and Simon.
- 7 Emma is Mark's cousin.
- 8 Tom's grandchildren are called Mark, Emma and Julia.
- 9 Mark's parents are called Paul and Sally.
- 10 Amanda is Simon's wife and Mark's aunt.

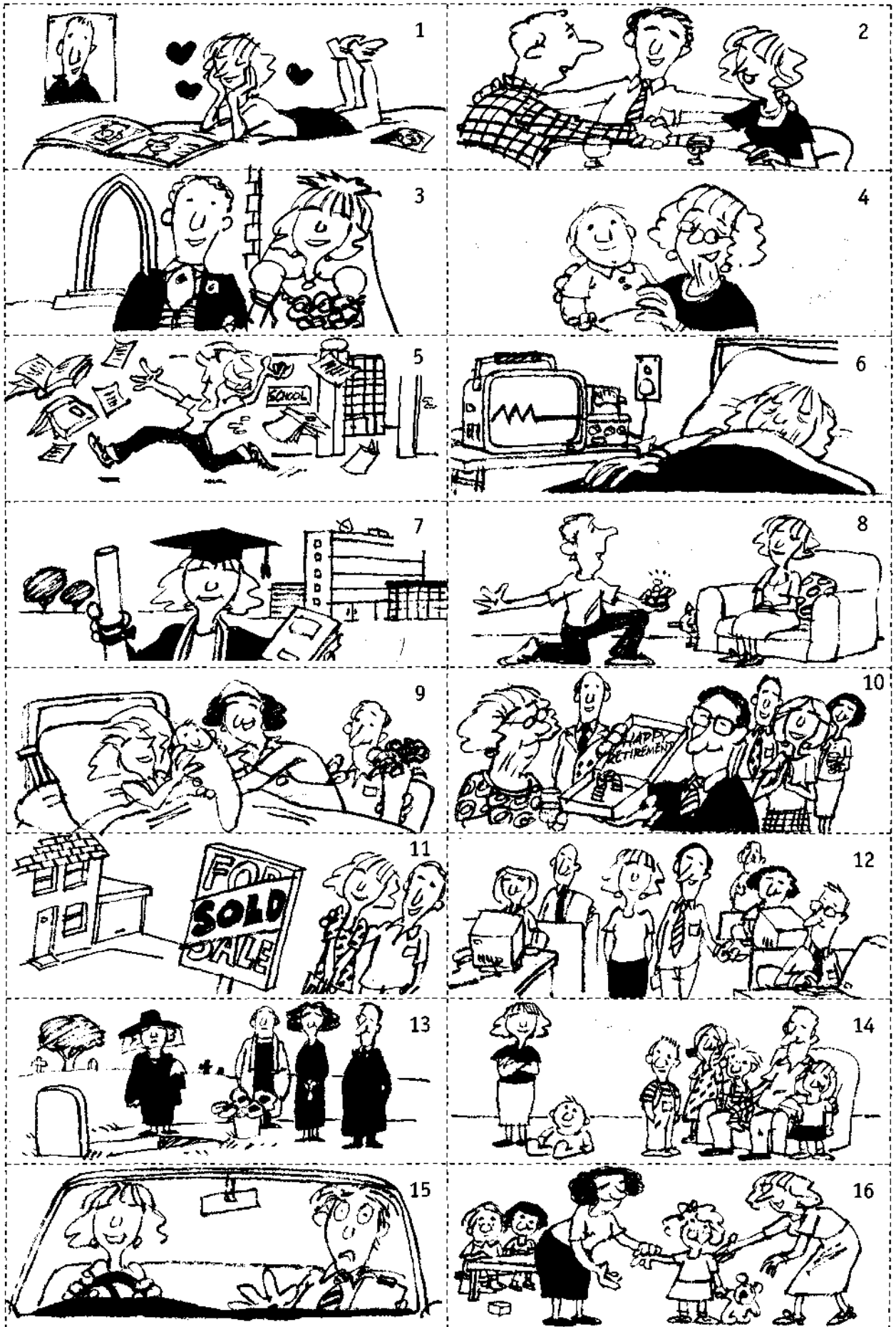
**8 Matching pairs:
Verbs to talk about your life**

A-cards

to go to university	to learn to drive
to get engaged	to buy a house
to retire	to be born
to start work	to become a grandparent
to be buried	to start school
to meet your future husband/wife	to have children
to leave school	to die
to get married	to fall in love

8 Matching pairs: Verbs to talk about your life

B-cards



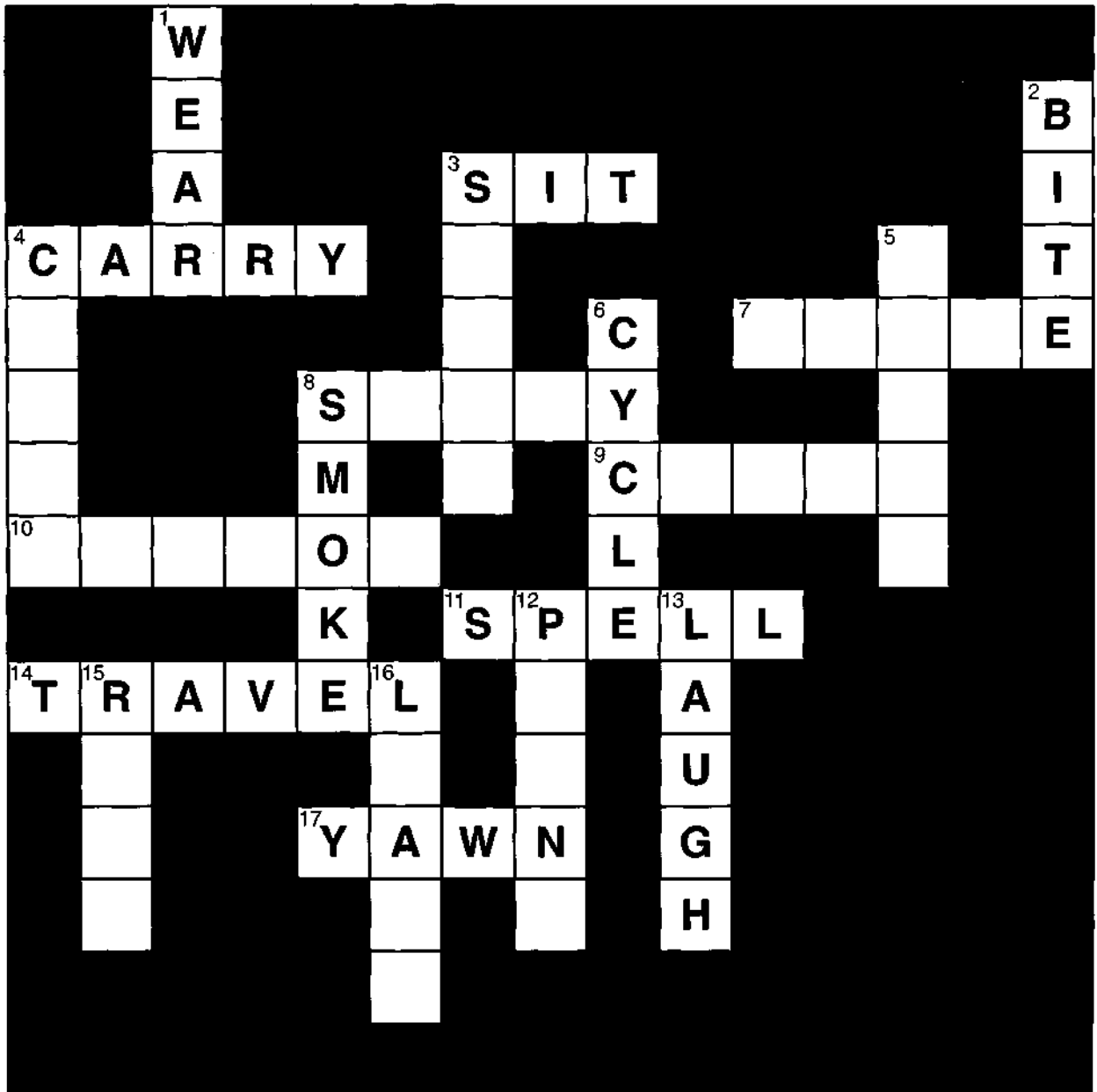
9 Half a crossword: Useful verbs

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (8) Across?** **What's (4) Down?** etc.



Here are the words you will have to explain for Group B.

bite	cycle	sit	spell	wear
carry	laugh	smoke	travel	yawn

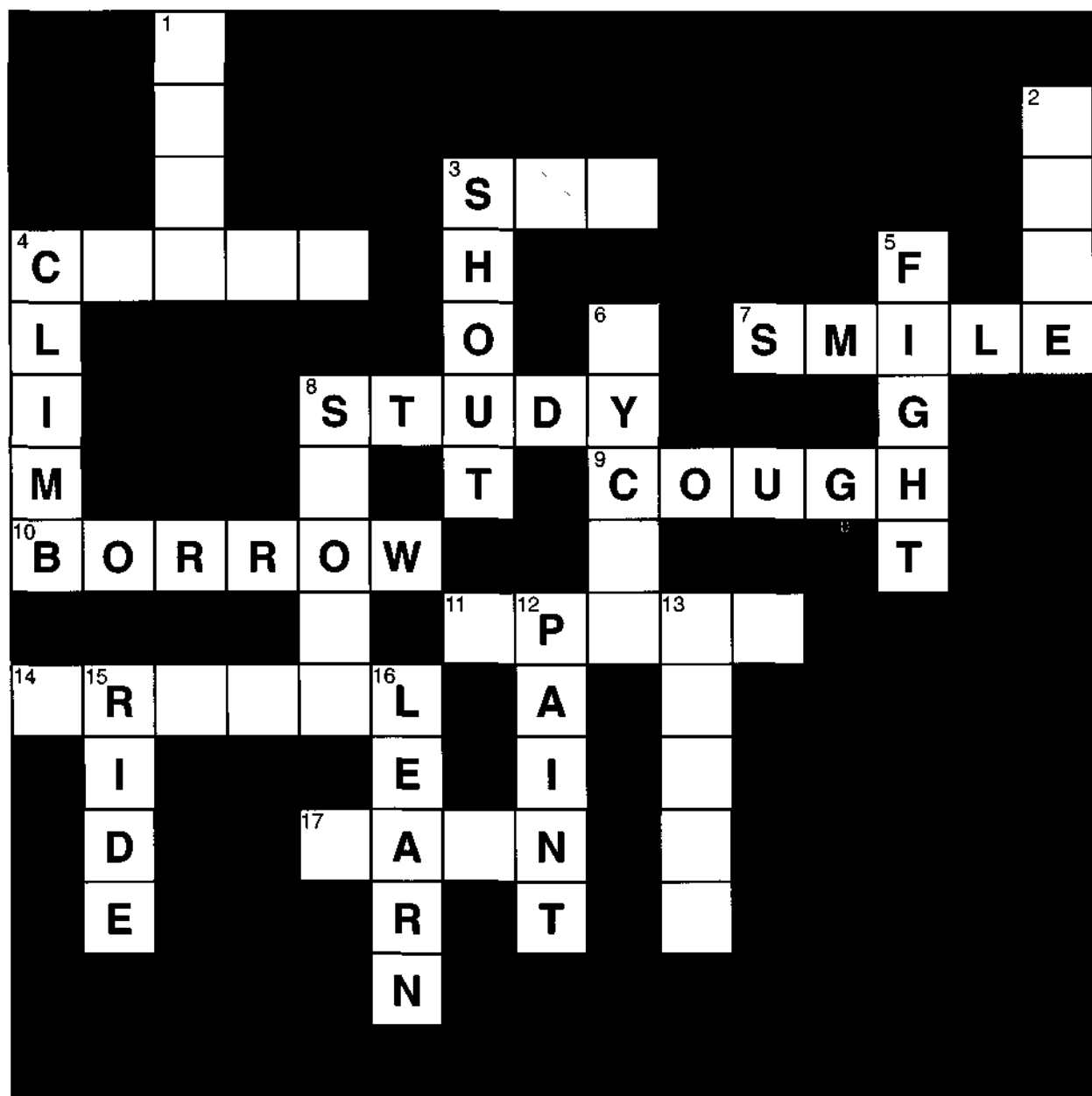
9 Half a crossword: Useful verbs

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (3) Across? What's (1) Down?** etc



Here are the words you will have to explain for Group A.

borrow	cough	learn	ride	smile
climb	fight	paint	shout	study

10 20-square: Add one more word

1 apple banana pear	2 dog horse lion	3 bookcase chair table	4 bathroom bedroom living-room
5 carrot potato tomato	6 coffee milk tea	7 doctor pilot teacher	8 basketball golf tennis
9 bicycle bus car	10 London Rome Stockholm	11 March May July	12 brother father sister
13 black green yellow	14 ant fly spider	15 Spring Summer Winter	16 coat jeans shirt
17 hotel library shop	18 England Spain Turkey	19 guitar piano violin	20 blonde friendly handsome

11 Complete the sentences

Cards

thank	polite	beard	dentist
key	ride	languages	husband
postcard	smoke	butcher	hotel
sharp	buy	email	famous
library	disappointed	towel	afraid

12 Noughts & crosses: Things in the home

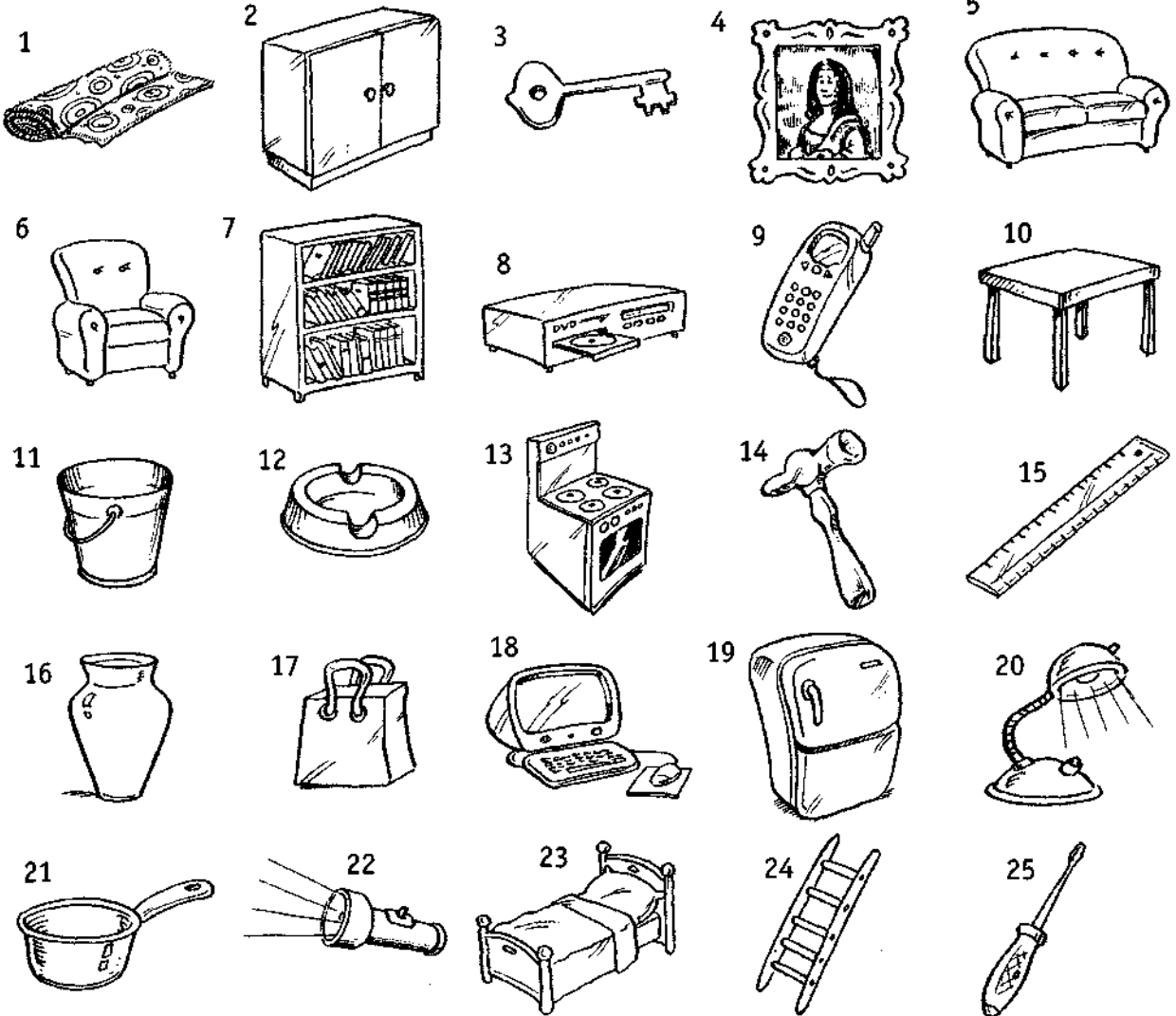
Cards

<p>Ask: What is it?</p>  <p>Answer: It's a fridge.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a cooker.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a saucepan.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a cupboard.</p>	<p>Ask: What is it?</p>  <p>Answer: It's an armchair.</p>
<p>Ask: What is it?</p>  <p>Answer: It's a bookcase.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a carpet.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a table.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a lamp.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a painting.</p>
<p>Ask: What is it?</p>  <p>Answer: It's a sofa.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a bed.</p>	<p>Ask: What is it?</p>  <p>Answer: It's an ashtray.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a bucket.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a hammer.</p>
<p>Ask: What is it?</p>  <p>Answer: It's a torch.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a screwdriver.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a vase.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a key.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a computer.</p>
<p>Ask: What is it?</p>  <p>Answer: It's a mobile phone.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a ladder.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a ruler.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a bag.</p>	<p>Ask: What is it?</p>  <p>Answer: It's a DVD player.</p>

12 Noughts & crosses: Things in the home

Follow-up

Look at the drawings and write down what they are called.



Write your answers here: To help you, the first letter of each word is given.

- 1 c _____
- 2 c _____
- 3 k _____
- 4 p _____
- 5 s _____
- 6 a _____
- 7 b _____
- 8 D _____
- 9 m _____
- 10 t _____
- 11 b _____
- 12 a _____
- 13 c _____

- 14 h _____
- 15 r _____
- 16 v _____
- 17 b _____
- 18 c _____
- 19 f _____
- 20 l _____
- 21 s _____
- 22 t _____
- 23 b _____
- 24 l _____
- 25 s _____

13 True or false? 1

Decide whether the following sentences are TRUE or FALSE.

You must bet between 10-100 points for each sentence. You start with 1,000 points. If you guess correctly, you **gain** the amount of the bet. If you guess wrongly, you **lose** the amount of the bet. So be careful!

	True	False	Bet	New Total
				1,000
1 It's raining. You'd better take an umbrella with you.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
2 I need a bucket to boil these potatoes.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
3 He was born in Berlin. He's Dutch .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
4 You usually wear a belt around your waist.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
5 My cousin buys and sells houses. She's an estate agent .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
6 This is my niece , Kate – my brother's son.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
7 He's very generous . He's always buying us things.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
8 Onions are my favourite fruit.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
9 He doesn't have any hair. He's bald .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
10 The opposite of deep is shallow .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Final total:				_____

14 A jigsaw problem 1

Grid

Fill the jigsaw-style pieces into the empty grid below in the correct places to make ten words. To help you, the first piece has already been placed. There are also clues under the grid to help you know which words you are looking for. The words (in brackets) tell you if the missing word is a noun, verb or adjective.

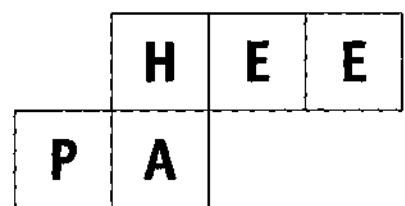
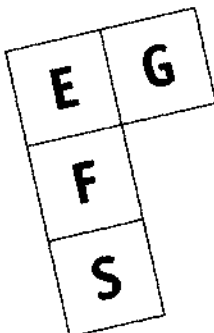
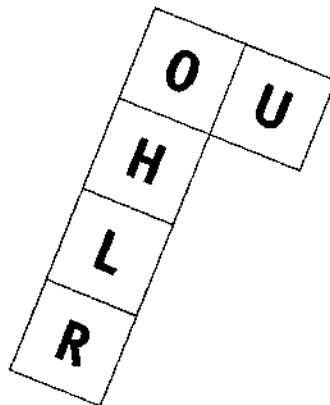
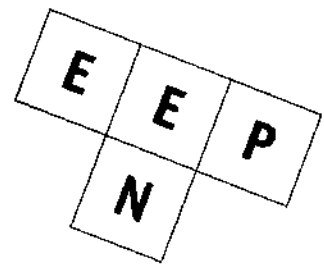
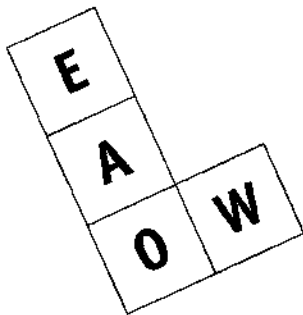
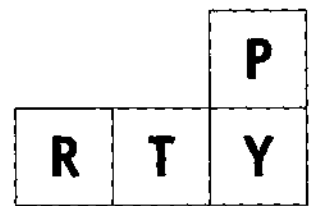
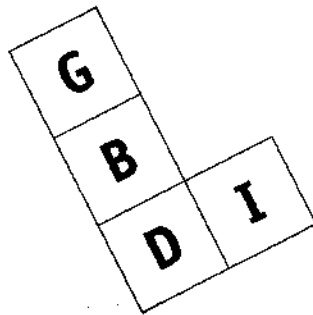
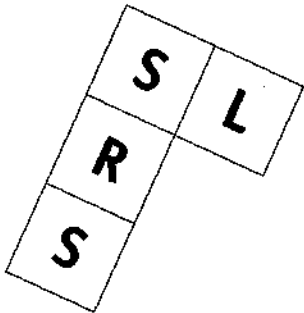
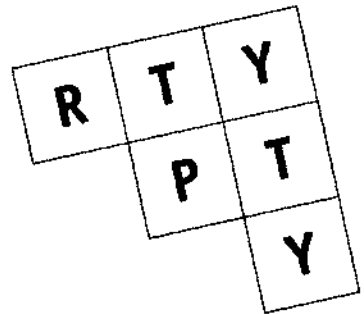
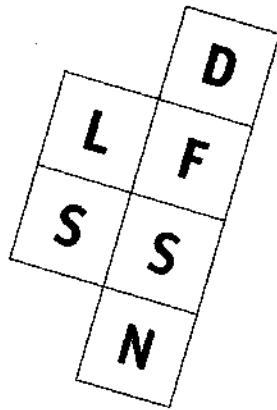
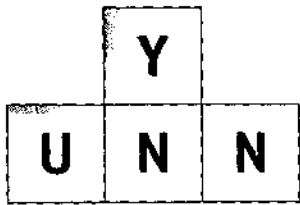
1					
2					
3					
4					
5					
6					
7			Y		
8		U	N	N	
9					
10					

Clues

- 1 You usually do it at night. (*verb*)
- 2 A ball is this shape. (*adjective*)
- 3 You often put things on this. (*noun*)
- 4 You can drink out of this. (*noun*)
- 5 A colour. (*adjective*)
- 6 Not clean. (*adjective*)
- 7 A country in North Africa. It has a famous river. (*noun*)
- 8 If something is this, it makes you laugh. (*adjective*)
- 9 Common animal in Australia and New Zealand. (*noun*)
- 10 Most people would enjoy going to this. (*noun*)

14 A jigsaw problem 1

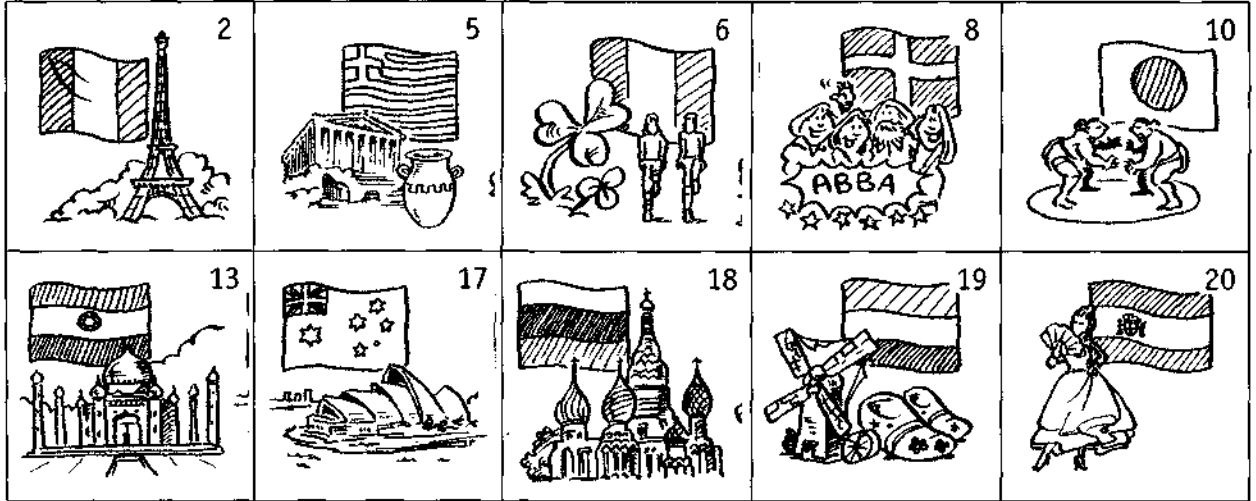
Pieces



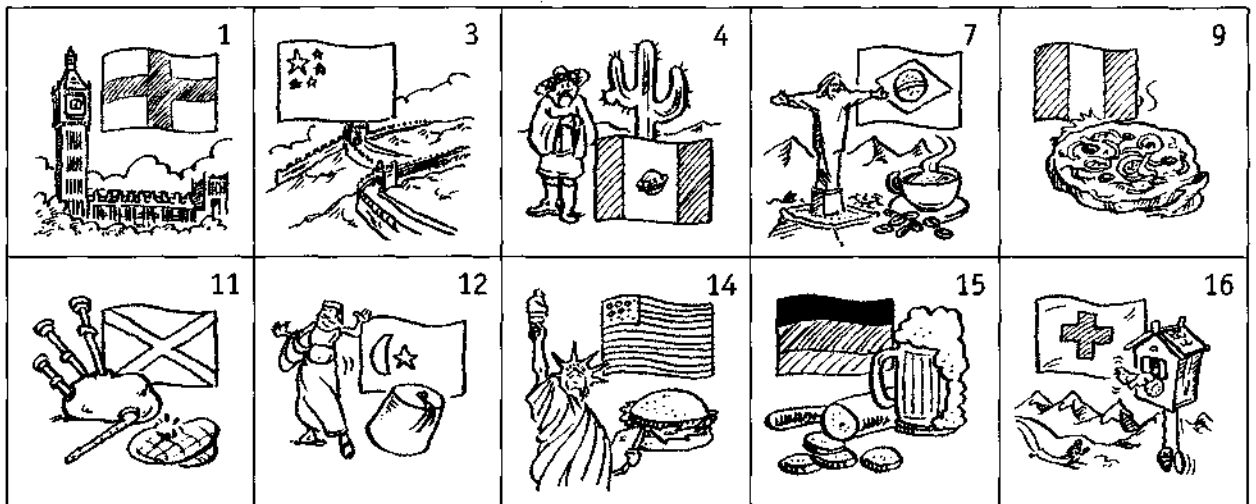
15 Nationalities crossword

Look at the drawings and fill in the crossword. When you have finished, take the eight letters in the grey squares to make another country in Europe. (They have very nice beaches there.)

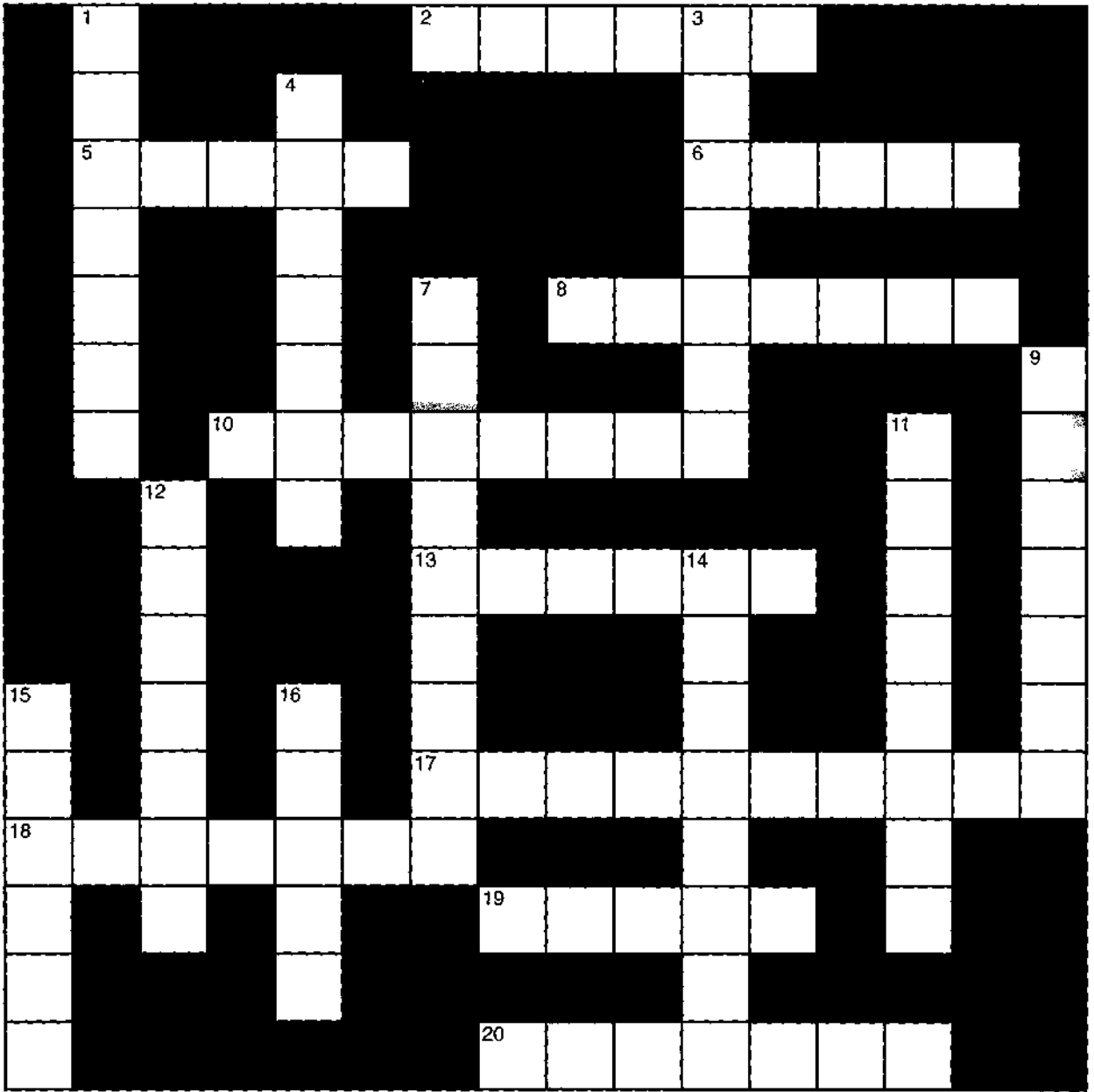
ACROSS



DOWN



15 Nationalities crossword



The 'hidden' country is:

			T				
--	--	--	---	--	--	--	--

IN THE KITCHEN

IN THE TOWN

PETS AND FARM ANIMALS

INSECTS

kitten

bee

oven

goat

station

ant

tea towel

COW

pavement

mosquito

car park

puppy

freezer

beetle

square

duck

tin opener

traffic lights

fly

dishwasher

17 Matching pairs:
Adjectives to describe people

A-cards

This person is mean.

This person is vain.

This person is romantic.

This person is polite.

This person is stupid.

This person is honest.

This person is generous.

This person is sociable.

This person is shy.

This person is patient.

This person is lazy.

This person is jealous.

17 Matching pairs: Adjectives to describe people

B-cards

<p>1</p> <p>I JUST CAN'T MOVE. YOU GET THAT DARLING</p>	<p>2</p> <p>I WANT TO SPEND MY WHOLE LIFE WITH YOU!</p>
<p>3</p> <p>I JUST HATE GOING TO PARTIES AND MEETING NEW PEOPLE!</p>	<p>4</p> <p>JUST ORDER WHAT YOU WANT I'M PAYING!</p>
<p>5</p> <p>NO. I WON'T GIVE YOU ANYTHING! GET A JOB INSTEAD</p>	<p>6</p> <p>DON'T WORRY. JUST TRY ONCE AGAIN. YOU'LL GET IT RIGHT IN THE END</p>
<p>7</p> <p>TWO PLUS TWO? ER... FIVE!</p>	<p>8</p> <p>YOU KNOW I HATE IT WHEN YOU TALK TO STRANGE MEN! YOU'VE GOT TO DANCE WITH ME ALL NIGHT AND NOBODY ELSE!</p>
<p>9</p> <p>EXCUSE ME, I THINK YOU'VE DROPPED YOUR WALLET!</p>	<p>10</p> <p>I JUST LOVE GOING TO PARTIES AND MEETING PEOPLE!</p>
<p>11</p> <p>AFTER YOU!</p>	<p>12</p> <p>YES, I SUPPOSE I AM REALLY GOOD-LOOKING!</p>

18 Alphabet fun

Work in pairs. See how quickly you can work out the following.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

- 1 Look at the above alphabet and cross out the fourth letter.
- 2 Next, cross out the twenty-second.
- 3 Next, cross out the fourth vowel in the alphabet and the letter that comes after it.
- 4 Next, cross out any vowels found in this word: **beach**.
- 5 Next, cross out any consonants in the word **beach**.
- 6 Next, think of the capital of France. Work out the middle letter in the name and cross it out.
- 7 Next, cross out the last letter of the alphabet.
- 8 Next, cross out M and the letter that comes seven places after it.
- 9 Next, cross out G if there are thirty-one days in April. If not, cross out the sixth letter.
- 10 Next, cross out the tenth letter and the one that comes two places after it.
- 11 Next, think of the colour of a banana. Cross out the first and last letters.
- 12 Next, cross out the letter that comes between the two letters you just crossed out.
- 13 Next, cross out the vowel that is the first letter of something you might use when it's raining.
- 14 Next, cross out the letter that comes four places before the vowel you just crossed out.
- 15 Think of a country in Europe that was divided after the Second World War into East and West. (It has a very good football team!) Cross out the first letter in its name.


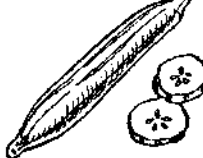

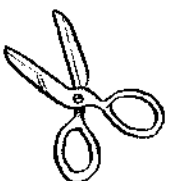

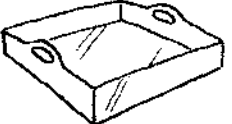


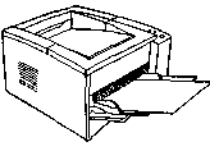

You should now have four letters left. Rearrange them to form a verb. Write your answer here:

--	--	--	--

CLUE: They said it was something the *Titanic* could never do!

19 Ice-breaker bingo 2

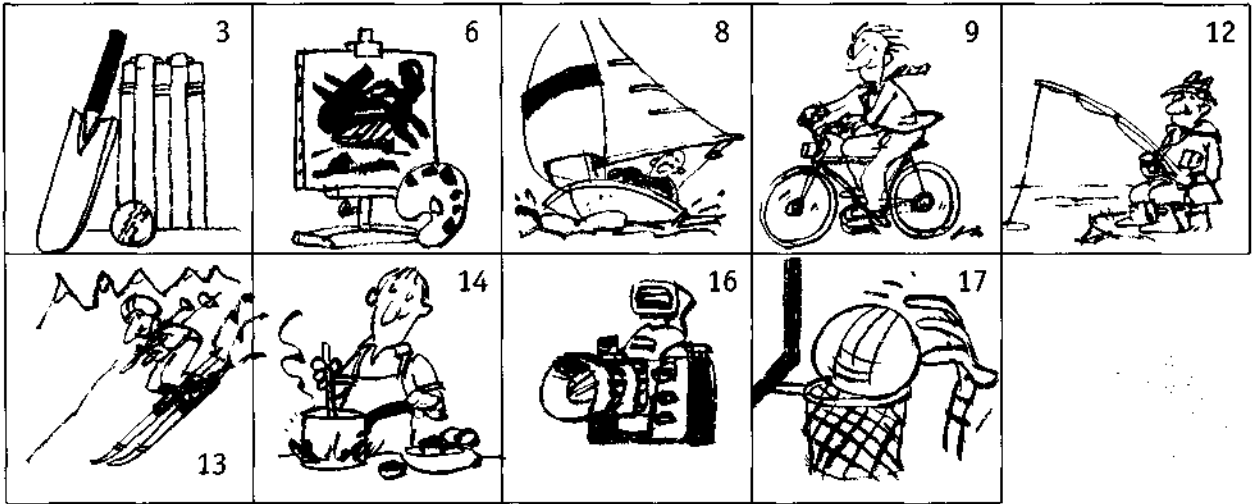
When you meet someone, ask one question. If he or she gives you an answer, write it down. Also write down his/her name.

<p>1</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>2</p> <p>Can you name a sport which uses a net?</p> <p>Answer: _____ Name: _____</p>	<p>3</p> <p>How many days are there in a fortnight?</p> <p>Answer: _____ Name: _____</p>	<p>4</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>5</p> <p>Which adjective beginning with b is the opposite of sharp?</p> <p>Answer: _____ Name: _____</p>
<p>6</p> <p>What's the opposite of to arrive?</p> <p>Answer: _____ Name: _____</p>	<p>7</p> <p>Can you give another word for prison?</p> <p>Answer: _____ Name: _____</p>	<p>8</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>9</p> <p>Which of these is not an insect? a spider a worm a ladybird</p> <p>Answer: _____ Name: _____</p>	<p>10</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>
<p>11</p> <p>Where does a surgeon work?</p> <p>Answer: _____ Name: _____</p>	<p>12</p> <p>An oak and a beech are two types of _____ what?</p> <p>Answer: _____ Name: _____</p>	<p>13</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>14</p> <p>Who lives in a palace?</p> <p>Answer: _____ Name: _____</p>	<p>15</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>
<p>16</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>17</p> <p>What's the missing preposition? She hates losing _____ cards.</p> <p>Answer: _____ Name: _____</p>	<p>18</p> <p>Can you name a fruit starting with g?</p> <p>Answer: _____ Name: _____</p>	<p>19</p> <p>What does an estate agent do?</p> <p>Answer: _____ Name: _____</p>	<p>20</p> <p>In which room of a house would you usually find a blanket?</p> <p>Answer: _____ Name: _____</p>
<p>21</p> <p>On which part of your body do you wear socks?</p> <p>Answer: _____ Name: _____</p>	<p>22</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>23</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>24</p> <p>Does a bungalow have one or two floors?</p> <p>Answer: _____ Name: _____</p>	<p>25</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>

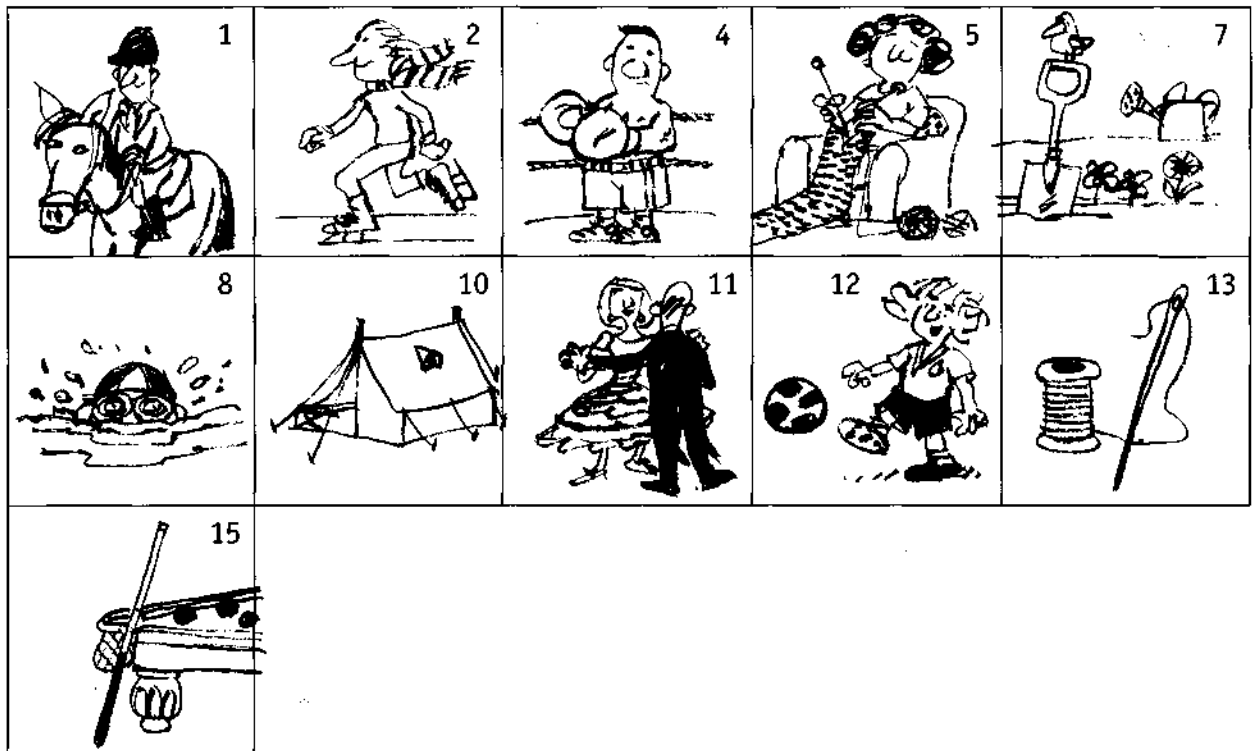
20 Picture crossword: Sports and hobbies

Look at the drawings and fill in the crossword. When you have finished, take the letters in the grey squares to form a new word – a popular sport/hobby, especially among young people.

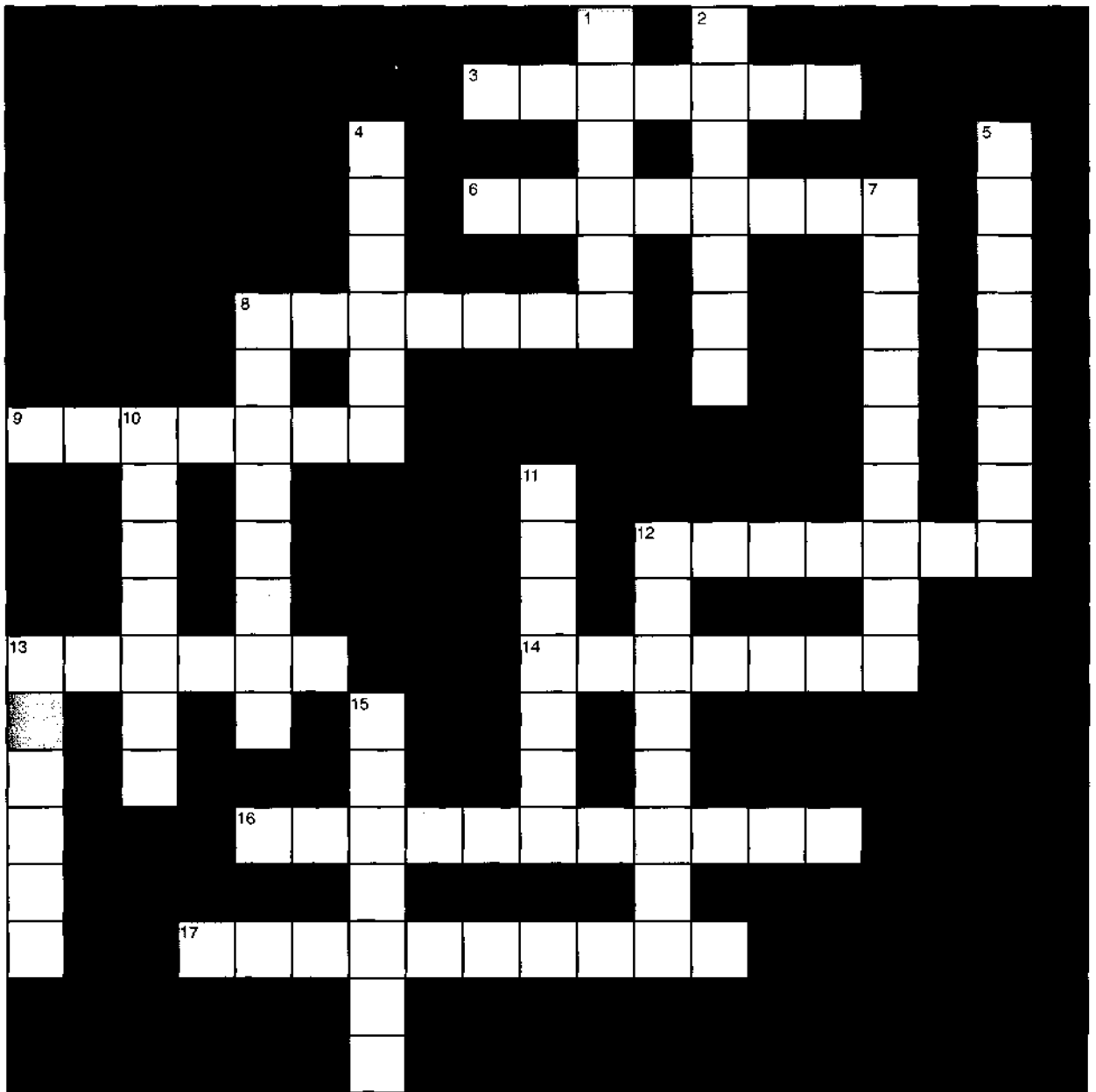
ACROSS



DOWN



20 Picture crossword: Sports and hobbies



The missing sport/hobby is:

			T														G
--	--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	---

21 Who won the European Cup?

Read through the clues below to fill in the missing teams in the following chart and to find out who won the European Cup.

Quarter final		Semi final		Final	
	1		3		4
	0				
	2		2		
	3				
	2		0		1
	1				
	2		1		
	4				

- Holland lost by one goal in the semi-final.
- Denmark scored two goals in the quarter-final.
- England beat France in the quarter-final.
- Spain played Holland in the quarter final.
- Sweden beat Italy by twice as many goals in the quarter-final.
- Germany scored one goal less than the team that beat them in the semi-final.
- France lost 0-1 in the quarter-final.

The winning team was: _____

22 Ask the right question

Cards

a cat	yesterday
tomorrow	in the morning
yellow	thirty-one
John Lennon	chocolate
Paris	cold
Thank you	pop music
cry	children
difficult	generous
knee	Congratulations!
happy	sing











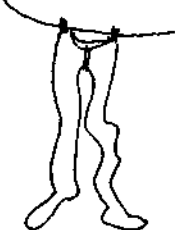


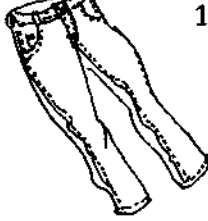
















22 Ask the right question

Cards

a Rolex	by plane
football	boring
Excuse me!	expensive
at night	a candle
lonely	on New Year's Eve
Argentina	cheese
a pilot	hungry
parents	sad
zoo	sleep
Help!	kiss

23 Board game: Clothes & accessories

Board

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10
 11	 12	 13	 14	 15
 16	 17	 18	 19	 20
 21	 22	 23	 24	 25
 26	 27	 28	 29	 30

23 Board game: Clothes & accessories

Cards

apron	trainers	jacket	gloves
pyjamas	belt	scarf	skirt
tie	watch	blouse	hat
jumper	suit	tights	boots
coat	earrings	socks	shoes
dress	jeans	ring	T-shirt
trousers	necklace	bra	bracelet
shirt	waistcoat		

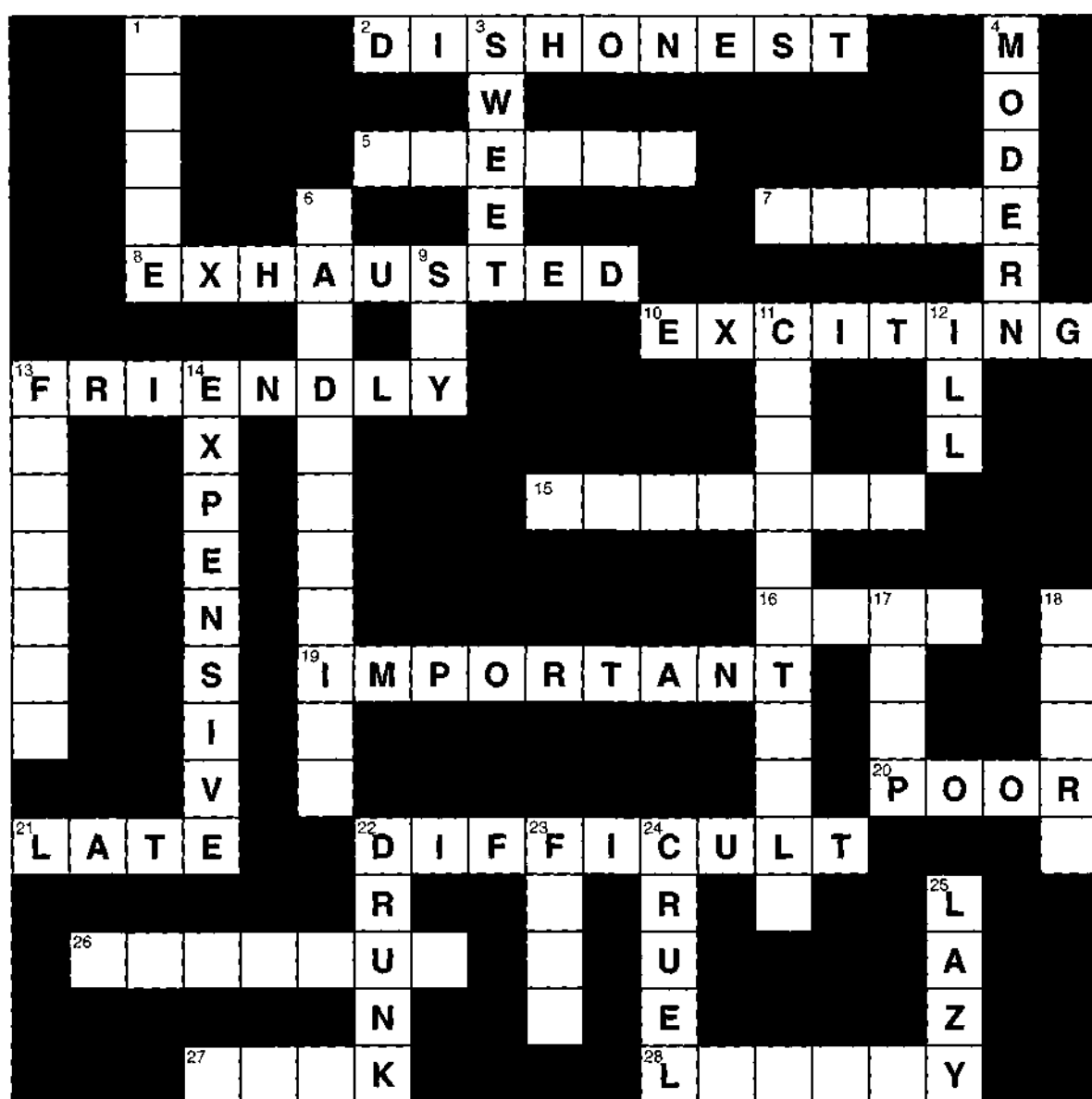
24 Half a crossword: Useful adjectives

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (5) Across?** **What's (1) Down?** etc.



Here are the words you will have to explain for Group B.

cruel	drunk	expensive	important	modern
difficult	exciting	friendly	late	poor
dishonest	exhausted	ill	lazy	sweet

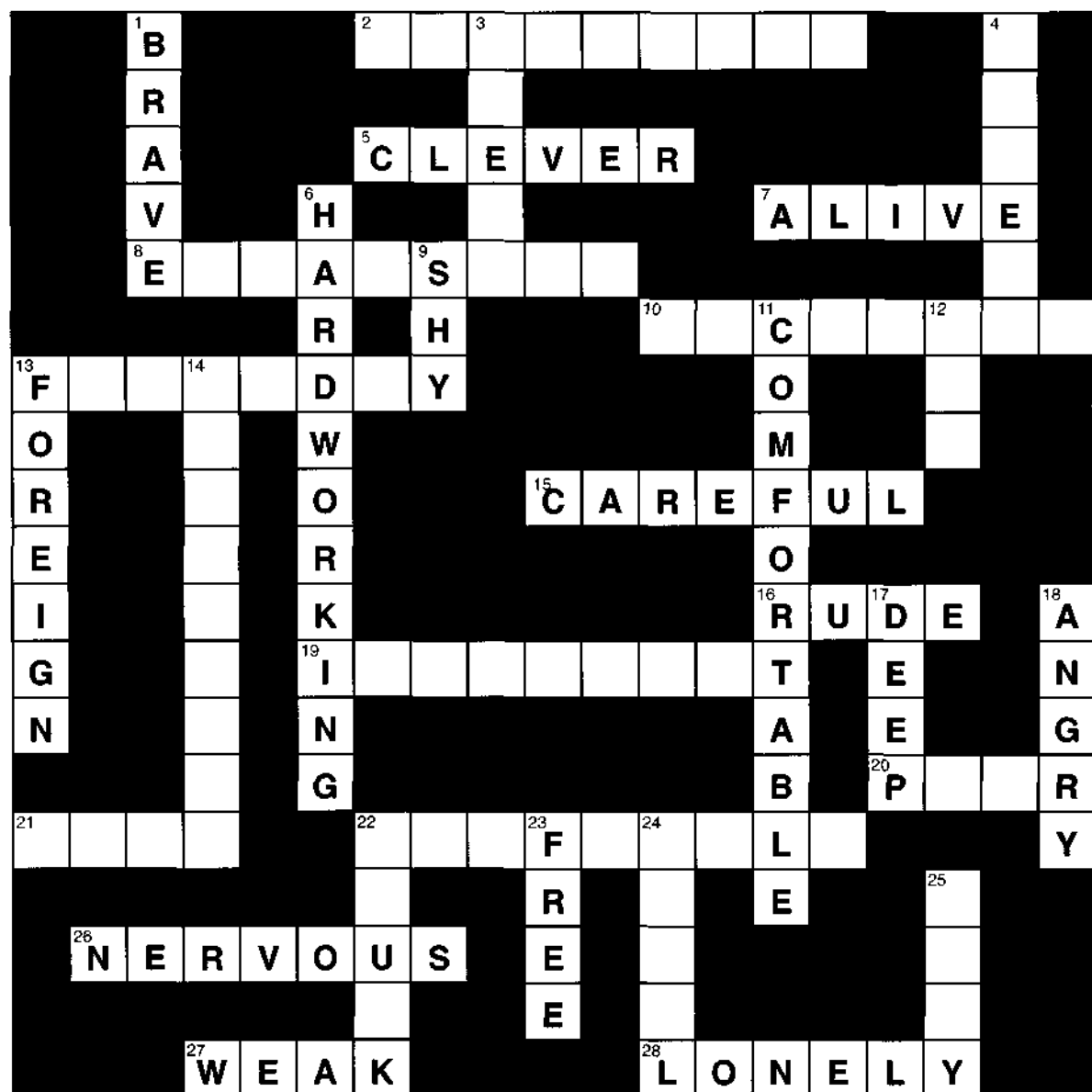
24 Half a crossword: Useful adjectives

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's (2) Across? What's (3) Down?** etc.



Here are the words you will have to explain for Group A.

alive	careful	deep	hard-working	rude
angry	clever	foreign	lonely	shy
brave	comfortable	free	nervous	weak

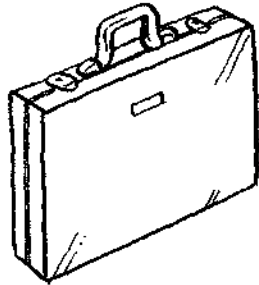
25 Find someone who ...

Cards

Find someone who:

1

- 1 can name three things **pets**.
- 2 can think of three words that start with **de-**.
- 3 knows where you would find a **cuff**.
- 4 knows what this is.

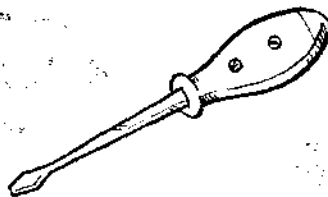


- 5 knows what you would normally keep in a **purse**.

Find someone who:

2

- 1 can name three vegetables that start with the letter **c**.
- 2 knows two other words for **strange**.
- 3 knows the opposite of **entrance**.
- 4 knows what this is.

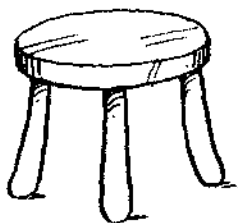


- 5 knows what you would carry in a **satchel**.

Find someone who:

3

- 1 can name three things you would wear on your **feet**.
- 2 knows two other words for **very big**.
- 3 knows the opposite of **generous**.
- 4 knows what this is.



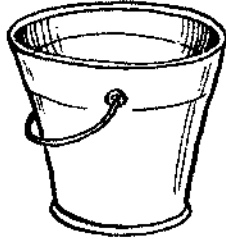
- 5 knows the American word for **lift**.

25 Find someone who ... Cards

Find someone who:

4

- 1 can name three things you would wear on your **head**.
- 2 knows two other words for **wonderful**.
- 3 knows what the abbreviation **DIY** stands for.
- 4 knows what this is.



- 5 knows the American word for **pavement**.

Find someone who:

5

- 1 can name three items of **bedroom furniture**.
- 2 knows two other words for **awful**.
- 3 knows what the abbreviation **e.g.** stands for.
- 4 knows what this is.

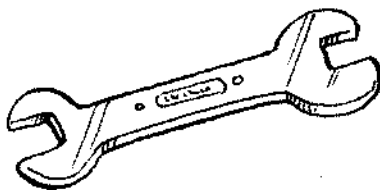


- 5 knows when you might use the phrase **Bless you!**

Find someone who:

6

- 1 can name three **jobs that are glamorous**.
- 2 knows two other words for **afraid**.
- 3 knows where you would find **frying pan**.
- 4 knows what this is.



- 5 knows when you might use the phrase **Many happy returns!**

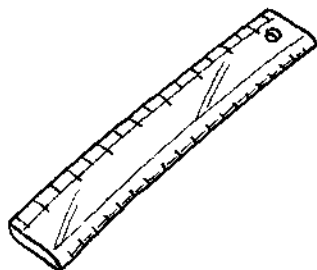
25 Find someone who ...

Cards

Find someone who:

7

- 1 can name three **musical instruments** you can blow.
- 2 knows two other words for **mad**.
- 3 knows what the abbreviation **VIP** stands for
- 4 knows what this is.

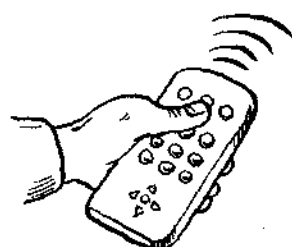


- 5 can spell the word **successful**.

Find someone who:

8

- 1 can name three things that are **dangerous**.
- 2 knows what you usually keep in a **wardrobe**.
- 3 knows the opposite of **deep**.
- 4 knows what this is.

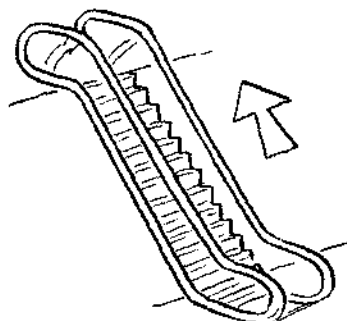


- 5 can spell the word **business**.

Find someone who:

9

- 1 can name three things you would find in an **office**.
- 2 knows what **freckles** are.
- 3 knows the opposite of **drunk**.
- 4 knows what this is.



- 5 knows when you might use the phrase **Say cheese!**

26 Bingo: British-American English

Revision

Look at the words in the table below. Fill in the American English words for them. Choose from the following:

apartment
cab
candy
closet

drapes
elevator
fall
flashlight

freeway
French fries
pants
parking lot

purse
sidewalk
subway
truck

	British English	American English
1	lift	
2	taxi	
3	motorway	
4	curtains	
5	handbag	
6	pavement	
7	underground	
8	chips	
9	car park	
10	lorry	
11	autumn	
12	cupboard	
13	flat	
14	trousers	
15	sweets	
16	torch	

26 Bingo: British–American English

Teacher's sheet

elevator (lift)	cab (taxi)	freeway (motorway)	drapes (curtains)
purse (handbag)	sidewalk (pavement)	subway (underground)	French fries (chips)
parking lot (car park)	truck (lorry)	fall (autumn)	closet (cupboard)
apartment (flat)	pants (trousers)	candy (sweets)	flashlight (torch)

26 Bingo: British–American English

Teacher's cards

elevator (lift)	cab (taxi)	freeway (motorway)	drapes (curtains)
purse (handbag)	sidewalk (pavement)	subway (underground)	French fries (chips)
parking lot (car park)	truck (lorry)	fall (autumn)	closet (cupboard)
apartment (flat)	pants (trousers)	candy (sweets)	flashlight (torch)

26 Bingo: British-American English

Students' cards

elevator			truck
closet		French fries	
	fall	purse	

**Card
1**

candy			sidewalk
		pants	
drapes	flashlight		subway

**Card
2**

candy			parking lot
	elevator		sidewalk
		freeway	truck

**Card
3**

apartment	flashlight		
		French fries	subway
parking lot			drapes

**Card
4**

26 Bingo: British-American English

Students' cards

**Card
5**

	elevator	pants	
	freeway		truck
cab		purse	

**Card
6**

	closet		
candy		freeway	sidewalk
	fall		subway

**Card
7**

apartment			
	elevator	French fries	purse
cab		parking lot	

**Card
8**

candy		fall	
closet		flashlight	
	drapes		pants

27 Preposition maze

Board

Work in pairs. See how quickly you can find your way through the maze. Start at the top with the adjective **interested** and end at the bottom with the preposition **on**. You should do it in ten moves only! (One adjective – preposition combination = 1 move.)

START

interested	for	bad	by	grateful
to	in	happy	good	at
disappointed	fond	of	with	proud
to	for	successful	of	married
afraid	for	famous	in	suitable
of	against	similar	tired	with
at	friendly	at	of	typical
suspicious	with	jealous	for	to
of	in	of	similar	keen
cruel	to	married	with	on

FINISH

28 20-square: Opposites

Board

1 sharp (b---t)	2 mean (g-n----s)	3 brave (c-w----y)	4 fresh (bread) (s---e)
5 exciting (b----g)	6 hard-working (l---)	7 Deep (s---l-w)	8 to arrive (to d----t)
9 to attack (to d----d)	10 to accept (to r----t)	11 to punish (to r-w--d)	12 rough (s----h)
13 drunk (s---r)	14 simple (c--p-----d)	15 entrance (e--t)	16 success (f-----e)
17 victory (d----t)	18 profit (l---)	19 wealth (p-v---y)	20 to fail (to s-----d)

29 A jigsaw problem 2

Grid

Fill the jigsaw-style pieces into the empty grid below in the correct places to make ten words. To help you, the first piece has already been placed. There are also clues under the grid to help you know which words you are looking for. (All the words are nouns.)

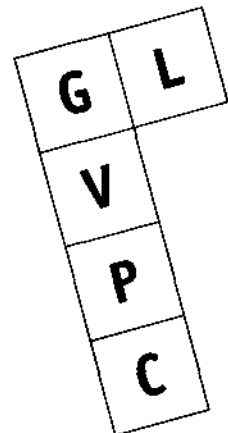
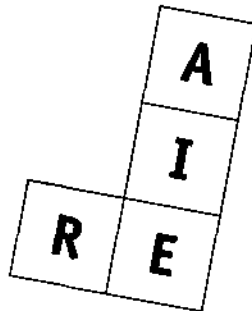
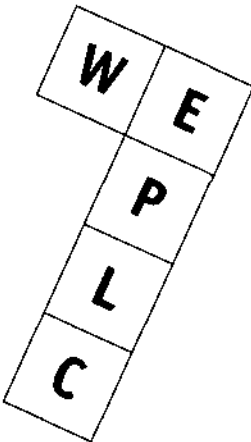
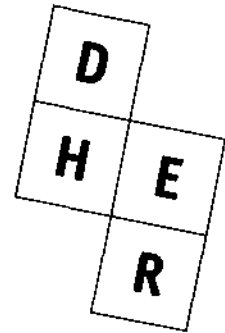
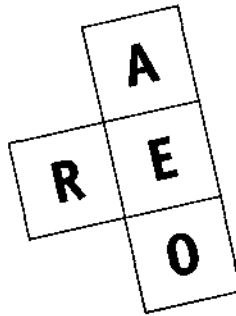
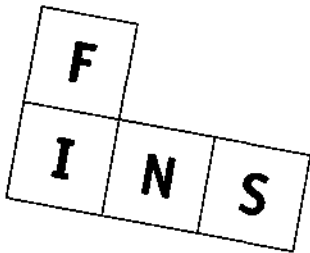
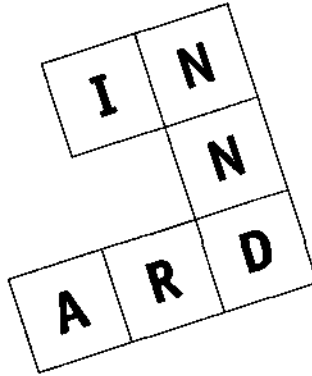
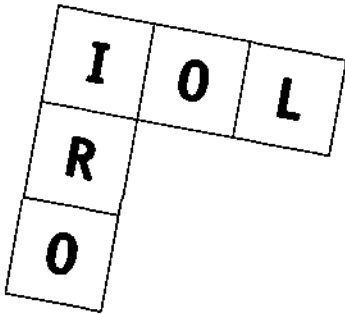
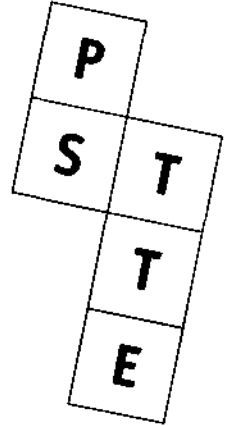
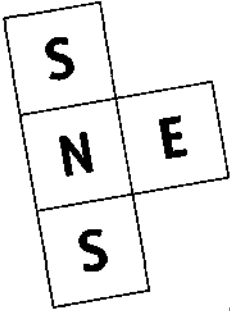
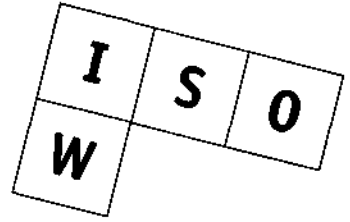
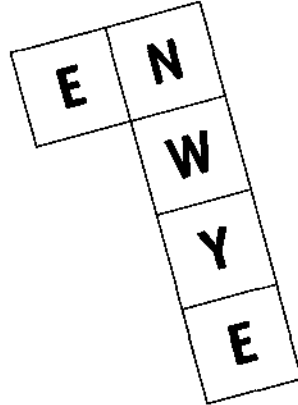
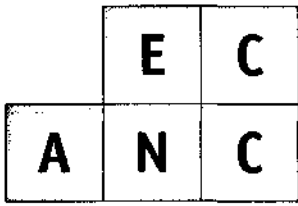
1						
2						
3						
4						
5						
6			E	C		
7		A	N	C		
8						
9						
10						

CLUES

- 1 A country.
- 2 A male relative.
- 3 The money you get from working.
- 4 You often use this when you cook.
- 5 A large area of land, full of trees.
- 6 Examples: bee, spider, mosquito.
- 7 A quick look at something.
- 8 A musical instrument.
- 9 A building for criminals.
- 10 Not a brave person!

29 A jigsaw problem 2

Pieces



30 A-Z (Dictionary) quiz 1

Use a dictionary, if necessary, to work out the answers to the following. Write your answers here:

1	_____	10	_____	19	_____
2	_____	11	_____	20	_____
3	_____	12	_____	21	_____
4	_____	13	_____	22	_____
5	_____	14	_____	23	_____
6	_____	15	_____	24	_____
7	_____	16	_____	25	_____
8	_____	17	_____	26	_____
9	_____	18	_____		

- 1 Which noun beginning with **arc-** is 'a person who plans new buildings and sees that they are built properly'?
- 2 Which noun beginning with **br-** is 'an item of jewellery worn around the wrist'?
- 3 Which noun beginning with **ce-** means 'a period of a hundred years'?
- 4 Which verb beginning with **dis-** means 'to go out of sight; to vanish'?
- 5 Which adjective beginning with **ex-** means 'extremely tired and having no energy'?
- 6 Which noun beginning with **for-** means 'a period of two weeks'?
- 7 Which verb beginning with **gos-** means 'to talk about the private lives of other people'?
- 8 Which noun beginning with **hur-** is 'a violent tropical storm, usually with heavy rain and winds (12 on the Beaufort scale)'?
- 9 Which verb beginning with **in-** means 'to receive money or property from someone who has died'?
- 10 Which noun beginning with **ju-** means 'a group of (usually twelve) people chosen to decide whether someone is guilty or not of a crime in a court of law'?

30 A-Z (Dictionary) quiz 1

- 11 Which verb beginning with **kid-** means 'to take someone away unlawfully in order to demand money or something else for his/her safe return'?
- 12 Which noun beginning with **lec-** means 'a teacher at a college or university'?
- 13 Which adjective beginning with **mod-** means 'unwilling to talk about your own abilities and achievements'?
- 14 Which adjective beginning with **not-** means 'famous or well-known for something bad'?
- 15 Which verb beginning with **ov-** means 'to drive past another vehicle'?
- 16 Which adjective beginning with **pun-** means 'not late; happening or arriving at the exact or agreed time'?
- 17 Which verb beginning with **qu-** means 'to have an angry argument with someone about something'?
- 18 Which verb beginning with **res-** means 'to give up a job or position'?
- 19 Which noun beginning with **sur-** is 'a doctor in a hospital who performs operations'?
- 20 Which adjective beginning with **ter-** means 'very frightened'?
- 21 Which adjective beginning with **ur-** means 'very important; something which must be dealt with quickly or first'?
- 22 Which adjective beginning with **vol-** means 'not compulsory; done willingly without being forced to do so'?
- 23 Which verb beginning with **wa-** means 'to walk through water that is not too deep'?
- 24 Which noun beginning with **xy-** is 'a musical instrument with wooden or metal bars which is played with special sticks that look like small hammers'?
- 25 Which noun beginning with **ya-** is 'a light sailing boat, especially one used for racing'?
- 26 Which noun beginning with **zo-** is 'the scientific study of animals'?

31 Cross them out

Listen carefully, and cross out the words your teacher tells you to in the table below.

(Rows 1-10; Columns A-F)

	A	B	C	D	E	F
1	cheerful	editor	moody	solicitor	roam	accountant
2	cabbage	cold	leek	trek	cucumber	onion
3	depressed	garlic	big-headed	pony	parsley	spanner
4	odd	headache	ant	peculiar	nightmare	stagger
5	mandolin	earthquake	cello	rabbit	flute	lawn mower
6	upset	wander	jealous	plump	dream	skinny
7	theft	temperature	beetle	bull	burglary	murder
8	nervous	flood	march	stare	snore	peep
9	stroll	shout	ladybird	whisper	make a speech	drill
10	elbow	sore throat	affectionate	hedgehog	wrist	forehead

Now write down the six words that are left over:

--	--	--	--	--	--

What do they have in common? They are all ways of _____

32 Making sentences

Instructions

- 1 Here are forty words. Take it in turns with the rest of the people in your group to make a correct and logical sentence using two of the words. You are not allowed to change them!
- 2 If the rest of the group accepts your sentence, the two words are crossed out and you score what both words are worth, e.g. If you'd used the words **neighbour** and **disappointed** correctly, you would score 6 points altogether.
- 3 If your sentence is not accepted, you score 0 points and the words are not crossed out. (So they can be used again later in the game.)
- 4 If you can't make up a sentence, you say 'Pass' and the next person carries on.
- 5 The person with the highest total at the end wins.

3 government	1 neighbour	7 sensitive	4 choir	8 bribe
4 beard	4 rush	5 invention	2 kiss	2 wedding
6 deny	6 burglary	10 prejudiced	6 traitor	5 disappointed
2 journey	6 traffic warden	3 on holiday	6 wig	6 cruise
5 snake	1 afraid	1 breakfast	3 advert	6 huge
8 exhibition	10 shoplifting	9 avalanche	4 keep fit	1 computer
6 lightning	2 quarrel	7 patience	6 admire	9 biography
8 survive	6 bargain	7 boast	7 mosquito	8 cemetery

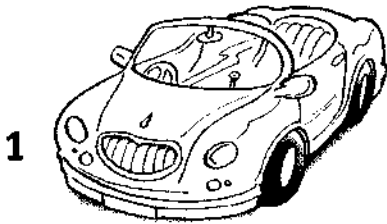
33 Who drives which car?

Read through the clues below to find out the following:

- the names of the four men (A, B, C and D)
- the car they drive (1, 2, 3 or 4)
- its colour (black or white)

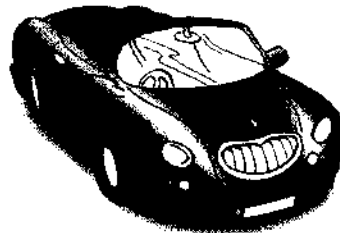


Neither my car nor Jeremy's is black, but Dave's car is, and it's a big car like mine.

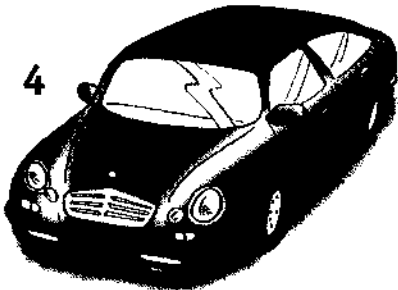


1

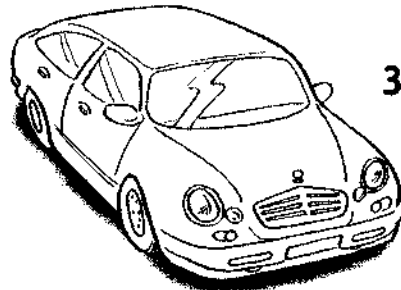
My car is a small car, like Frank's. But mine is white.



2



4



3



Hi! I'm Frank. Jack's car isn't a small car. Jeremy's is white.

My car is black. Frank's car is smaller than Jack's.



Write your answers here:

Name	Car number	Colour
A		
B		
C		
D		

Move forwards or backwards 1-3 spaces	about	at	for	from	in	Move forwards or backwards 1-3 spaces
between	<h1>Prepositions game board</h1>					of
among						on
above						to
after						against
without						by
Move forwards or backwards 1-3 spaces	out of	with	over	into	through	START

34 Board game: Prepositions

Card A

- 1 'What was the film _____?'
'Two men who robbed a bank.'
 - 2 I think I'll stay _____ home tonight and wash my hair.
 - 3 I'm looking _____ my pen. Have you seen it?
 - 4 Most men seem to be interested _____ football.
 - 5 My son is very keen _____ music.
 - 6 The driver was leaning _____ the side of the bus.
 - 7 James burst _____ tears when he heard that his wife had been killed.
 - 8 After climbing three flights of stairs, I was completely _____ breath.
 - 9 She asked me if I would look _____ her cat while she visited her sister for the weekend.
 - 10 The first prize had to be shared _____ ten winners.
-

34 Board game: Prepositions

Card B

- 1 Today is the first day the temperature has risen _____ zero.
- 2 I usually drink coffee _____ milk. In other words - black.
- 3 There's a car park _____ the cinema and the supermarket.
- 4 This is a song with love _____ me to you.
- 5 Are you fond _____ children?
- 6 I'm really grateful _____ you for your help.
- 7 I usually travel to work _____ train.
- 8 Children _____ the age of seven must pay the full price to get in.
- 9 The house is divided _____ flats.
- 10 James and I have been friendly _____ one another for many years now.

34 Board game: Prepositions

Card C

- 1 We'll have to walk. The lift is _____ order.
- 2 _____ other things, Winston Churchill was quite a famous painter.
- 3 'Share this bar of chocolate _____ you and your sister,' the mother told her son.
- 4 We usually go out _____ the weekend.
- 5 Do you believe _____ God?
- 6 How much do you spend _____ food each week?
- 7 It's in your own interest to insure your house _____ fire.
- 8 The rain came in _____ a hole in the roof.
- 9 He was arrested and charged _____ murder.
- 10 Boxing Day is the day _____ Christmas Day.

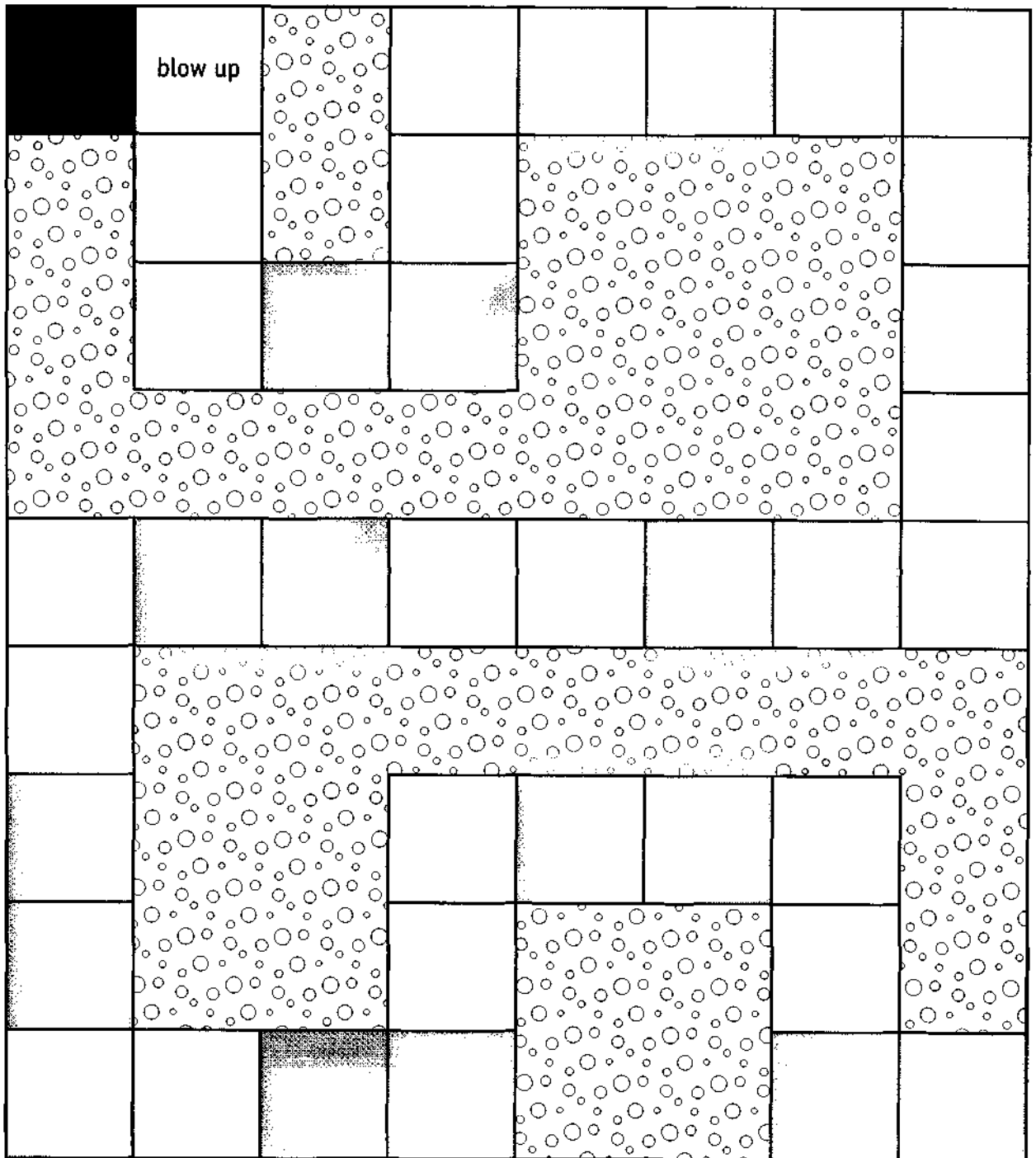
34 Board game: Prepositions

Card D

- 1 He left the party _____ saying goodbye to anyone.
- 2 What's so funny _____ being called Rupert? I think it's a lovely name!
- 3 We're all hoping _____ a pay rise this year.
- 4 I wouldn't dream _____ going on holiday without my wife.
- 5 Children usually look forward _____ the summer holidays.
- 6 My uncle suffers _____ hay fever. That's why he hates the summer.
- 7 The bank robber wore a mask _____ his face.
- 8 I couldn't sleep because the people in the flat _____ mine were having a party and were dancing and playing really loud music..
- 9 That symphony was written _____ Beethoven.
- 10 They took a short cut home _____ the park.

35 Dominoes: Phrasal verbs

Board



35 Dominoes: Phrasal verbs

Dominoes

stop working	look into	quarrel	call off	recover from	pass away	refuse	call on
admire, respect	fall out	die	go out (<i>fire</i>)	try to find	put off	explode	go with
cancel	pass out	stop burning	give up	arrive	break down	tolerate	get over
stop doing s/t		postpone	turn up	match	turn down	faint	put up with
visit	look for	investigate	look up to				

35 Dominoes: Phrasal verbs

Dominoes

stop working	look into	quarrel	call off	recover from	pass away	refuse	call on
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stop doing s/t		postpone	turn up	match	turn down	faint	put up with
visit	look for	invest-igate	look up to				

36 True or false? 2




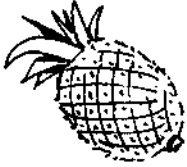


Decide whether the following sentences are TRUE or FALSE.

You must bet between 10-100 points for each sentence. You start with 1,000 points. If you guess correctly, you **gain** the amount of the bet. If you guess wrongly, you lose the amount of the bet. So be careful!

	True	False	Bet	New Total
				1,000
1 You wouldn't say very much if you were unconscious .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
2 Most people would probably like to be a hostage if they were given the chance.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
3 I'm very supernatural . I never walk under ladders, for example.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
4 I can't eat any more, thank you. I'm fed up .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
5 In Britain, you usually wear a vest under your shirt.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
6 It's very hot. Let's sit in the shadow .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
7 He must have run all the way – he's panting .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
8 Sub-titles are connected with a newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
9 He loves meeting people. He's very sociable .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
10 When you buy something in a shop you are usually given a receipt to show you have bought it.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Final Total:				_____

37 Ice-breaker bingo 3

When you meet someone, ask one question. If he or she gives you an answer, write it down. Also write down his/her name.

<p>1</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>2</p> <p>What's a nightmare?</p> <p>Answer: _____ Name: _____</p>	<p>3</p> <p>What colour is a daffodil?</p> <p>Answer: _____ Name: _____</p>	<p>4</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>5</p> <p>Can you name two trees in English?</p> <p>Answer: _____ Name: _____</p>
<p>6</p> <p>What's the opposite of compulsory? (It starts with v.)</p> <p>Answer: _____ Name: _____</p>	<p>7</p> <p>Can you demonstrate how to wink?</p> <p>Answer: _____ Name: _____</p>	<p>8</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>9</p> <p>Can you name two insects that start with the letter b?</p> <p>Answer: _____ Name: _____</p>	<p>10</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>
<p>11</p> <p>What's the noun from the adjective long?</p> <p>Answer: _____ Name: _____</p>	<p>12</p> <p>What's the opposite of brave?</p> <p>Answer: _____ Name: _____</p>	<p>13</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>14</p> <p>Can you demonstrate how to giggle?</p> <p>Answer: _____ Name: _____</p>	<p>15</p> <p>What's the British English word for sidewalk?</p> <p>Answer: _____ Name: _____</p>
<p>16</p> <p>Which animal (a pet) purrs when it is happy?</p> <p>Answer: _____ Name: _____</p>	<p>17</p> <p>What do American people call a cupboard?</p> <p>Answer: _____ Name: _____</p>	<p>18</p> <p>What's this?</p>  <p>Answer: _____ Name: _____</p>	<p>19</p> <p>Can you demonstrate the verb to limp?</p> <p>Answer: _____ Name: _____</p>	<p>20</p> <p>Which is <i>not</i> part of a car? clutch bonnet saddle</p> <p>Answer: _____ Name: _____</p>
<p>21</p> <p>What's a barrister?</p> <p>Answer: _____ Name: _____</p>	<p>22</p> <p>Can you name two pets, apart from cat and dog?</p> <p>Answer: _____ Name: _____</p>	<p>23</p> <p>What's a voyage?</p> <p>Answer: _____ Name: _____</p>	<p>24</p> <p>What does the abbreviation MP stand for?</p> <p>Answer: _____ Name: _____</p>	<p>25</p> <p>If you were feeling peckish, what would you feel like doing?</p> <p>Answer: _____ Name: _____</p>

38 Two words for one

Clues

Add two letters to make two new words. The letters will end the first word and start the second one. To help you, clues are given for each word. (The first one has been done for you.)

- 1 not expensive – a fruit
- 2 not dead – something you wear
- 3 a surfer waits for one of these – the meat from a calf
- 4 not be honest – opposite of 'defend'
- 5 eager, enthusiastic – not your friend
- 6 found in the kitchen – can cause disease
- 7 part of the body – a room at the top of a house
- 8 a relative – found on a tree
- 9 in charge of a courtroom – extremely intelligent and gifted
- 10 a synonym for 'wide' – say you have done something
- 11 not kind – part of your arm
- 12 supernatural creature – to look at something or someone for a long time
- 13 a holiday at sea – don't tell anyone!
- 14 it comes to us all in the end – someone who steals
- 15 an orange is usually this – you need a bike to do this
- 16 a type of bus – a group of people singing together
- 17 not fresh – a vegetable
- 18 a woman who has special powers – a pleasant conversation with a friend

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38 Two words for one

Grid

1	C	H	E			P	L	E	
2	A	L	I			S	T		
3		W	A			A	L		
4	C	H	E			A	C	K	
5		K	E			E	M	Y	
6	F	R	I	D		R	M	S	
7	T	H	R	O		T	I	C	
8		U	N	C		A	F		
9		J	U	D		N	I	U	S
10		B	R	O		M	I	T	
11		C	R	U		B	O	W	
12		G	H	O		A	R	E	
13	C	R	U	I		C	R	E	T
14		D	E	A		I	E	F	
15		J	U	I		C	L	E	
16		C	O	A		O	I	R	
17		S	T	A		E	K		
18		W	I	T		A	T		

39 A-Z (Dictionary) quiz 2

Use a dictionary, if necessary, to work out the answers to the following.

- 1 How often does an **annual** event take place?
- 2 What does a **burglar** do?
- 3 Name a **continent**.
- 4 How would you be feeling if you were **depressed**?
- 5 What is an **eagle**?
- 6 What isn't there enough of during a **famine**?
- 7 Where in a house would you expect to find a **grater**?
- 8 What would you have difficulty in doing if you were feeling **hoarse**?
- 9 If you are **illiterate**, what can't you do?
- 10 How many people are there usually in a **jury**?
- 11 What is a **knuckle** part of?
- 12 A **ladybird** is a type of ... what?
- 13 What doesn't a **mean** person like doing?
- 14 Where would you normally wear a **necklace**?
- 15 What would you expect to find in an **orchard**?
- 16 If you were feeling **peckish**, what would you feel like doing?
- 17 Where would you expect to find a **quilt**?
- 18 Who or what would use a **runway**?
- 19 What is a **salmon** a type of?
- 20 What sort of a crime is **treason**?
- 21 A **unicorn** is a mythological beast. What does it look like?
- 22 If you **vaccinate** people, what do you protect them against?
- 23 What is a **widower**?
- 24 What are the bars of a **xylophone** made of?
- 25 If you are **yawning** a lot, then you are probably feeling ... what?
- 26 What is **zoo** short for?

40 20-square: Confusing words

Board

1 foreigner stranger	2 quite quiet	3 lose loose	4 remember remind
5 fun funny	6 discover invent	7 lucky happy	8 alone lonely
9 sensible sensitive	10 advice advise	11 blink wink	12 pass an exam take an exam
13 recipe receipt	14 shadow shade	15 fit suit	16 their there
17 economic economical	18 cushion pillow	19 beside besides	20 teach learn

41 Noughts & crosses: Spelling

Cards

1 Can you spell... ? accommodation	2 Can you spell... ? achieve	3 Can you spell... ? address	4 Can you spell... ? appearance
5 Can you spell... ? beautiful	6 Can you spell... ? bicycle	7 Can you spell... ? biscuit	8 Can you spell... ? business
9 Can you spell... ? beginning	10 Can you spell... ? committee	11 Can you spell... ? competition	12 Can you spell... ? diary
13 Can you spell... ? disappointed	14 Can you spell... ? disappear	15 Can you spell... ? describe	16 Can you spell... ? embarrassing
17 Can you spell... ? exaggerate	18 Can you spell... ? excellent	19 Can you spell... ? excitement	20 Can you spell... ? foreigner

41 Noughts & crosses: Spelling Cards

1 Can you spell... ? friendship	2 Can you spell... ? grammar	3 Can you spell... ? guarantee	4 Can you spell... ? government
5 Can you spell... ? height	6 Can you spell... ? immediately	7 Can you spell... ? library	8 Can you spell... ? literature
9 Can you spell... ? moustache	10 Can you spell... ? necessary	11 Can you spell... ? neither	12 Can you spell... ? professional
13 Can you spell... ? parliament	14 Can you spell... ? pronounce	15 Can you spell... ? pronunciation	16 Can you spell... ? quarrel
17 Can you spell... ? receipt	18 Can you spell... ? vegetarian	19 Can you spell... ? vehicle	20 Can you spell... ? woollen

Set 1: Describing character and personality

Write your answers on the answer sheet under the heading Set 1.

- 1 My daughter wants to be a success and get on in life. She's very a_____s.
- 2 Maggie hates it when her husband dances with another woman. She gets very j_____s.
- 3 My husband and I love meeting people and going to parties. We're both very s_____e.
- 4 John's so p_____l. I don't think he's ever been late for work or a meeting in his life!
- 5 I hate having to wait for anything. I'm terribly i_____t.
- 6 If Simon says he'll do it, then he will. He's a very r_____e person. He won't let you down.
- 7 Although he had written more than twenty books, he never once boasted about it. He was really m_____t.
- 8 She always wants a bigger share than anyone else. She's really g_____y!
- 9 Once his mind is made up, he won't listen to a word you say. He's so s_____n.
- 10 You only care about yourself, don't you? You never think of me or anyone else. Honestly, Steve, you're so s_____h!

Set 2: Cars and motoring

Write your answers on the answer sheet under the heading Set 2.

- 1 After starting your car, don't forget to release the h_____e before you drive away.
- 2 To o_____e another car means to drive past it.
- 3 Most motorways in Britain are divided into three l_____s. The inside one is for the slowest vehicles.
- 4 In Britain there is a 30 m.p.h. s_____ l_____ in built-up areas.
- 5 For safety reasons you should always wear a s_____t.
- 6 You keep your luggage in the b_____t of a car.
- 7 A b_____s is a main road which takes traffic around a town rather than through its centre.
- 8 The car had to stop because the t_____ l_____ were red.
- 9 A j_____n is a place where two roads meet.
- 10 I was late for work this morning because my car b_____ d_____ on the motorway.

Set 3: House and home

Write your answers on the answer sheet under the heading Set 3.

- 1 Some people paint the walls of their living rooms. Others prefer to use w_____r.
- 2 Most modern houses have c_____ h_____ instead of open fires.
- 3 A room under a house where you can live is called a b_____t.
- 4 If you want to save time when cooking, then you should buy a m_____e.
- 5 Smoke comes out of a c_____y.
- 6 We don't have curtains in the bedroom, we have b_____s instead.
- 7 My sister doesn't live in a house, she lives in a very modern b_____ of f_____.
- 8 They had a very nice garden with some fruit trees, flower beds and quite a big l_____n.
- 9 The room at the top of a house (under the roof) is called the a_____c.
- 10 I was brought up in a house, so when I first lived in a flat, I really missed going u_____s to bed.

Set 4: Books, etc.

Write your answers on the answer sheet under the heading Set 4.

- 1 A c_____e is a book or booklet which gives you a list of goods for sale plus their prices.
- 2 You keep a personal record of events in a d_____y.
- 3 The n_____l *War And Peace* was written by Leo Tolstoy.
- 4 If you're not sure where to go on holiday, why don't you get a holiday b_____e from your nearest travel agent?
- 5 If you don't know a person's telephone number, you can always look it up in the telephone d_____y.
- 6 If you want to know what a word means, look it up in a d_____y.
- 7 A b_____s_____ is a book which is very popular and has sold a large number of copies.
- 8 An a_____y is an account of a person's life, written by that person.
- 9 If you want books about imaginary people and events then you should look in the f_____n section of the library.
- 10 An a_____s is a book full of maps.

Set 5: Travel and holidays

Write your answers on the answer sheet under the heading Set 5.

- 1 The Plaza is a famous h_____l in New York.
- 2 A p_____ t_____ is a holiday which includes travel, hotels, meals, etc. It is usually planned and people travel together in large groups.
- 3 I like to come back from my holidays looking really brown, so I usually spend hours s_____g on the beach.
- 4 Before you go abroad, don't forget to get some foreign c_____y or traveller's cheques.
- 5 We usually spend the winter at a small ski r_____t in Austria.
- 6 From our balcony, we had a wonderful v_____w of the mountains.
- 7 Venice and Florence have far too many t_____s – especially in the summer.
- 8 You still need to apply for a v_____a to visit certain foreign countries, for example, Australia.
- 9 When they visited Florida, they stayed in Orlando and went on an e_____n to the Kennedy Space Centre.
- 10 An i_____y is a plan of a journey which includes the route, places to visit, and so on.

Set 6: Describing moods and feelings

Write your answers on the answer sheet under the heading Set 6.

- 1 He felt a_____d of himself for the way he had behaved at the party.
- 2 We were so b_____d during his talk that we almost fell asleep.
- 3 They were all very s_____d when they heard that Gareth had won the local Karaoke competition. Non one even knew that he could sing.
- 4 They were very w_____d when their daughter, Amanda, still hadn't come home by 2 o'clock in the morning.
- 5 When he first moved to Italy from Britain he felt very h_____k. He missed everything – especially his family, friends and fish and chips.
- 6 For the first six months after her husband died, she felt very l_____y and longed for company.
- 7 That's the last time I run a Marathon! I'm absolutely e_____d!
- 8 The children were very e_____t at the thought of going to see the circus.
- 9 He felt very e_____d and started to blush when his mother started showing his new girlfriend photographs of him as a baby.
- 10 You're looking very t_____e, Molly. Come on, try and relax!

42 Vocabulary sets

Answer sheet

Write your answers here. Don't forget to write in the NUMBER of the set first!

Set _____	Set _____	Set _____	Set _____	Set _____
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____	8 _____
9 _____	9 _____	9 _____	9 _____	9 _____
10 _____	10 _____	10 _____	10 _____	10 _____

42 Vocabulary sets

Answer sheet

Write your answers here. Don't forget to write in the NUMBER of the set first!

Set _____	Set _____	Set _____	Set _____	Set _____
1 _____	1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____	8 _____
9 _____	9 _____	9 _____	9 _____	9 _____
10 _____	10 _____	10 _____	10 _____	10 _____

43 Anagrams crossword

Fill in the crossword by finding the missing words in the following sentences. Each word is an anagram of the word in **bold** type at the end of the sentence. Number 1 has been done for you.

Across

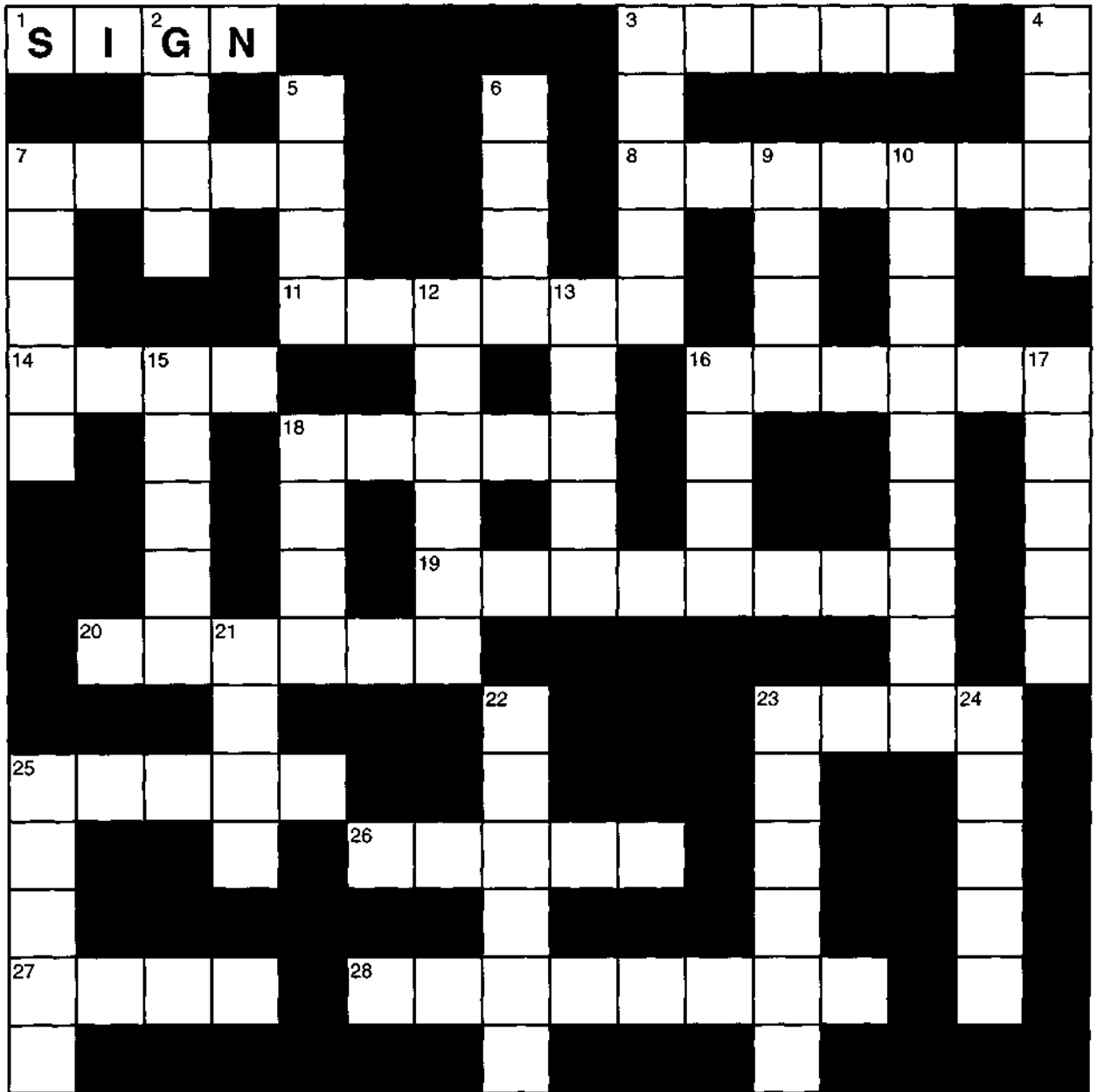
- 1 He handed me the application form and asked me to _____ it at the bottom. **sing**
- 3 He was a tall man with a thick, bushy _____. **bread**
- 7 It's too hot over there! Let's sit here in the _____ instead. **heads**
- 8 How much would it cost to _____ this photo? **general**
- 11 We live in the country in the middle of a _____. **softer**
- 14 I'm surprised that he became such a famous newsreader, considering the fact that he has a _____. **slip**
- 16 After the scandal, the Prime Minister was forced to _____. **singer**
- 18 Would you like to _____ my home-made wine? **state**
- 19 My uncle's a car _____ and he earns about £40,000 a year. **nameless**
- 20 A butterfly is a kind of _____. **nicest**
- 23 I must remember to _____ the letter on my way home tonight. **stop**
- 25 I wish I _____ play a musical instrument. **cloud**
- 26 I've tried sailing boats and rowing boats, but never a _____. **ocean**
- 27 The child complained of a stomach _____ after eating the meal. **each**
- 28 I think it's a big _____ being an only child. I really wish I had an older brother or sister. **backward**

Down

- 2 A _____ is a popular farm animal in many countries. **toga**
- 3 The lamb began to _____ as we got near it. **table**
- 4 My favourite _____ is *Love is ...* by Adrian Henri. **mope**
- 5 My grandmother can't hear you, I'm afraid. She's _____. **fade**
- 6 Are you sure you're feeling all right, Helen? You've gone very _____. **leap**
- 7 Look happy, everyone. Come on, _____! **miles**
- 9 Do you think you could give up your _____ for your country? **file**
- 10 Most of the _____ in this area are young married couples with children. **tiredness**
- 12 I have a weakness for cream cakes. just can't _____ them. **sister**
- 13 The shopkeeper saw the child _____ a box of chocolates. **slate**
- 15 Cathy was wearing a red _____ dress. **stain**
- 16 London's sewers are full of _____. So is the Underground. **star**
- 17 He was afraid of the dark, so he always kept a light on at _____. **thing**
- 18 Do you think it's possible to _____ a rhinoceros? **meat**
- 21 Pass me the _____, please. **last**

43 Anagrams crossword

- 22 When shall we meet? How about on _____? **dynamo**
- 23 I had my ears done years ago, but I don't think I could ever _____ my lip or eyebrow.
recipe
- 24 As her parents travelled so much, she never went to school but always had a private _____.
trout
- 25 One of the worst things you can ever do is to _____ at cards. **teach**



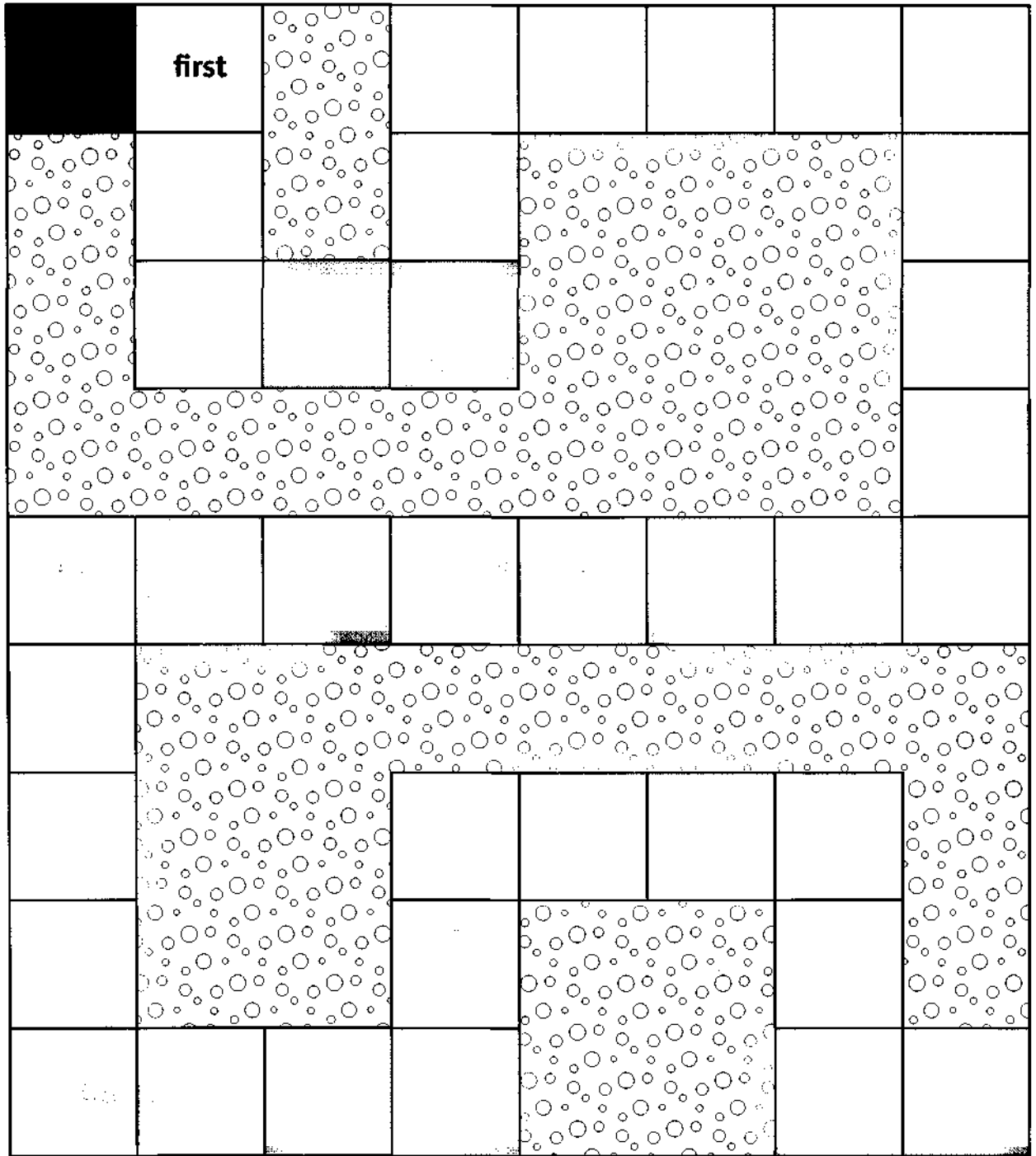
44 The definition game

Cards

accident (n)	accountant (n)	limp (vb)	avalanche (n)	depressed (adj)
big-headed (adj)	burglary (n)	shiver (vb)	compulsory (adj)	divorce (n)
hijack (vb)	shy (adj)	accordion (n)	stubborn (adj)	suntan (n)
arrest (vb)	village (n)	wealthy (adj)	funeral (n)	hostage (n)
employer (n)	pedestrian (n)	discover (vb)	postpone (vb)	bribe (vb)
slippery (adj)	temporary (adj)	apologise (vb)	beach (n)	lifeguard (n)

45 Dominoes: Compound adjectives

Board



45 Dominoes: Compound adjectives

Dominoes

weight	second	working	best	blooded	single	known	right
wise	mass	new	narrow	selling	long	proof	far
wing	part	handed	street	minded	water	distance	hot
hand	easy	class	well	produced	brand	time	over
fetch		going	hard				

45 Dominoes: Compound adjectives

Dominoes

weight	second	working	best	blooded	single	known	right
wise	mass	new	narrow	selling	long	proof	far
wing	part	handed	street	minded	water	distance	hot
hand	easy	class	well	produced	brand	time	over
fetch		going	hard				

45 Dominoes: Compound adjectives

Sentences

The missing words in these sentences will help you work out in which order the dominoes go.

- 1 He bought a _____ ticket to Manchester.
- 2 Although she was a very _____ TV actress, she had never appeared in a film.
- 3 The Labour party in Britain is a lot more _____ than many other socialist parties in Europe.
- 4 She got a _____ job at a local supermarket – three afternoons a week.
- 5 She was several kilos _____, so she decided to go on a diet.
- 6 This car isn't new. I bought it _____.
- 7 John never worries very much or gets annoyed. He's a very _____ sort of person.
- 8 Most teachers would like their students to be _____. Unfortunately, many of them are very lazy and do as little work as possible.
- 9 Both John Grisham and Stephen King are _____ authors.
- 10 My uncle is a _____ lorry driver and travels all over the country.
- 11 They say that Spanish and Italian men are very _____ – at least compared to Germans and British people who control their emotions more.
- 12 He fought off his attackers _____ until the police finally arrived to help him.
- 13 If you live in New York or any other big city, it helps if you are _____ and can get out of or avoid difficult situations.
- 14 Most goods nowadays are _____. Very few are made by hand.
- 15 I'd never buy a _____ car. They lose their value too quickly. I prefer buying ones that are just under a year old.
- 16 My parents are very _____ and never approved of my girlfriend and I living together before we got married.
- 17 I can swim with this watch on – it's _____.
- 18 He told us some _____ story about being kidnapped by aliens on his way to work to try to explain why he was late.

46 Vocabulary quizzes: Phrasal verbs quiz

Work out your answers to the following.

- 1 Name two things that can **fall through**.
- 2 They were **turned away**. What happened to them?
- 3 Where would you normally go for a **check-up**?
- 4 Name three important **breakthroughs** in science, medicine or technology this century.
- 5 What sort of things can cause the **break-up** of a marriage?
- 6 If you had a pink sofa, which colour curtains and carpet would **go with** it?
- 7 How would you feel if you found out that someone had been **checking up on** you?
- 8 If you saw the headline CHAMP WINS BY KNOCKOUT in the newspaper, which sport would this be?
- 9 Why was he happy when he was told that his wife would **pull through**?
- 10 What does 'NATO' **stand for**?
- 11 Which diseases do children often **go down with**?
- 12 Name at least two things you have **grown out of**.
- 13 What does it mean if you are told that your car is a **write-off**?
- 14 Where might you find a **bypass**?
- 15 Name three things you are **looking forward to**.
- 16 Why did she cry when she heard that her friend had **passed away**?
- 17 Name someone or something that has made a successful **comeback**.
- 18 Name something that you haven't **got round to** doing yet.
- 19 What might you get a good or a bad **write-up** for?
- 20 What are the **drawbacks**, if any, of being (a) a woman (b) a man?
- 21 Who might you phone if you had a **break-in**?
- 22 Name any film you have seen or book you have read that hasn't **lived up to** your expectations.

46 Vocabulary quizzes: Adjectives quiz

Work out your answers to the following.

- 1 Name two objects that would be **cumbersome** to carry.
- 2 Name something a **vain** person might do.
- 3 Name three people you consider to be **successful**.
- 4 Name three things that taste **delicious**.
- 5 What doesn't a **tight-fisted** person like doing?
- 6 Give two examples of what would be considered **anti-social** behaviour in your country.
- 7 How would you be feeling if you were **furious** or **livid**?
- 8 What do **big-headed** people like doing?
- 9 Describe a **typical** man or woman in your country.
- 10 Name two things that are **poisonous**.
- 11 How would you be feeling if you were **tipsy**?
- 12 She was **hoarse**. Suggest why.
- 13 What is the **average** (a) salary (b) life expectancy in your country?
- 14 The student's writing was **illegible**. Why wasn't the teacher pleased?
- 15 What is often **congested**?
- 16 How would you be feeling if you were **famished**?
- 17 Give an example of a **supernatural** event.
- 18 What is **pig-headed** another word for? (It starts with s.)
- 19 This cheese is **mouldy**. Would you eat it or not?
- 20 What can an **ambidextrous** person do?
- 21 Why were the organisers of the open-air pop concert worried when someone told them that it was **overcast**?
- 22 Give an example of what a child could do to make his/her parents **proud** of him/her.

47 Word-building crossword

Complete the crossword by changing the word in **bold** type at the end of each sentence into a suitable word that will fit in the gap.

Across

- 2 The Beatles were the most _____ pop group in the 60s. **success**
- 4 Shall we go out or stay in tonight? It's your _____. I'll do whatever you want to do. **decide**
- 6 Van Gogh was her favourite _____. **art**
- 9 He is such a _____ driver that he is bound to have an accident soon. **care**
- 10 Although he had lived in Britain for over 20 years, he was still very _____ of the fact that he was born in Chile. **pride**
- 13 The guest speaker's _____ was so bad that no one could understand what she was saying. **pronounce**
- 15 Is there any _____ of seeing Ms Parker on Friday? **possible**
- 16 Goodbye. It's been a _____ knowing you. **please**
- 17 Does anyone know the _____ of the Empire State Building? **high**
- 18 Scotland is well-known for the _____ of its scenery. **beautiful**
- 23 Have you had an _____ to Tom's eighteenth birthday party? **invite**
- 24 We had to send the machine back because it was not _____ for our purpose. **suit**
- 25 Christopher Columbus is credited with the _____ of America in 1492. **discover**
- 26 They still haven't found a _____ to the problem. **solve**
- 27 In judo, technique is more important than _____. **strong**

Down

- 1 The team were very _____ when they lost 3-0 in the final of the European Cup. **disappoint**
- 3 My husband must look very _____ because every time he goes through Customs he's asked to open his suitcase. **suspect**
- 5 They say that _____ killed the cat. **curious**
- 7 Have you seen Tina's new boyfriend? He's very _____. **attract**
- 8 To survive these days, a company has to be very _____. **compete**
- 9 In _____ to many other countries, the population of Australia is very small. **compare**
- 11 Wales has many _____ beaches. **beauty**
- 12 Be careful, James! Microscopes are very _____ instruments. **sense**
- 14 What is the _____ of the river? **wide**
- 15 There are three main _____ parties in Britain – the Labour party, the Conservative party and the Liberal Democratic party. **politics**
- 17 There was a large _____ on the front page of *The Times* saying PRIME MINISTER TO RESIGN. **head**

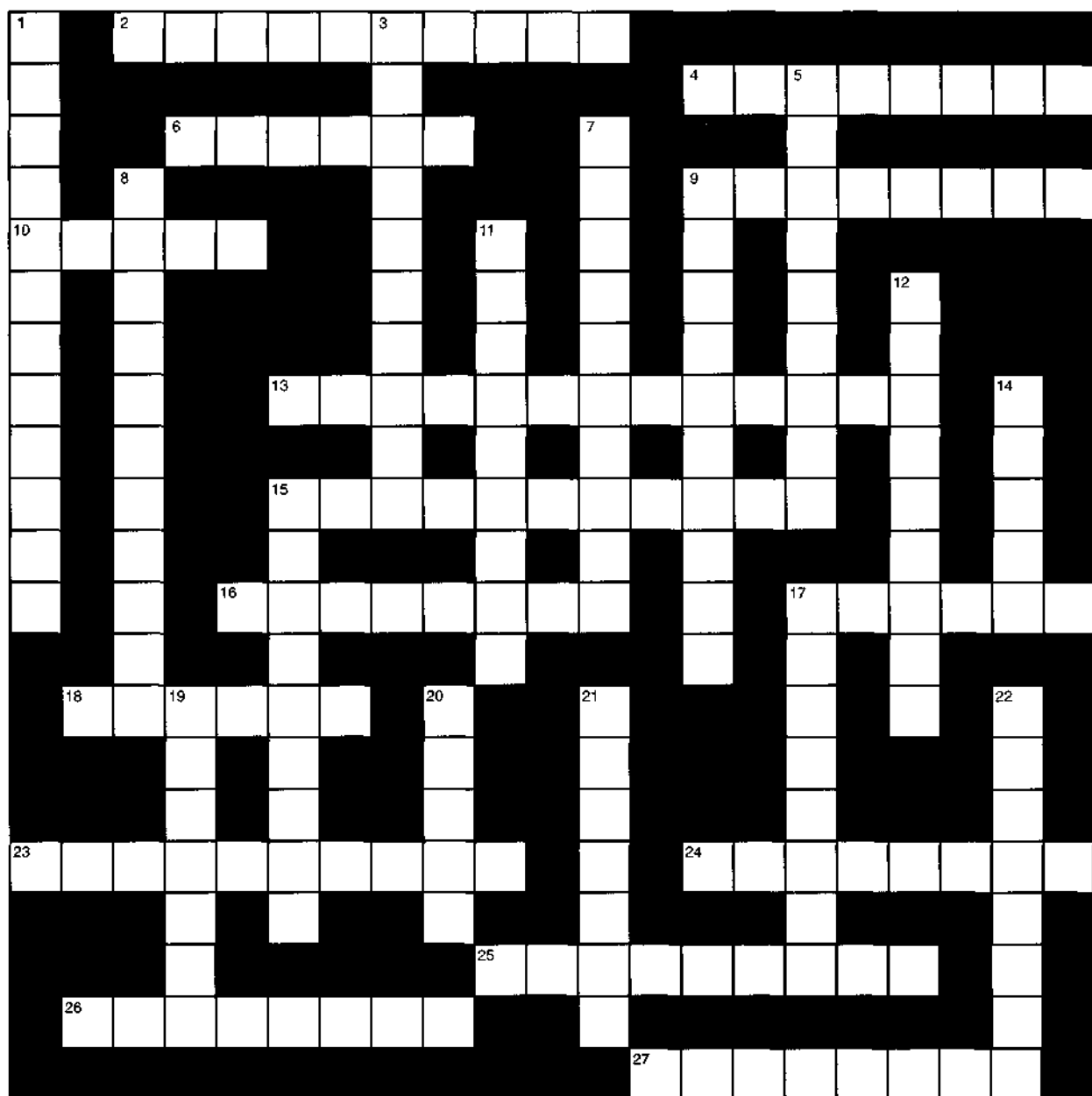
47 Word-building crossword

19 The crowd waited patiently for the _____ of the President. **arrive**

20 'I want _____ of your love. Lend me your car!' **prove**

21 Doctors still don't know the cause of his _____. **ill**

22 Don't be so _____, David! Grow up, for goodness' sake! **child**



48 True or false? 3

Decide whether the following sentences are TRUE or FALSE.

You must bet between 10-100 points for each sentence. You start with 1,000 points. If you guess correctly, you **gain** the amount of the bet. If you guess wrongly, you **lose** the amount of the bet. So be careful!

	True	False	Bet	New Total
				1,000
1 To bicker means to quarrel.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
2 She had a dimple in her handbag.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
3 There's no one living in that building – it's derelict .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
4 The words deal , suit and shuffle all have something to do with playing cards.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
5 I had a hangover this morning. I must have trained too hard yesterday.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
6 She had this job before me. She was my successor .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
7 An understudy works at a university.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
8 Jane's parents are very rich. Her father's a marquee .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
9 You enter and leave a motorway by a slip road .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
10 Most actors would be very pleased if a critic described their performance as soporific .	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Final Total: _____

49 Find eight words

Cards

CARD 1	CARD 2	CARD 3
Name an irritating habit.	Name a job where you have to talk a lot.	Name something that has a handle on it.
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
CARD 4	CARD 5	CARD 6
Name something that is usually red.	Name something that makes people frightened.	Name a positive adjective to describe a person (e.g. intelligent).
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8

49 Find eight words

CARD 7 Name a glamorous or interesting job.	CARD 8 Name something you would take on holiday with you.	CARD 9 Name a word to do with love and marriage.
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
CARD 10 Name a word to do with crime.	CARD 11 Name something that will fit in your pocket.	CARD 12 Name a negative adjective to describe a person (e.g. lazy).
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8

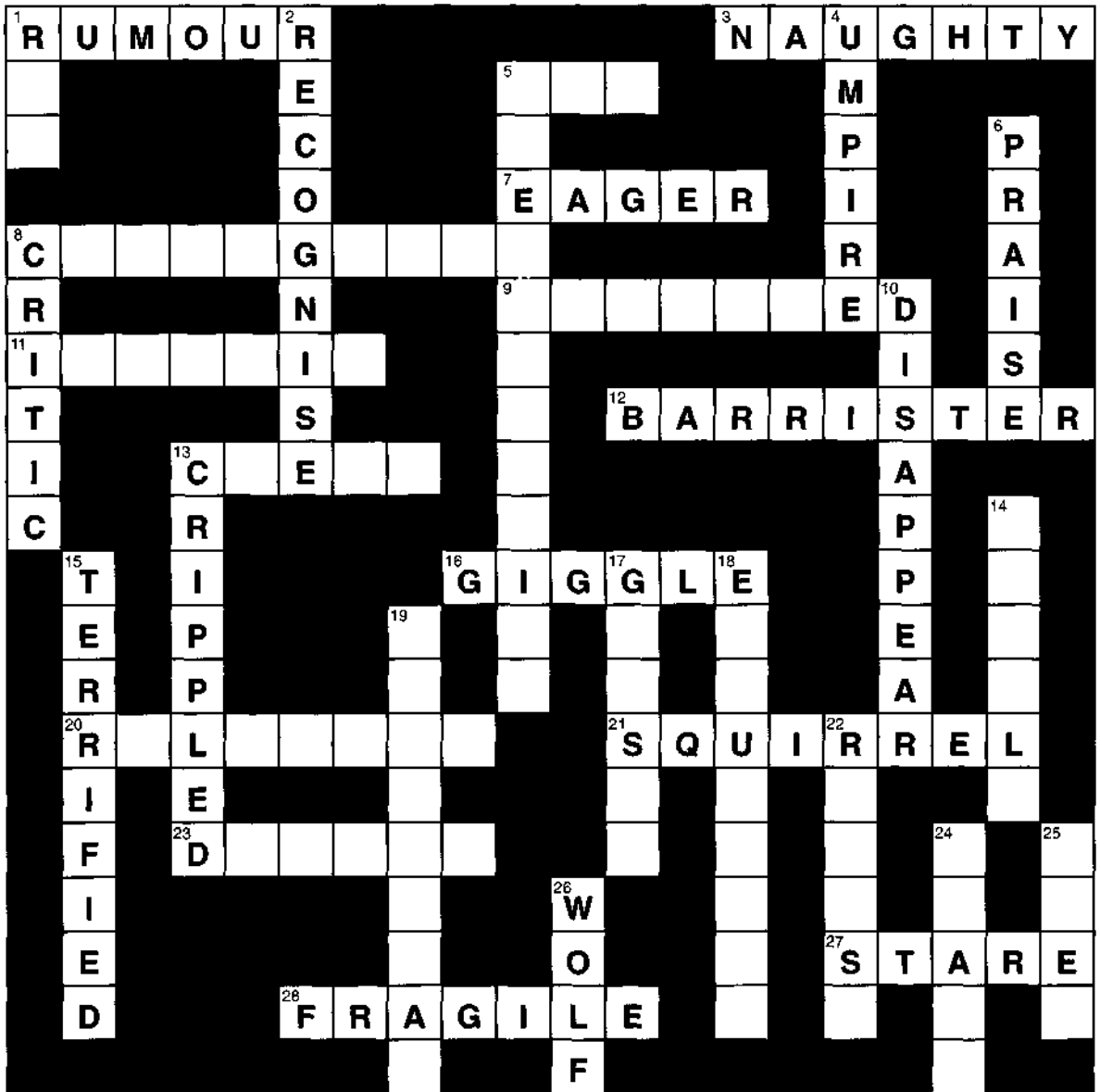
50 Half a crossword: Various words

Group A

Work in groups A and B. You are A.

Some of the words in the following crossword are missing. Group B know what they are. Group B also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: *What's (5) Across? What's (1) Down?* etc.



Here are the words you will have to explain for Group B.

Nouns	squirrel	Verbs	recognise	eager
barrister	umpire	disappear	stare	fragile
critic	wolf	giggle	Adjectives	naughty
rumour		praise	crippled	terrified

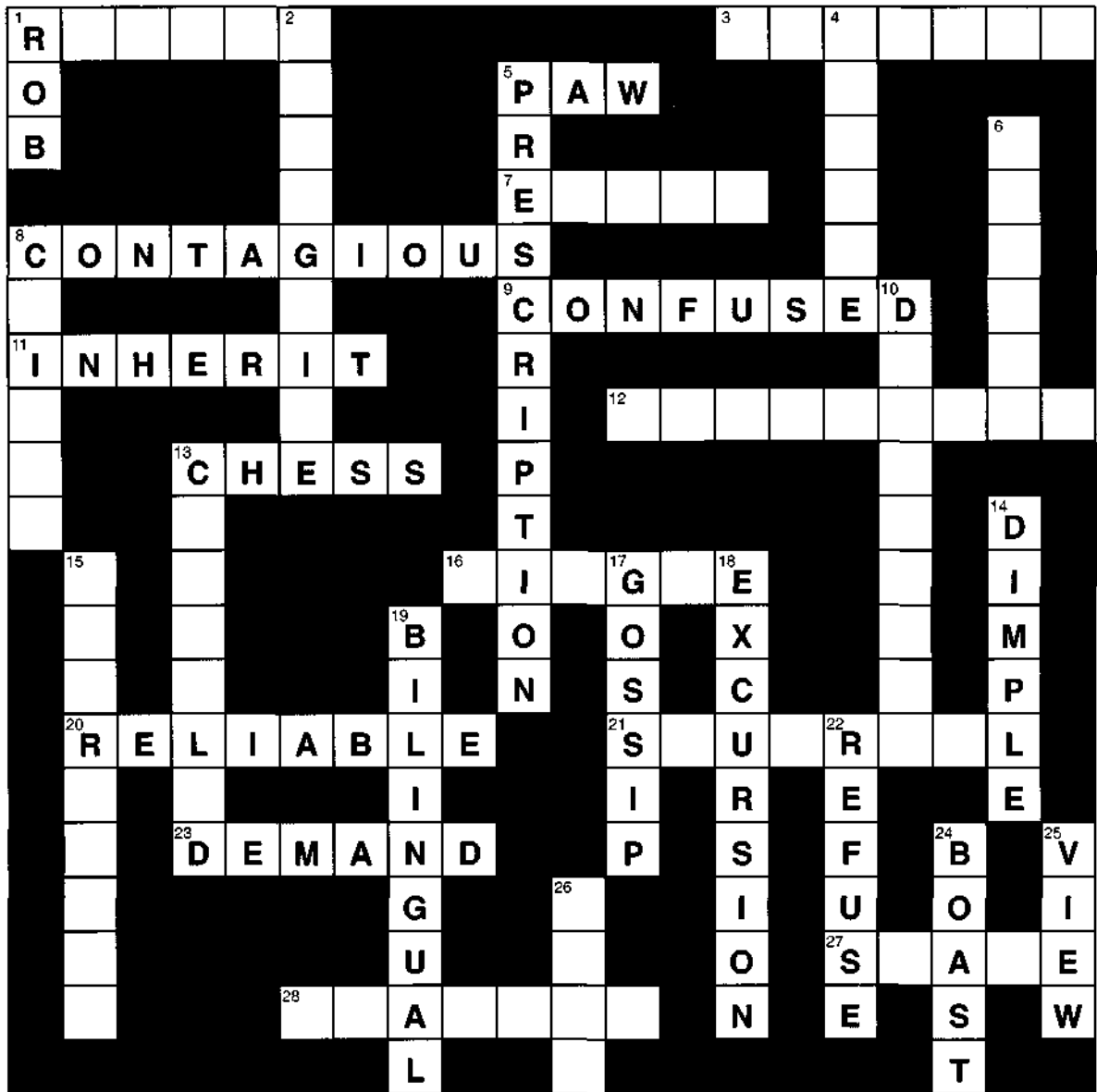
50 Half a crossword: Various words

Group B

Work in groups A and B. You are B.

Some of the words in the following crossword are missing. Group A know what they are. Group A also have some words that are missing from their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: *What's (1) Across? What's (2) Down?* etc.



Here are the words you will have to explain for Group A.

Nouns	paw	Verbs	inherit	bilingual
chess	prescription	boast	refuse	confused
dimple	view	demand	rob	contagious
excursion		gossip	Adjectives	reliable

51 Board game: Verb + noun collocations

Board

Move forwards or backwards 1-3 spaces	throw	pay	hold	catch	lay	Move forwards or backwards 1-3 spaces
keep	<h2>Verb + noun game board</h2>					change
see						break
draw						lose
make						read
do						play
Move forwards or backwards 1-3 spaces	ask	take	pass	give	cut	START

51 Board game: Verb + noun collocations Cards

CARD A

- 1 I saw Kate in town, but for some reason she just _____ me dead.
- 2 There's so much traffic on the roads nowadays, that the government might _____ a law to make it illegal to have more than one car for private use.
- 3 Do you think women _____ their minds more often than men do?
- 4 I've been asked to _____ a speech at the conference.
- 5 The blow to the head made him _____ stars.
- 6 As he was fifty, he decided to _____ a big party for all his friends and relatives.
- 7 Our guests will be here soon. Could you _____ the table, please?
- 8 In the theatre, you never wish an actor 'Good luck!' Instead you say, '_____ a leg!'
- 9 In Japan and other cultures it is very important that you never _____ face.
- 10 You won't _____ offence if I ask you to go outside to smoke, will you?

CARD B

- 1 The share price was falling all the time, so they decided to _____ their losses and sell before they fell even more.
- 2 I'd like to _____ thanks to Tom and Jamie for all the things they've done for the club.
- 3 We stopped a farmer to _____ the way to Winchester.
- 4 _____ me a favour, Clare. Post this letter on your way home.
- 5 It's getting dark outside. Time to _____ the curtains.
- 6 I'm going to _____ you a compliment now and say that you have a really wonderful voice. I could sit here and listen to you for hours.
- 7 Most people seem to _____ at least one cold in the winter.
- 8 The great advantage of having an automatic car is that you don't have to _____ gear all the time.
- 9 He learnt to _____ music at the age of four and books when he was five.
- 10 Some children love to _____ the fool in class.

CARD C

- 1 He can sometimes _____ the impression that he's cold. But he's not really. He's just very shy.
- 2 You will have to _____ permission if you wan to leave early.
- 3 I know he's kind and friendly, but you shouldn't _____ advantage of him.
- 4 'How do you _____ a living?'
'With great difficulty!'
- 5 '_____ the change!' he said to the taxi driver.
- 6 Your mother will _____ a fit when she sees that tattoo!
- 7 Could you _____ the line please, caller? I'm just putting you through.
- 8 I usually _____ the number fifteen bus to work.
- 9 The soldiers decided to _____ a trap for the enemy.
- 10 I used to _____ truant a lot when I was a teenager. I was hardly ever at school.

CARD D

- 1 My son's worked very hard, so he should _____ his exams.
- 2 You should go on holiday, Ben. It will _____ you the world of good.
- 3 Read the passage again and then _____ your own conclusions.
- 4 For some reason traffic wardens make me _____ red.
- 5 Can you _____ a secret?
- 6 Could you _____ attention, please! I've got an important announcement to make.
- 7 It is very easy to _____ heart when things keep going wrong.
- 8 Could you _____ the fort for me, Jo? I've just got to pop down to the bank.
- 9 It will _____ my heart to put my dog to sleep.
- 10 James sounds happy, but if you _____ between the lines you'll see that something's wrong.

52 A visit to the doctor

Ms Day and four other patients went to see their doctors last week. All were suffering from different complaints and they all saw different doctors.

Read through the clues below and work out the following:

- what time each person's appointment was
- which doctor they saw
- what was wrong with them

Clues

- 1 Ms Day's appointment was at 9.30 a.m.
- 2 Dr Smith-Porter didn't see Ms Barrett.
- 3 Dr Kennedy treated Mr Thatcher.
- 4 Ms Watkins didn't have hay fever or a sore throat, but she had the last appointment of the day.
- 5 The person with the migraine was seen at 1.15 p.m.
- 6 The 10.15 a.m. appointment was for hay fever.
- 7 Dr Lee treated the patient suffering from backache
- 8 Mr Thatcher always has hay fever in the summer.
- 9 Mr Cole didn't seek help for backache or a pulled muscle.
- 10 Dr Lee had the first appointment of the day.
- 11 Mr Cole's appointment was later than both Ms Barrett's and Ms Day's.
- 12 Dr O'Leary didn't treat the person suffering from migraine.
- 13 Neither Dr O'Leary nor Dr Jones took the last appointment of the afternoon.
- 14 Ms Barrett's appointment was at 12.30 p.m. She didn't have a pulled muscle.
- 15 Mr Cole's appointment was changed from 1 p.m. to 1.15 p.m.
- 16 Dr Smith-Porter saw his patient at 3.45 p.m.

Write your answers here.

(HINT: Before starting make a note of all the times, the names of the doctors and the complaints on a separate piece of paper. Then cross them out when you have worked out some of the answers.)

Patient	Time	Doctor	Complaint
Ms Barrett			
Mr Cole			
Ms Day			
Ms Watkins			
Mr Thatcher			

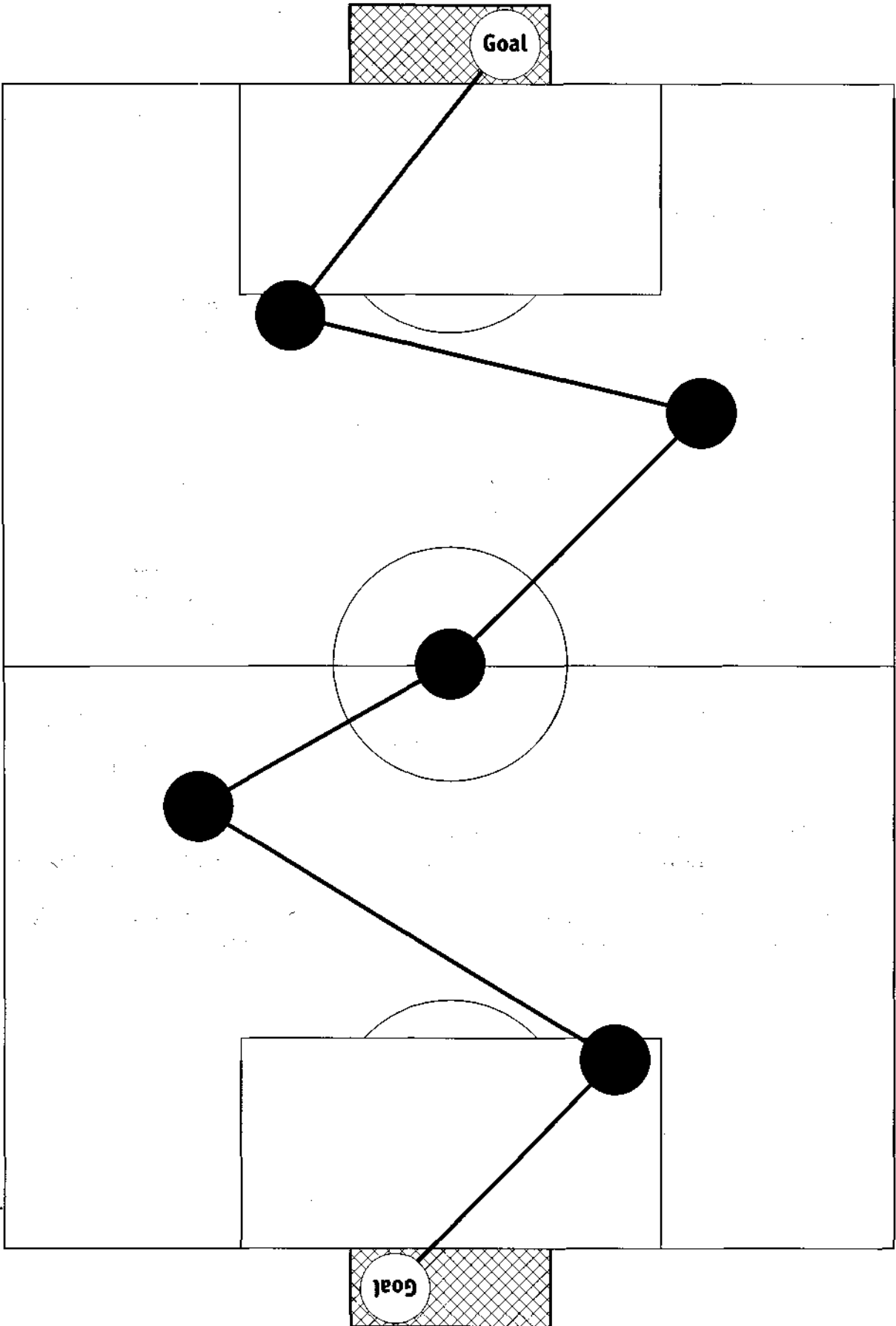
53 20-square: Ambiguous headlines

Board

<p>1</p> <p>DEFENDANT'S SPEECH ENDS IN LONG SENTENCE</p>	<p>2</p> <p>POLICE DISCOVERED SAFE UNDER A BLANKET</p>	<p>3</p> <p>GIRL HAD A DETECTIVE IN HER BOOT</p>	<p>4</p> <p>PLEASE HELP OUR NURSES HOME!</p>
<p>5</p> <p>POLICE SHOOT MAN WITH KNIFE</p>	<p>6</p> <p>POLITICIANS TO DISCUSS RUBBISH</p>	<p>7</p> <p>LUNG CANCER IN WOMEN MUSHROOMS</p>	<p>8</p> <p>TRAFFIC DEAD RISE SLOWLY</p>
<p>9</p> <p>DRUNK GETS NINE MONTHS IN VIOLIN CASE</p>	<p>10</p> <p>RED TAPE HOLDS UP NEW BRIDGE</p>	<p>11</p> <p>PRESIDENT WINS ON BUDGET, BUT MORE LIES AHEAD</p>	<p>12</p> <p>POLICE WITH TRACKER DOGS FAIL TO FIND LEAD</p>
<p>13</p> <p>PASSENGERS HIT BY CANCELLED TRAINS</p>	<p>14</p> <p>POLITICIANS TO ACT TO KEEP THEATRES OPEN</p>	<p>15</p> <p>MINERS REFUSE TO WORK AFTER DEATH</p>	<p>16</p> <p>CRASH COURSES FOR PRIVATE PILOTS</p>
<p>17</p> <p>MICHAEL JACKSON APPEALS TO POPE</p>	<p>18</p> <p>ANGRY BULL INJURES FARMER WITH A GUN</p>	<p>19</p> <p>STOLEN PAINTING FOUND BY A TREE</p>	<p>20</p> <p>MAN FOUND BEATEN, ROBBED BY POLICE</p>

54 Vocabulary football game

Board



You are going to play a game of Vocabulary Football. You will play it in two teams of three – A and B, plus a referee. Your teacher will give you a copy of the Vocabulary football pitch and a set of questions. Before you start though, read carefully through the rules below.

Vocabulary football: The rules

- 1 Before you start, put the Vocabulary football board on the desk between both teams. (Each team should sit behind the goal.) Use a coin for the ball and place it on the centre spot. The referee sits at one end and has a copy of the question sheet.
- 2 Toss a coin to see who has the kick-off. (*e.g. Team A wins*)
- 3 The referee reads out one of the questions on the question sheet to Team (A) who try to give the correct answer.
- 4 If Team (A) are correct, they pass the ball forward to the next player on the board. The referee crosses out this question on the sheet. **Go to Rule 5.** If they are incorrect, the referee tells them the correct answer. The question is not crossed out and may be used again later in the game. **Go to Rule 6.**
- 5 Team A continue like this until either they score a goal or they get a wrong answer or there are no more questions left or the time is up (20 minutes). If they *score a goal*, the ball is returned to the centre spot and Team (B) now have the kick-off. **Go to Rule 3.** If they give a wrong answer, **go to Rule 6.** If there are no more questions left, the team with the most goals is the winner.
- 6 Team (A) lose the ball and it goes to Team (B) instead. So it is now Team (B)'s turn to answer a question and try to score a goal. **Go to Rule 3.**

- 1 Which word starting with *v* is the opposite of *compulsory*? ANSWER: *voluntary*
- 2 Her hair is usually light brown. But she went to the hairdresser last week and now it's black. What has she done to her hair? ANSWER: *She has dyed it.*
- 3 What's the missing preposition in this sentence? She is very good _____ tennis. ANSWER: *at*
- 4 Where would you expect to find a pillow? ANSWER: *On a bed./In the bedroom.*
- 5 What is a hand part of? a clock / a car / a typewriter? ANSWER: *a clock*
- 6 Is this right or wrong? This is Mr Brown. He's a widow. His wife died last year. ANSWER: *Wrong. It should be widower.*
- 7 Which of these is correct: It's hot. Let's sit in the shade. / It's hot. Let's sit in the shadow? ANSWER: *shade*
- 8 Which word starting with *c* is the opposite of *brave*? ANSWER: *cowardly*
- 9 What is a young cat called? ANSWER: *a kitten*
- 10 The room at the bottom of a house is called the cellar. What's the room at the top of a house called? ANSWER: *the attic*
- 11 What's the English word for a bad dream? It starts with the letter *n*. ANSWER: *a nightmare*
- 12 The river is deep here. What's the opposite of *deep*? ANSWER: *shallow*
- 13 Which of these is correct: Can you remember me to post the letter? / Can you remind me to post the letter? ANSWER: *remind*
- 14 Her hair wasn't real. She was wearing a _____. What? ANSWER: *a wig*
- 15 It's my birthday today. What would you say to me in English instead of *Happy Birthday*? ANSWER: *Many happy returns!*
- 16 You come to see me if you want to buy or sell a house. What's my job? ANSWER: *an estate agent*
- 17 What do you usually say in Britain if someone sneezes? ANSWER: *Bless you!*
- 18 Which word beginning with *g* is the opposite of *innocent*? ANSWER: *guilty*
- 19 Which of the following is correct: I feel pity for her. / I feel sorry for her. ANSWER: *feel sorry*
- 20 I won't be long. I'm just going to the launderette. What do you think I'm going to do? ANSWER: *Wash clothes./Do the washing.*
- 21 This is my brother's son. He's my _____. What? ANSWER: *nephew*
- 22 Is this right or wrong? The person in charge of an orchestra is called the director. ANSWER: *Wrong. He is called the conductor. (Director = films.)*
- 23 Which of these is correct? The nature in Switzerland is beautiful. / The landscapes in Switzerland is beautiful. / The scenery in Switzerland is beautiful. ANSWER: *scenery*
- 24 What is the missing preposition in this sentence: You must put more effort _____ your work. ANSWER: *into*
- 25 Which word beginning with *p* is the opposite of *temporary*? ANSWER: *permanent*
- 26 Which word beginning with *e* is a synonym for *very, very tired*? ANSWER: *exhausted*
- 27 Which of these means *He let me sleep at his place for the night*? He put

- me up. / He put me away. / He put me in. **ANSWER: He put me up.**
- 28 What is the person in charge of the day-to-day running of a newspaper called? **ANSWER: the editor**
- 29 What do you think of when you hear the following words? surgeon / matron / ward / theatre **ANSWER: a hospital**
- 30 This bread is fresh. What's the opposite of *fresh*? **ANSWER: stale**
- 31 In Britain would you normally wear a vest over or under your shirt? **ANSWER: under**
- 32 What do we call the doctor who performs operations at a hospital? **ANSWER: a surgeon**
- 33 What's the missing preposition in this sentence? He went abroad _____ business. **ANSWER: on**
- 34 Which of these is correct? He checked my passport. / He controlled my passport. **ANSWER: checked**
- 35 Which of these is correct? I must bathe the baby. / I must bath the baby. **ANSWER: bath**
- 36 How many eyes do you close when you wink? **ANSWER: one (Two = blink)**
- 37 Which of the following meat do we get from a sheep? mutton / veal / pork / ham **ANSWER: mutton**
- 38 It doesn't fit me. This means: It's the wrong colour. / It's the wrong style. / It's the wrong size. **ANSWER: It's the wrong size.**
- 39 What sound does a dog make? **ANSWER: It barks./ It growls./ It howls.**
- 40 What do you call a house where all the rooms are on one floor? It starts with *b*. **ANSWER: a bungalow**
- 41 My sister and I were born on the same day. We are _____. What? **ANSWER: twins**
- 42 Where would you find a lapel? on a jacket/ on a car/ on a chair **ANSWER: On a jacket**
- 43 This is my uncle's son. He is my _____. What? **ANSWER: cousin**
- 44 What is the name given to a long journey by boat? It starts with *v*. **ANSWER: a voyage**
- 45 What do we call a person who breaks into houses or buildings in order to steal from them? **ANSWER: a burglar**
- 46 Where would you wear a beret? on your head / on your feet / under your clothes? **ANSWER: On your head. (It's a type of hat.)**
- 47 Which of these is correct? Yesterday I bought a new pillow for the sofa. / Yesterday I bought a new cushion for the sofa. **ANSWER: cushion**
- 48 If you can make up your own stories to tell to your children at bedtime then you must be quite _____. What? It starts with *i*. **ANSWER: imaginative**
- 49 What is this person's job? He or she checks where cars are parked. He or she is a _____. What? **ANSWER: traffic warden**
- 50 What do we call the alphabetical list at the back of books, where names, subjects and so on are given, plus the page on which they can be found? **ANSWER: an index**
- 51 What do we call the person who calls out the score in a tennis match? **ANSWER: the umpire**
- 52 What is the list of things to be discussed at a meeting called? It starts with *a*. **ANSWER: the agenda**
- 53 What is the missing preposition in the following sentence? He died _____ cancer at the age of seventy-three. **ANSWER: of**
- 54 A person who is very tall and thin is called which of these words: skinny / lanky / stocky? **ANSWER: lanky**

55 Sort out the idioms

Cards

bite someone's head off	have butterflies in your stomach	pull the wool over someone's eyes
(be) off-colour	see red	put the wind up someone
cook the books	(be) in queer street	a nightcap
(be) in a flap	(be) under the weather	(be) hard up
have kittens	a stiff	blow your top
(be) out of sorts	jump out of your skin	live from hand to mouth
one for the road	have one foot in the grave	take someone for a ride
(be) on tenterhooks	kick the bucket	Dutch courage

ANGER/ANNOYANCE

ANXIETY/NERVOUSNESS

DEATH/CLOSE TO DEATH

UNWELL/ILL

DRINK/DRINKING

FEAR/SHOCK/SURPRISE

POVERTY

DECEIT/FRAUD/FOOLING PEOPLE

56 Call my bluff

Group 1

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to have a crush on someone

To have a crush on someone means to be interested in them romantically – to be in love with them. For example, *When I was 16 I had a big crush on my music teacher.*

2: to fly off the handle

To fly off the handle means to lose your temper. For example, *My father flew off the handle when I told him that I had damaged his car. I don't think I've ever seen him so angry.*

3: to mind your Ps and Qs

To mind your Ps and Qs means to be on your best behaviour. For example, *When I was young I always had to mind my Ps and Qs when visiting my Aunt Matilda.*

56 Call my bluff

Group 2

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

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The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to be in good nick

If something is in good nick, this means that it is in very good condition. For example, *Although the CD player I bought was second-hand it was in very good nick. In fact, it looked almost new.*

2: to be on the blink

If something is on the blink it means that it isn't working properly. For example, *I don't know what's wrong with the TV. It's been on the blink all day!*

3: to be on tenterhooks

If you are on tenterhooks this means you are feeling very nervous and worried about something. For example, *Most of the students were on tenterhooks waiting for their exam results to be pinned up on the notice board.*

56 Call my bluff

Group 3

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to kick the bucket

To kick the bucket means to die. For example, *Mr Brown was nearly 95 years old when he finally kicked the bucket.*

2: to cook the books

To cook the books means to falsify the accounts of a company, usually to hide money that the company has earned, so as to avoid paying tax on it. For example, *The accountant was sentenced to five years' imprisonment for cooking the books.*

3: to be long in the tooth

To be long in the tooth means to be old. For example, *Your father's a bit long in the tooth isn't he to be still going to discos!*

56 Call my bluff

Group 4

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to wet your whistle

To wet your whistle means to drink alcohol. For example, *Do you feel like wetting your whistle tonight? Only a few of us are going down to the pub later on.*

2: a gatecrasher

A gatecrasher is a person who turns up at a party without being invited to it. For example, *There were several gatecrashers at Peter's party on Saturday.*

3: to pass the buck

To pass the buck means to pass the responsibility for something onto someone else. For example, *Whenever Robert gets the blame for something, he always tries to pass the buck.*

56 Call my bluff

Group 5

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: Dutch courage

Dutch courage is the courage you get from drinking alcohol. For example, *James needed some Dutch courage before telling his fiancée that he'd changed his mind about marrying her.*

2: to have a kip

To have a kip means to have a short sleep. For example, *I must have a kip for half an hour. I'm feeling really tired after my flight.*

3: to pull strings

To pull strings means to use your influence or someone else's in order to get something. For example, *My father had to pull a lot of strings to get me a summer job working at the local hospital.*

56 Call my bluff

Group 6

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: the hair of the dog

The hair of the dog is a drink taken in the morning to cure a hangover from drinking too much the night before. For example, *You need to drink the hair of the dog. That'll cure your hangover!*

2: to be in stitches

If you are in stitches, this means that you are laughing a lot. For example, *The comedian was really funny and had the audience in stitches all night.*

3: to be all fingers and thumbs

If you are all fingers and thumbs this means that you are very clumsy. For example, *Don't ask James to do the washing-up. He's all fingers and thumbs and is bound to break or drop something.*

56 Call my bluff

Group 7

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to have a skinful

To have a skinful means to drink a lot of alcohol. For example, *I had a skinful at Roger's going-away party on Friday. I was really drunk.*

2: to talk through your hat

If you talk through your hat this means you are talking nonsense or saying something really stupid. For example, *Don't listen to him – he's talking through his hat again!*

3: to have a screw loose

To have a screw loose means to be slightly mad. For example, *They're a really strange family. Most of them seem to have a screw loose.*

56 Call my bluff

Group 8

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to go Dutch

To go Dutch means to share the expenses. For example, *Students on a date tend to go Dutch nowadays.*

2: to have a whip-round

To have a whip-round means to have a collection for someone who is leaving, getting married, etc. For example, *Tom's leaving next week so we're having a whip-round for him.*

3: to grease someone's palm

To grease someone's palm means to bribe him or her. For example, *In some countries, the only way to get things done quickly is to grease some official's palm.*

56 Call my bluff

Group 9

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: a golden handshake

A golden handshake is a large sum of money given to someone (usually a top manager) when they leave a company. For example, *The Managing Director of the company was given a golden handshake of £200,000 when he left the company.*

2: to send someone to Coventry

To send someone to Coventry means that you refuse to speak to them. It is usually done as a form of punishment. For example, *When Brian carried on working during the strike, his workmates sent him to Coventry.*

3: to let the cat out of the bag

To let the cat out of the bag means to reveal a secret. For example, *Jill and Tom's wedding was supposed to be a secret but Cathy let the cat out of the bag by asking Jill's mother in which church they were getting married.*

56 Call my bluff

Group 10

Below are three idioms. Choose one of them to describe to the rest of the teams in the class. Think up two other 'incorrect' descriptions for the idiom you choose, including a key sentence and, if possible, where the word comes from.

When everyone is ready, you will take it in turns to read out your descriptions. You gain 10 points from any team that you get to choose the 'wrong' answer.

The other teams will also give three definitions of an idiom. Listen to all three definitions, then decide which one is correct. Do this by holding up a card – A, B or C. If correct, you gain 10 points.

The team with the highest score wins.

1: to be hair-raising

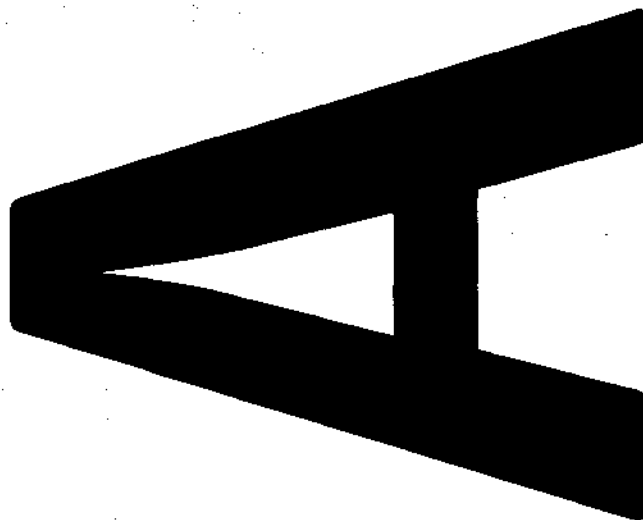
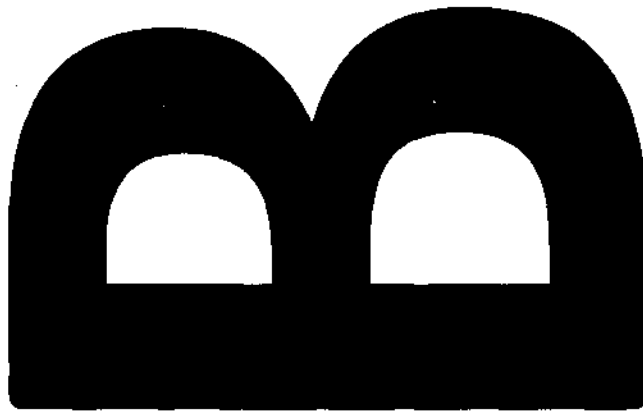
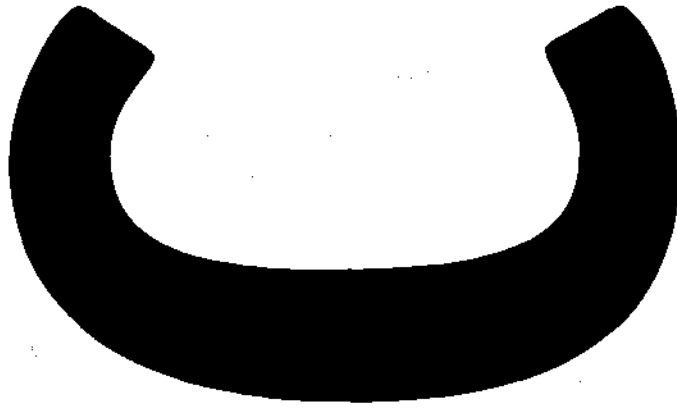
If something is hair-raising, this means that it is very frightening. For example, *Psycho was one of the most hair-raising films I have ever seen. I was really terrified most of the time.*

2: to hit the sack

To hit the sack means to go to bed. For example, *It was past midnight, so we decided it was time to hit the sack as we had an early start in the morning.*

3: to go to the loo

To go to the loo means to go to the toilet. For example, *Wait here a minute – I've just got to go to the loo.*



57 Misprints crossword

Clues

Complete the crossword by finding the misprints in the following sentences and replacing them with the words that should have been used. (Number 1 has been done for you.)

Across

- 1 To make a piece of boiled bacon really delicious, add to the water a teaspoonful of vinegar, a small bit of nutmeg, and a couple of gloves.
- 3 There are three free weekends to be won. You'll get free fights, hotel rooms and spending money.
- 5 Lady required for 12 hours per week to clean small officers at Station Road, Oxford.
- 7 Three old men sat on the wench, eating sandwiches.
- 10 Congratulations and best wishes to my daring fiancée on her 21st birthday.
- 11 Have your Christmas dinner with us in our intimate restaurant with log fires burning and good wood being served.
- 15 The man was holding a gin as he entered the bank.
- 16 He was arrested and auctioned, but made no reply. He was then taken to West End Central police station.
- 17 The price of the holiday includes all food, plus wind, coffee and cakes.
- 18 A neighbour also claims to have seen the ghost and it upset him so much that he has not eaten property for several days.
- 22 Fully killed mechanic required for busy garage
- 23 Gale warnings have been issued for all land and sea areas, and gusts of 78 mph were recorded of Dungeness.
- 25 Gardener required, part-time. 8 hours per weed.
- 27 Mr and Mrs David Hughes of Swansea are announcing the approaching marriage of their daughter, Megan to Mr Brian Williams. The couple will exchange cows on Saturday September 28th.
- 29 A television crew was in the studio to record the occasion for prosperity.
- 31 Mature and considerable lady required to provide companionship to elderly lady.
- 32 Before Miss Jenkins concluded the concert by singing "I'll Walk Beside

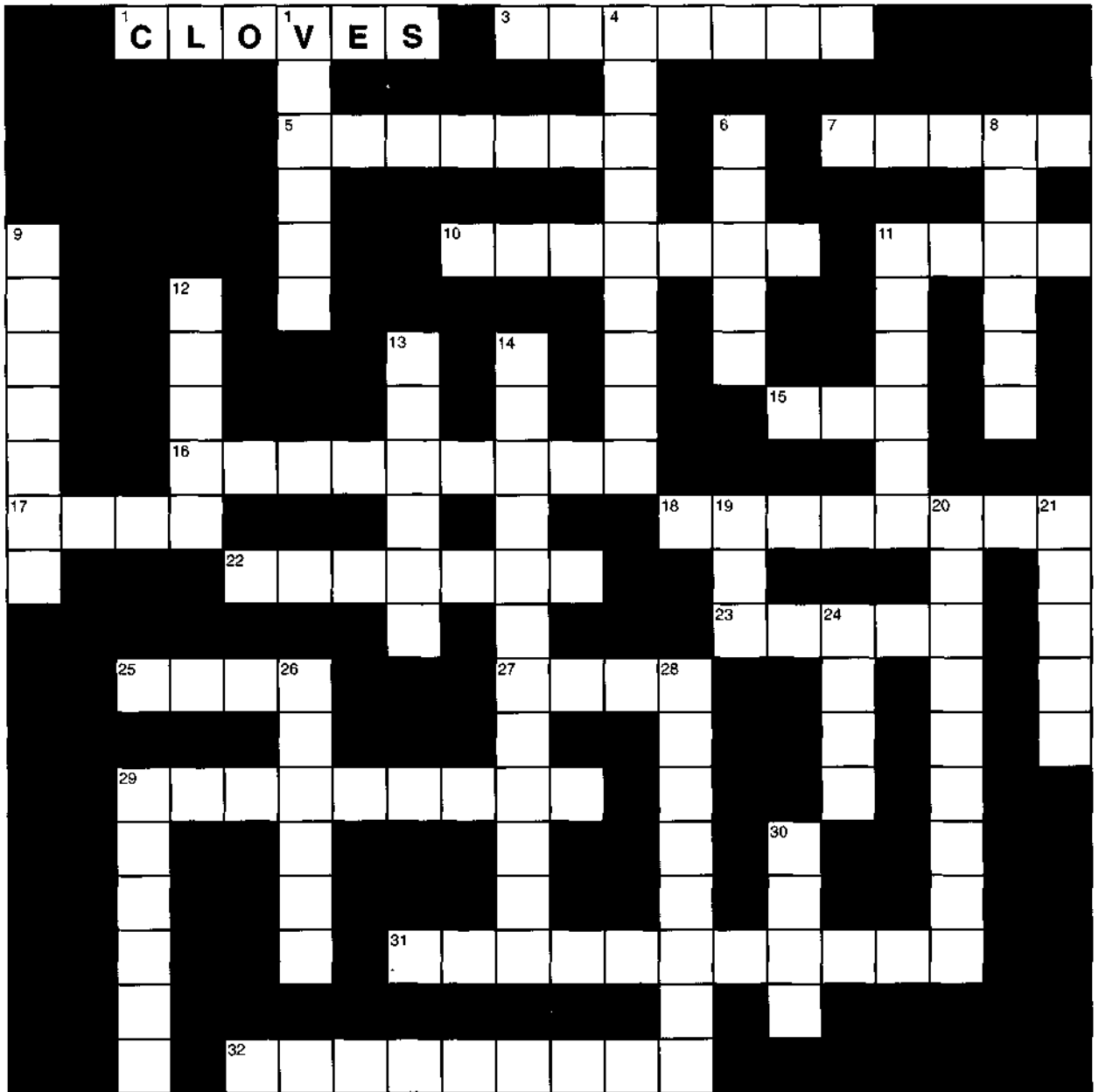
You" she was prevented with a bouquet of red roses.

Down

- 2 Infra-red ultra-violent lamp for sale. £50 o.n.o.
- 4 With escalating fuel bills it is essential that your home is properly insulated.
- 6 A thief went into the changing-room at Hastings United football club. Honey was taken from the pockets of five players.
- 8 The route taken by the King and Queen was lined by clapping, cheering crowds.
- 9 Gardens dug, widows washed, and chimneys swept in Swansea area.
- 11 The 40-year-old man has dark hair with a prominent fridge.
- 12 Judy met her husband while on holiday in Cyprus. 'Chris was a member of the of the United Nations peach-keeping force out there.'
- 13 New bride, complete with bit and reins.
- 14 They say the land is in a conversation area and cannot be touched.
- 19 At a presentation held in the village church, Mrs Jones was given a tea-set and a travelling rub by the vicar.
- 20 Modern, semi-detached resident for sale. £105,000
- 21 Police say the car was later found abandoned 500 years away in a car park off Bridge Road.
- 24 As well as the usual prizes, over 50 swimming certificates were presented. The school choir sank during the evening.
- 26 Lost: black and white kitchen, four months old. Farm Road area.
- 28 British airways shop stewards met today in a bid to resolve a dispute which has strangled thousands of passengers at Heathrow.
- 29 The bank robbers tried to escape, but were cornered by a polite dog.
- 30 Barry Jones was seriously burnt last weekend when he came into contact with a high voltage wife.

57 Misprints crossword

Grid



58 Fun with anagrams

There is a 'wrong' word in each of the following sentences. Underline it, then rearrange the letters to find the 'correct' word. (Number 1 has been done for you.)

- 1 This ticket machine takes most icons. (coins)
- 2 'Do you like Thai food?'
'No, I heat it.'
- 3 My sister is married to a French cheater.
- 4 He gave me a £1,000 drawer for finding his cat.
- 5 He went to the fancy-dress party dressed in a goat. (He was supposed to be Julius Caesar.)
- 6 Was the year 2000 a pale year or not? I can't remember.
- 7 The restaurant had an excellent choice of meals. In the end I opted for the tutor served with a jacket potato.
- 8 My two favourite fruits are bananas and lumps.
- 9 The snow looks really good today. Can I borrow your kiss?
- 10 As we had a house full of guests at the weekend I had to borrow a few extra petals from my neighbour.
- 11 'Thank you for the lovely sores, darling,' she said to her husband.
- 12 They say that Cleopatra had the type of cafe that most men would die for.
- 13 Mr Green is a wonderful shot. I never say no to an invitation to one of his parties.
- 14 Have you ever eaten war fish?
- 15 I phoned from the hospital as soon as the baby was born to tell my sister that she had become a tuna.
- 16 I love disease holidays!
- 17 I'm not used to babies, so when one was suddenly put into my arms I held it very tightly. Well, I didn't want to prod it, did I?
- 18 I'd love to go to New York, but the fear's too much, I'm afraid.
- 19 'Do you prefer me with or without a finger?'
'I don't mind. Your hair looks good both ways.'
- 20 I once met Elton John in the shelf.
- 21 The lovers walked hand in hand along the horse, admiring the view.
- 22 The lion on the kitchen floor was old and worn. It needed changing.
- 23 My grandfather can't walk very well, I'm afraid. He's male.
- 24 I enclosed a centre photo with my application form.
- 25 Dancing – especially Latin dancing – makes you waste a lot.
- 26 'We loved the house – especially the danger.
- 27 I gave him a shrub and told him to clean the back yard with it.
- 28 'How often do you sue public transport?'
'Every day, more or less.'
- 29 'Take that stupid ring off your face, boy!' the teacher shouted.
- 30 The famous actor first appeared on the gates at the age of seven.

59 Idioms quiz

Read through the following questions and write your answers on a separate piece of paper.

- 1 What kind of party is a **stag party**?
- 2 If you were at a restaurant and the person with you offered to **go Dutch**, what would this mean?
- 3 Our postman **passed away** last week. What has happened to him?
- 4 A tiresome, irritating person is often described as a **pain** in what part of the body?
- 5 Jim's **behind bars**. Where is he?
- 6 Amanda's **down in the mouth** today. How is she feeling?
- 7 Why wouldn't you normally go to a party in your **birthday suit**?
- 8 What sort of a relationship would you have with someone if you **got on like a house on fire**?
- 9 Why are **blacklegs** generally unpopular?
- 10 My uncle has been given a **golden handshake**. What has happened to him?
- 11 Where on the body would you find **crow's feet**?
- 12 How would you be behaving towards someone if you were **giving him or her the cold shoulder**?
- 13 What does a **gate-crasher** usually do?
- 14 How would you be feeling if you were **full of beans**?
- 15 Where (or what) would you be if you were **in the land of Nod**?
- 16 What's a **busman's holiday**?
- 17 What are you doing when you **name the day**?
- 18 What sort of person is an **early bird**?
- 19 Why don't people usually like **playing gooseberry**?
- 20 I've just bought **the local rag**. What have I bought?

60 Definitions maze

Board

Find a way through the maze in 25 moves by moving horizontally, vertically or diagonally from square to square. To help you, a clue or definition is given for each 'step' of the way. On which square do you begin (Start A, B, C or D) and on which square do you finish (Exit A, B C or D)?

Start D	opaque	courteous	demolish	ignore					ghost	donate	daring	imaginary	Exit D
		trend	break-in	avoid	inherit	blackmail			cure	mist	drizzle		
Start C	unsightly	absent	remote	careless	appreciate	treason			ransom	disaster	chore	rainfall	Exit C
		moist	soaking	blunt		ambush			overtake	write-up	blurb		
		shortage	illegible	identical		evacuate			assassinate	index	aptitude		
Start B	invisible	huge	linguistic	similar	fragile	devalue			deteriorate	skill	eavesdrop	invention	Exit B
		scarce	bilingual	deliberate	sensitive	disappear			beat up	execute	excavate		
Start A	see-through	rare	gifted	definite					estimate	overhear	crawl	non-fiction	Exit A

60 Definitions maze

Clues

START SQUARE: that cannot be seen

Move 1: rare, uncommon, hard to find

Move 2: able to speak two languages

Move 3: not accidental; done on purpose

Move 4: delicate; easily damaged

Move 5: exactly the same (e.g. twins)

Move 6: impossible to read

Move 7: slightly wet

Move 8: far away from other places

Move 9: following the latest fashion

Move 10: to knock down (a building)

Move 11: to take no notice of something or somebody

Move 12: to receive money or property from someone who has died

Move 13: the crime of demanding money from someone in return for keeping something secret

Move 14: money paid to a kidnapper to make him or her release a prisoner

Move 15: to wait in hiding for someone and to attack them by surprise

Move 16: to murder a ruler, politician, etc. for political reasons or reward

Move 17: to become worse

Move 18: to kill as a punishment, usually after a trial; to put someone to death legally as a punishment

Move 19: to listen secretly to a private conversation

Move 20: a natural ability or talent for something

Move 21: a publisher's description of a book, usually printed on the jacket or back cover

Move 22: an unpleasant and boring job, especially in the home (e.g. ironing, cleaning, etc.)

Move 23: very fine rain

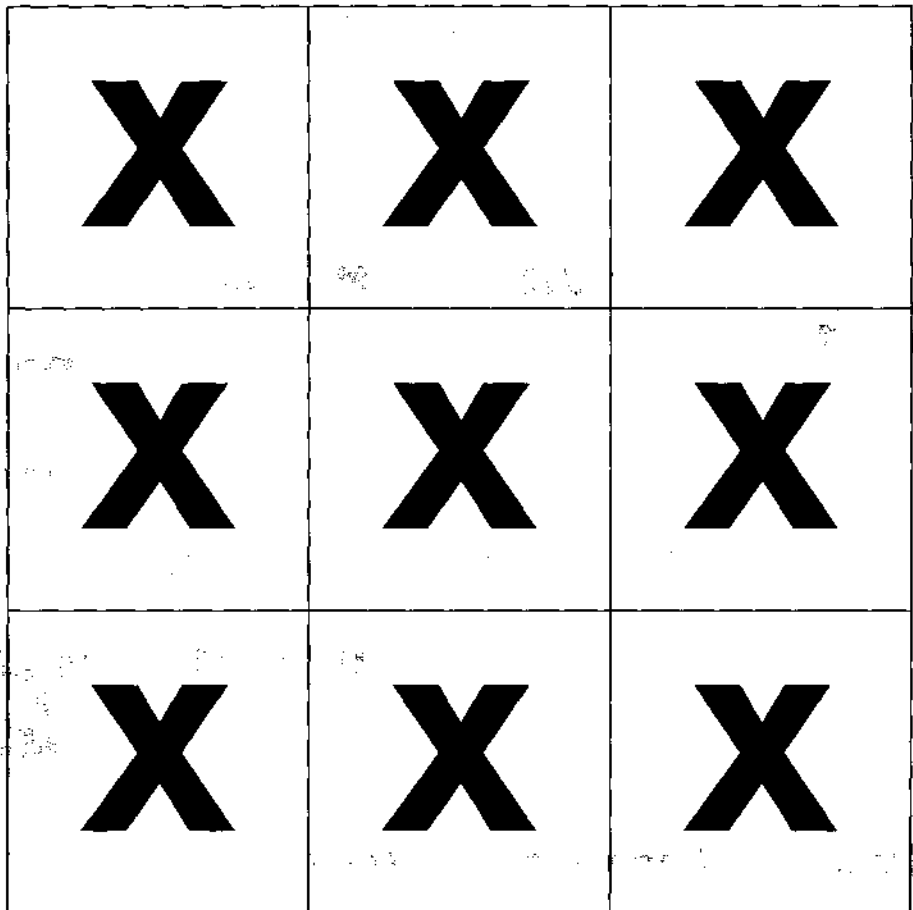
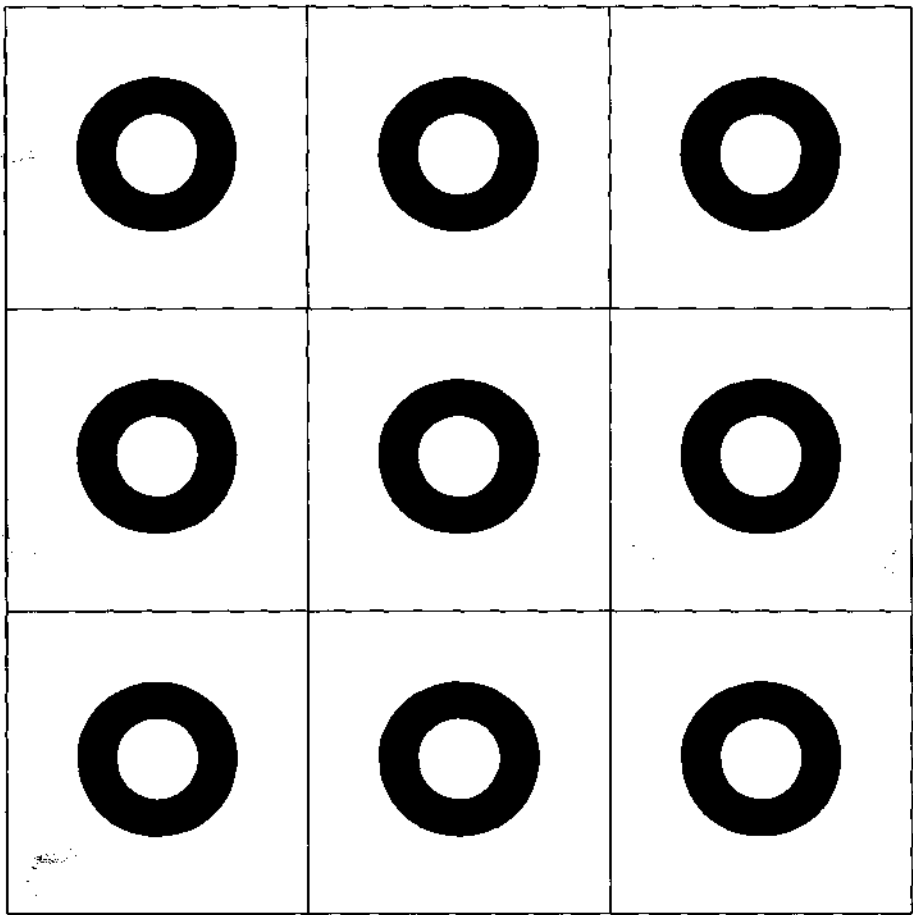
EXIT SQUARE: not real; existing only in a person's mind

The Start square was _____ and the Exit square was _____.

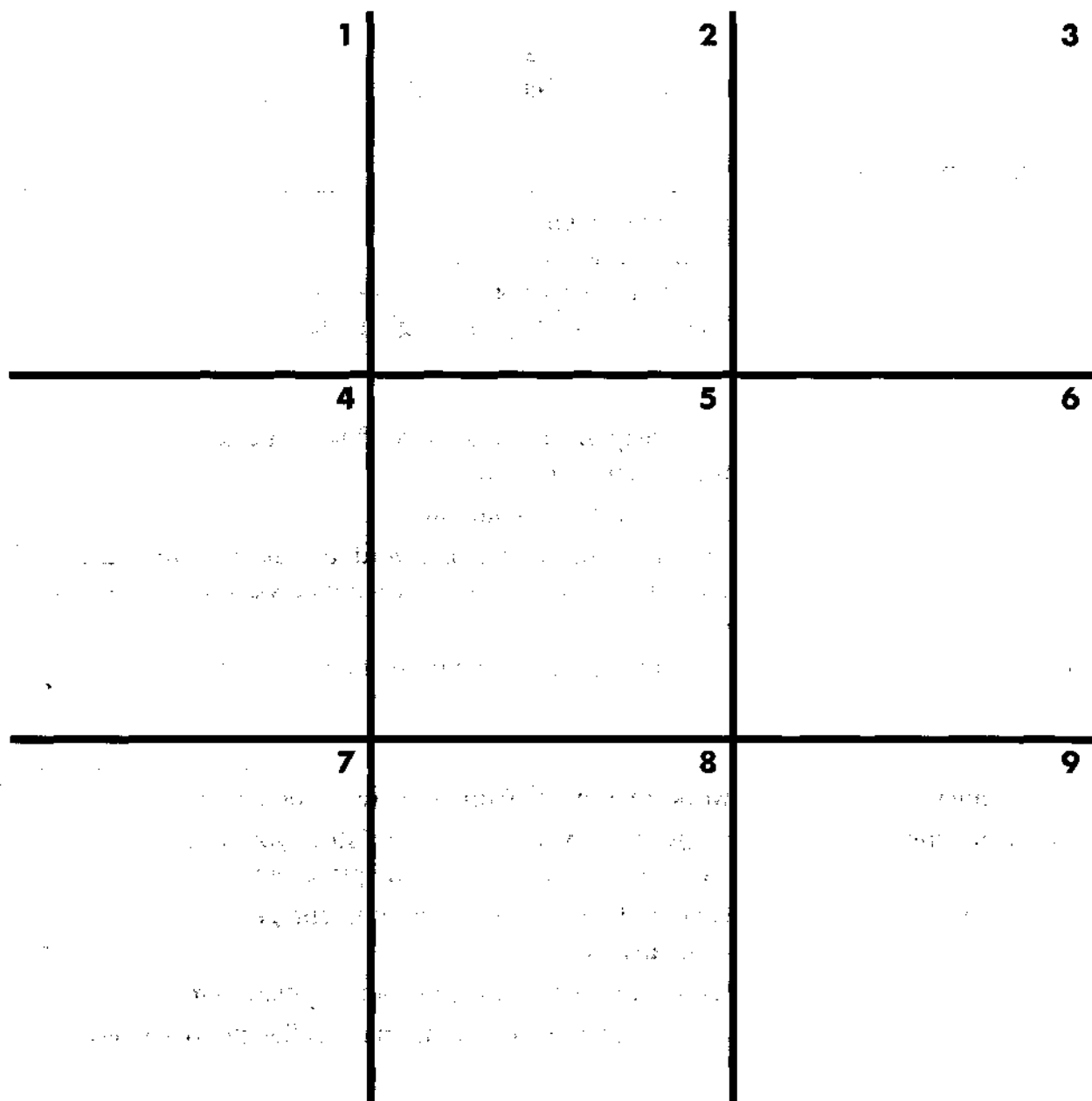
Numbers 1-20

¹ 1 (one)	² 2 (two)	³ 3 (three)	⁴ 4 (four)
⁵ 5 (five)	⁶ 6 (six)	⁷ 7 (seven)	⁸ 8 (eight)
⁹ 9 (nine)	¹⁰ 10 (ten)	¹¹ 11 (eleven)	¹² 12 (twelve)
¹³ 13 (thirteen)	¹⁴ 14 (fourteen)	¹⁵ 15 (fifteen)	¹⁶ 16 (sixteen)
¹⁷ 17 (seventeen)	¹⁸ 18 (eighteen)	¹⁹ 19 (nineteen)	²⁰ 20 (twenty)

Noughts and crosses pieces



Noughts and crosses board



How to define words

Here are some words and phrases you can use when you try to give a definition of a word.

General

It's ... a noun, an adjective, a verb, an adverb, etc.

Things/objects

It's ... blue, red, green, etc.
round, square, oval, etc.
big, small, fairly big, very small, etc.
made of ... (wood, plastic, glass, etc.)
something you ... (wear, eat, drink, etc.)
a feeling, a part of the body, etc.

It's a (type of) ... tree, weapon, container, bird, flower, musical instrument, sport, etc.

It's part of ... a car, a bicycle, a computer, etc.

You use it ... to cook with, to look up a word, to wake you up in the morning when you swim, when you wash, when you eat, etc.

It's used ... for reading, for playing football, for writing, etc.

People

It's someone who ... works in a (hotel, bank, theatre, school, etc.)

It's a person who ... helps people when they are ill, stops you from parking your car in the wrong place, etc.

This person ... is often ill, wears a uniform, is in charge of a company, etc.

He/She ... has committed a crime, flies an aeroplane, etc.

It's ... a relative, a type of ... (criminal, soldier, politician, etc.)

Verbs

It's a way of ... walking, eating, speaking, moving, etc.

It means to ... drive past another car, laugh in a very loud way, etc.

It's another word for ... hit, look, talk, etc.

It's the opposite of ... arrive, sell, win, etc.

Adjectives

It's how you feel when you ... are very tired, have just passed an exam, really looking forward to something, very hungry, etc.

It's another word for ... sad, big, happy, afraid, etc.

It's the opposite of ... sad, old, rough, sharp, etc.

Key words

The number after each of the words/phrases refers to the game or activity where the words/phrases appear.

AmE = American English

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Vocabulary 2

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Intermediate
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Beginner

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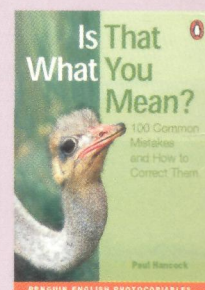
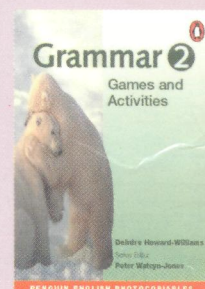
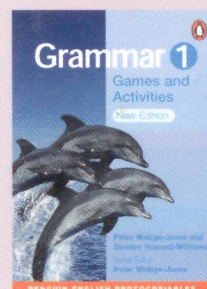
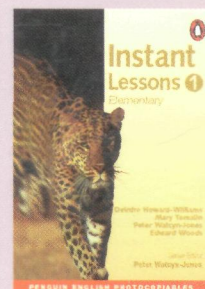
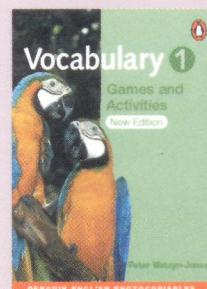
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