

Games for Vocabulary

**Interactive vocabulary
activities for all levels**

Practice

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1.1

UNIT 1 Personal information

All in a day

Level

Elementary

Time

40–45 minutes

Aim

To practise everyday expressions formed with the verbs *do, get, go, have, make* and *take*

Materials

For Warm-up, one copy of the Vocabulary grid for each student

One copy of the board for each group of three to four students

One dice for each group of three to four students

One counter (or equivalent) for each student

For Follow-up, a picture of a person that the students will all be able to see

Key vocabulary

do: the cleaning, the cooking, the ironing, the washing-up, your homework

get: cold, dressed, angry, tired

go: clubbing, running, shopping, swimming, to bed, upstairs

have: a drink, a meal, a party, a rest, a shower

make: a mess, a noise, a phone call, friends, the bed

take: an exam, a photo, the bus, the train, your coat off

Warm-up

- 1 Draw six columns on the board. Write one of these verbs at the top of each column: *do, get, go, have, make, take*. Ask students to copy this.
- 2 Give each student a copy of the Vocabulary grid.
- 3 Tell students that each vocabulary item goes with one of the six verbs. Elicit two examples and write them in the correct columns on the board.
- 4 Ask students to complete their table, either individually or in pairs.
- 5 Check the answers with the whole class. Students may suggest other possible answers that are not given in the Key vocabulary or used later in the game, e.g. *take a shower, make a meal*.

Main activity

- 1 Divide the students into groups of three or four. Give each group a copy of the board, a dice, and a set of counters.
- 2 Playing the game:
 - Students take turns to throw the dice and move their counter along the squares.
 - When they land on a square, they make a sentence about a student in the group using the picture and the word in the square, e.g. *Marco, I think you go swimming*.
 - The other students have to decide whether the sentence is grammatically right or wrong. If the sentence is right, they stay where they are. If it is wrong, they go back two squares.
 - If a student arrives on a square with a ladder, they may go up the ladder if they make a grammatically correct sentence. If they arrive on a square with a snake's head, they go down the snake.
 - The winner is the first student to reach square 30.

Variation

The board can be used to practise particular grammatical structures at different levels, e.g.

present continuous *He's going swimming. They're having a party.*

present perfect questions *Have you been swimming today? Have you done the cleaning yet?*

conditional sentences *If you don't take the bus, you'll be late for the party. If she goes dancing tonight, she'll be tired tomorrow.*

Follow-up

Show the class a picture of a man or woman. As a class the students build up a story about the person's daily routine, using language from the game, e.g.

Student A: *Every day Sally gets up at 7 o'clock and she has a shower.*

Student B: *Every day Sally gets up at 7 o'clock and she has a shower. She makes the bed, then ...*

Continue in this way until all the students have had a turn.

Homework

- A Write six questions using the vocabulary from the activity, then interview another person and write about them.
- B Write six sentences about a day when you were very busy, using vocabulary from the activity.

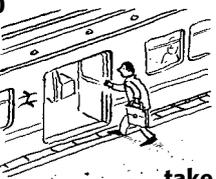
Acknowledgement

We first came across the idea of using Snakes and Ladders in the language classroom in *Grammar Games* by Mario Rinvolucri (Cambridge University Press 1984).

Vocabulary grid

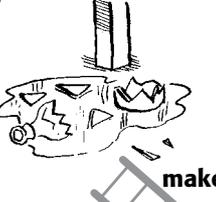
tired	your homework	swimming	the bed	a party	the cleaning
to bed	your coat off	the washing-up	a shower	upstairs	clubbing
a drink	a rest	angry	cold	the train	a noise
a phone call	running	the cooking	friends	the ironing	shopping
a meal	the bus	a mess	a photo	dressed	an exam

FINISH

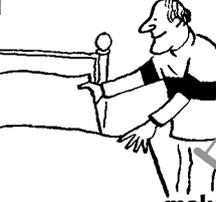
30  take

29  go

28  do

27  make

26  have

21  make

22  get

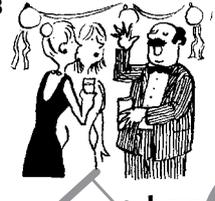
23  take

24  do

25  go

20  do

19  go

18  have

17  take

16  get

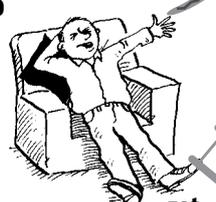
11  make

12  take

13  go

14  have

15  do

10  get

9  go

8  do

7  make

6  have

START

1  make

2  have

3  get

4  go

5  take

1.2

UNIT 1 Personal information

How special am I?

Level

Intermediate

Time

40–45 minutes

Aim

To practise vocabulary for talking about yourself and finding out what you have in common with other people

Materials

One copy of the sheet for each student in the class

Two dice for each group of four to six students

Key vocabulary

Positive characteristics
e.g. *energetic, fun-loving, generous, intelligent*

Negative characteristics
e.g. *bad-tempered, selfish, unreliable, untidy*

Hobbies and talents
e.g. *gymnastics, learning languages, photography, singing*

Places to go on holiday
e.g. *a city, an island, the beach, the mountains*

Significant years
e.g. *the year you first fell in love, the year you were born*

Influential people
e.g. *a friend, a neighbour, a teacher, a TV personality*

Treasured possessions
e.g. *a letter, a photograph, a piece of jewellery, a toy*

Favourite colours

Seasons of the year

Warm-up

- 1 Write these categories on the board: *Positive characteristics, Negative characteristics, Hobbies and talents, Places to go on holiday, Significant years, Influential people, Treasured possessions, Favourite colours, Seasons of the year.*
- 2 Ask students to suggest words and ideas that fit each category. Write two or three examples for each category on the board.

Main activity

- 1 Give each student a copy of the sheet and ask them to complete it individually. Set a time limit for this activity and monitor as necessary.
- 2 Check a few answers with the class. During feedback make sure that students understand the expression 'have something in common with someone', by asking them questions such as *Does anyone have something in common with Thomas?*
- 3 Divide the students into groups of four to six students. Give two dice to each group.
- 4 Tell students that they each start with ten points and their aim is to prove that they are different from the other students in the group. Students take turns to throw the dice and speak. For example, if a student throws a three and a five, they must speak about *either* item three *or* item five *or* item eight (the sum of the dice) from the sheet.
- 5 Explain that when they talk about their item they can be challenged by another student in the group, if that person can claim their own item has something in common with them, e.g. *My favourite season of the year is spring.* Then another student in the group might challenge that student by saying *My favourite season of the year is also spring.* If a claim is successful, the student who was challenged has to give away one point to the other student. Only one challenge may be made on each turn.
- 6 You may want to write the key points of the rules and scoring system on the board to help students.
- 7 The winner is the person with the most points at the end of the game.

Variation

Students take it in turns to play, but instead of throwing the dice, the person to the right of the player may say which item from the sheet they would like the player to talk about.

Follow-up

Ask students to write their name on the top of their sheet. Collect the sheets and redistribute them to the class. Ask a student to read out four different pieces of information about the person they have, without saying who they are describing. The other students have to guess who the person is.

Homework

- A Write 100 words comparing yourself with one of the other people from your group. What do you have in common and how do you differ?
- B Ask someone outside your class what their answers to the sheet would be (in your own language, if necessary) and then write a short profile of the person.

1 Three adjectives that describe me (positive or negative)

.....

2 My favourite season of the year

.....

3 Something I am very good at

.....

4 Something I have done which I am proud of

.....

5 Something I would like to be famous for

.....

6 Something I would do if I had enough money

.....

7 A year when something significant happened to me

.....

8 A person who has influenced me a lot

.....

9 A place where I would like to spend a holiday

.....

10 A colour that makes me feel good

.....

11 My ideal dinner guest or guests

.....

12 My most treasured possession

.....

1.3

UNIT 1 Personal information

The dating game

Level

Upper-intermediate to advanced

Time

40–45 minutes

Aim

To practise expressing personal likes, dislikes and preferences in the context of choosing a partner for a date

Materials

For Warm-up and Main activity, one copy of the sheet for each student

Sticky labels for the contestants

Six prize envelopes each containing a slip of paper with exotic holidays (e.g. a holiday diving off the Great Barrier Reef)

Key vocabulary

admire
be amazed
be committed to
be upset by
can't stand
disapprove of
feel at ease with
have a tendency to
keep your distance from

Warm-up

- 1 Elicit the meaning of the expression *can't stand*. Write an example sentence on the board: *I can't stand people who are selfish with their possessions.*
- 2 Give each student a copy of the sheet.
- 3 Check that students understand the other sentence beginnings. Tell them to choose five from the list and complete the sentences in any way they wish. Monitor as necessary.

Main activity

- 1 Explain that students are going to play a dating game in which the main contestant asks three other contestants personal questions in order to find a date. The audience then votes on which of the three contestants would be the best date for the main contestant.
Note: If it is inappropriate or not possible to make this a real dating scenario with people of the opposite sex, you can say instead that students are looking for a suitable person to go on holiday with, or to share a house with, or to go into business with, etc.
- 2 Demonstrate how to add a question to the example sentence on the board, e.g.
I can't stand people who are selfish with their possessions. What is your most precious possession and how could I persuade you to lend it to me?
I have a tendency to forget people's birthdays. When is your birthday and how would you help me remember it?
- 3 Tell students to choose three of the five sentences they have written and add a question to each one. Monitor and help students as necessary.
- 4 Playing the game:
 - Arrange four chairs at the front of the classroom, one for Student A (the person seeking a date) and three for Students B, C and D (the possible partners). The rest of the class will be the audience.
 - Choose your set of contestants and give them a sticky label, on which they write an invented name. They should decide how old they are, what sort of job they do, and, for Student A, what their hobbies are and what sort of partner they are looking for.
 - The host (this should be the teacher the first time the game is played) introduces the show and asks the contestants to introduce themselves.
 - Student A reads out their first question and asks Students B, C and D to answer in turn. Repeat the process for the other two questions.
 - After all the contestants have replied, the host asks members of the audience to summarise each contestant's answers. Then the audience votes to decide which of the three contestants wins the date.
 - The two contestants who have not been chosen return to their seats. The winning pair choose a prize envelope and read out what they have won.

Variations

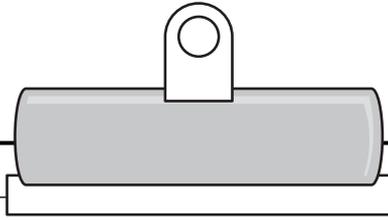
- Members of the audience take it in turns to decide what a suitable prize might be for each pair.
- Students play themselves instead of inventing a character to play in the game.

Follow-up

The game can be repeated with different contestants as often as time allows. After the game has been played once, you can ask a student to take on the role of the host.

Homework

- A Complete the other five sentences from the sheet and give reasons for your answers.
- B Write a personal advertisement describing yourself and saying why you are the perfect partner for the man or woman of your dreams.



1 I really can't stand
.....

2 I usually keep my distance from
.....

3 I have a tendency to
.....

4 I'm very committed to
.....

5 I'm easily upset by
.....

6 I strongly disapprove of
.....

7 It always amazes me that
.....

8 I really admire people who
.....

9 I feel most at ease with people who
.....

10 I feel least at ease with people who
.....

2.1

UNIT 2 The family

Family tree

Level

Elementary

Time

40–45 minutes

Aim

To practise the vocabulary of family relationships

Materials

For Warm-up and Main activity, one copy of the sheet for each student

For Variation, one copy of the sheet for each student

Key vocabulary

aunt
brother
brother-in-law
cousin
daughter
father
father-in-law
grandfather
grandmother
husband
mother
mother-in-law
nephew
niece
sister
sister-in-law
son
uncle
wife

Warm-up

- 1 Check that students understand the concept of a family tree. Then give each student a copy of the sheet and tell them that the diamonds are male relatives and the ovals are female relatives.
- 2 Tell students to look at the list of relatives. Tell them to find some of the relatives on the family tree by asking them some questions, e.g. *Where is Steve's aunt?*
- 3 Tell students to write the words in the correct spaces on the tree, leaving enough room to write a second word in each space later. Monitor as necessary and then check answers with the class. Finally, ask students what relation Steve is to his wife, i.e. husband.

Main activity

- 1 Divide the board into two columns with the headings *English male names* and *English female names*. Elicit nine male names and nine female names, and write them on the board.
- 2 Divide the students into pairs.
- 3 Tell Student A to write a man's name from the board in each diamond space on their copy of the family tree. Tell Student B to write a woman's name from the board in each oval space on their tree. They should not look at each other's tree.
- 4 Practise the question forms: *What's the name of ...? What is ... called?*
- 5 Students take turns to ask each other questions. Student A asks Student B about the women in Steve's family, e.g. *What's the name of Steve's mother? What's Steve's niece called?* and Student B asks Student A about the men in Steve's family. Students write the replies in the correct spaces on their tree.
- 6 When students have finished, they compare their trees to check their answers.

Variation

To make the game longer, each student can write in all the names from the board on their family tree so that they have to ask each other about every relative. For this variation students will need a second copy of the tree to write their answers on.

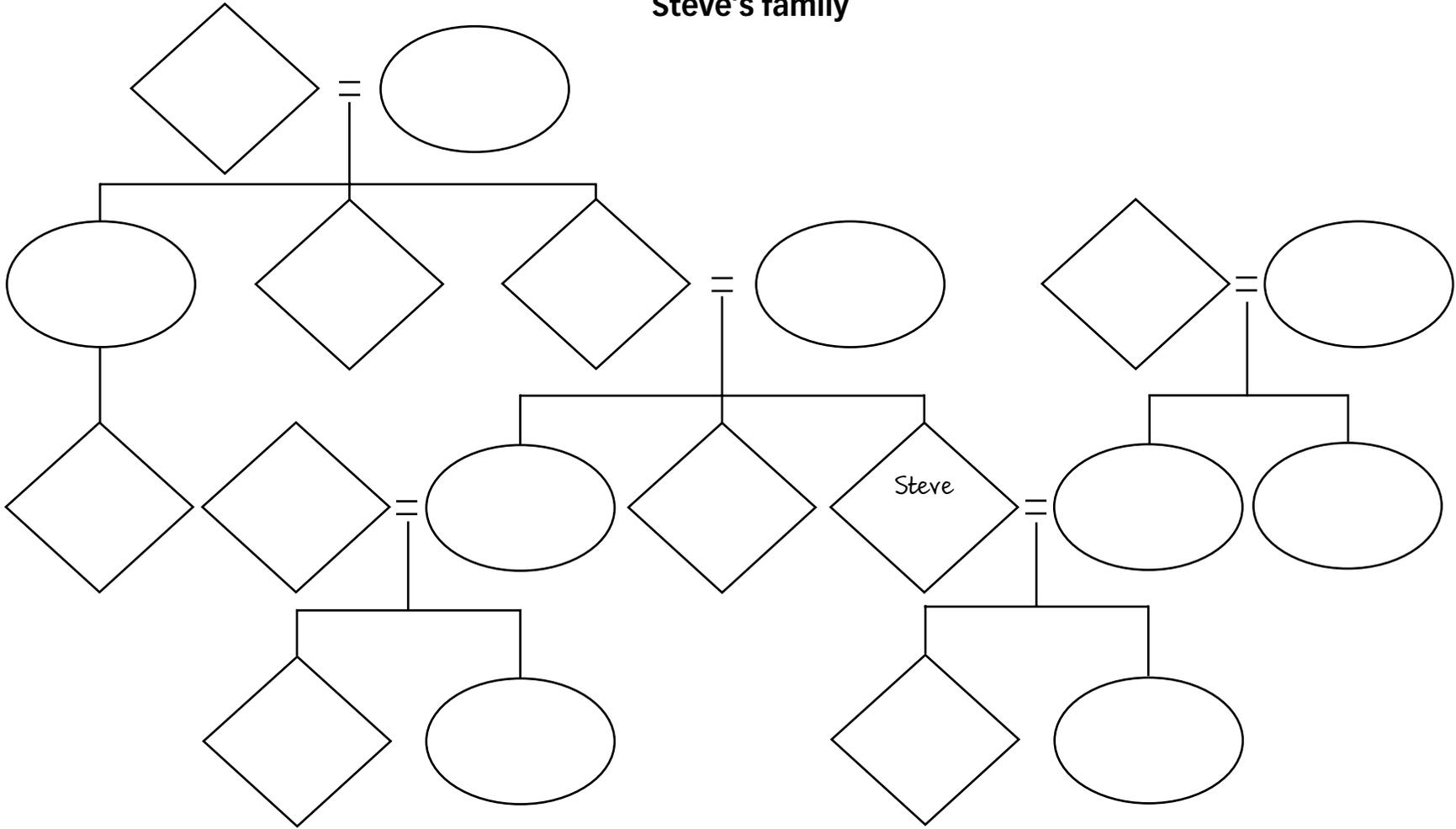
Follow-up

In pairs students use their completed family trees to practise making sentences about the relationships between other members of Steve's family, e.g. *Margaret is Jeff's mother-in-law.*

Homework

- A Draw your own family tree. Choose six people from it and write a sentence about each one.
- B If you have access to the Internet, use it to find out about a famous family. Write six sentences about them.

Steve's family



father	brother	sister	mother-in-law	nephew	aunt
mother	grandfather	brother-in-law	sister-in-law	niece	cousin
wife	grandmother	father-in-law	daughter	son	uncle

2.2

UNIT 2 The family

The happy couple

Level

Intermediate

Time

40–45 minutes

Aim

To practise vocabulary related to finding a girlfriend or boyfriend, developing a relationship, getting married (and, optionally, problems in the marriage and marriage break-up)

Materials

One set of pictures, cut up, for each pair of students

One set of questions for each pair of students

For Variation, four magazine pictures: two of men and two of women

Key vocabulary

fall in love
fancy
get engaged
get married
go on a date
go on honeymoon
go steady
grow tired of each other
move in together
propose
separate
settle down
start a family

Note: Marriage break-up may not be an acceptable topic in some countries. The pictures on the photocopiable sheet are intended to allow for a variety of stories to emerge, and teachers may also choose to exclude certain pictures and vocabulary items if they seem inappropriate.

Warm-up

- 1 Select from the Key vocabulary the items you want to use and write them on the board in random order. Ask students to guess what the topic is.
- 2 Divide the students into pairs and ask them to organise the vocabulary in order of what happens first, second, third, etc. in a relationship.
- 3 Check students' answers and encourage discussion about possible orders. You may find that students do not all agree about the order depending on their culture and upbringing.

Possible order: *fancy*, *go on a date*, *go steady*, *fall in love*, *propose*, *get engaged*, *get married*, *go on honeymoon*, *move in together*, *settle down*, *start a family*, *grow tired of each other*, *separate*.

Main activity

- 1 Divide the students into pairs. If possible each pair should have one male and one female student, but the activity can still work with other pairings. Give each pair a set of pictures and questions.
- 2 Tell students to order the pictures to make a story about a marriage. They should give the characters in the pictures names and decide how old they are, what kind of work they do and how they spend their free time. Students should use the questions as prompts.
- 3 When students have decided on their story, they write notes based on the questions.
- 4 Join each pair with another pair to make groups of four. Explain to students that they should now each take on the role of one of the characters in their stories. Each pair is then interviewed by the other pair about their marriage. After the interviews, pairs decide on the future of the marriage, whether it is likely to be happy, etc.

Variation

Bring in magazine pictures of two men and two women that all the class will be able to see. Ask the students to choose one of the men and one of the women to be the couple in their story and tell them to give each character a name, a job, etc.

Follow-up

Go round the class to check how many of the imaginary marriages have been successful or not, and why. Ask students to nominate the best stories they have heard during the activity.

Homework

- A Write the story you invented from the point of view of either the husband or wife, making sure that you include at least eight of the key vocabulary expressions dealt with in class.
- B Write your own story, using past or future forms, imagining your ideal boyfriend/girlfriend or husband/wife. Begin with how they met or will meet, what they first said or will say to one another, etc.

Acknowledgement

This activity was inspired by a picture story in *Language in Use Pre-intermediate* by Adrian Doff and Christopher Jones (Cambridge University Press 1991).



Questions

Where did they meet?
 What did they like about each other?
 What was the first thing they said to each other?
 Where did they go on their first date?
 How often did they meet after that?
 How soon did they fall in love?
 What did their parents think about the relationship?

When did they decide to settle down?
 How did he propose to her?
 How long were they engaged before the wedding?
 What was the wedding ceremony like?
 Where did they go for their honeymoon?
 How did their lives change after they got married?

2.3

UNIT 2 The family

Family idioms

Level

Upper-intermediate to advanced

Time

35–45 minutes

Aim

To develop recognition of idioms which relate to family life and relationships

Materials

For Warm-up and Main activity, one set of cards, cut up, for each pair of students

One set of rules for each group of four students

Key vocabulary

be as alike as two peas in a pod
be as different as chalk and cheese

be the apple of your father's eye
be the black sheep of the family
be tied to your mother's apron strings

be your mother's daughter
blood is thicker than water
follow in your father's footsteps
twist someone round your little finger

while the cat's away the mice will play

Warm-up

- 1 Divide the students into pairs and give each pair a set of cards.
- 2 Write on the board the first part of one of the idioms. Ask students to find the other half of that idiom and try to elicit the meaning.
- 3 Ask pairs to match the remaining halves. Then check answers with the whole class and discuss what each idiom means and how it can be used.

Main activity

- 1 Put each pair of students with another pair to make a group of four. Students combine their sets of cards.
- 2 Give each group a set of rules. Talk through the rules with the class and check that they understand them.
- 3 Let students play the game for an appropriate time. If a group finishes quickly, tell them to shuffle the cards and play the game again. Monitor and help as necessary.

Variation

Divide students into groups of four and give each group a set of cards. Students spread the cards face down on the table. Students then take it in turns to turn over two cards, making sure the rest of the group can see them. If the student thinks the cards make a pair, they can keep them, if not, they turn the cards face down again. The winner is the person who has collected the most correct pairs when all the cards have been taken.

Follow-up

Students stay in their groups and talk about people or situations in their own family that could be described using these idioms.

Homework

- A Choose one of the idioms as the title for a story. Prepare to tell your story to the class. Your classmates will try to guess which idiom you chose as your title.
- B Write sentences using each of the idioms from the activity.

be as alike as	two peas in a pod	be your mother's	daughter
be as different as	chalk and cheese	blood is	thicker than water
be the apple of	your father's eye	follow in	your father's footsteps
be the black sheep	of the family	twist someone round	your little finger
be tied to	your mother's apron strings	while the cat's away	the mice will play

Rules of the game – Family idioms

- 1 Shuffle the cards and place them face down on the table in a pile.
- 2 Take six cards each. Don't show them to the other players.
- 3 Spread the remaining cards face down on the table.
- 4 Take turns to play. The aim of the game is to arrange the cards in your hand to make three complete idioms. Turn over one of the cards on the table, trying not to let the other players see it. You can *either* pick this card up and keep it, if you think it completes an idiom, *or* turn it face down again on the table. If you decide to keep the card, you must put one of your other cards face down on the table. You must only have six cards in your hand at any time.
- 5 The first person to have three complete idioms is the winner.

3.1

UNIT 3 Daily activities

What people do

Level

Elementary

Time

35–45 minutes

Aim

To practise words for everyday activities

Materials

For Warm-up, one copy of the sheet, cut up and put in an envelope, for each group of four students

One copy of the sheet, cut up and put in an envelope, for each student

For Homework, one copy of the sheet, not cut up

Key vocabulary

brush your hair
clean your teeth
cook
do your homework
drive a car
go shopping
listen to a CD
make tea
play football
post a letter
put on shoes
read a newspaper
ride a bike
run
sleep
swim
talk on the phone
wash your hair
watch TV
write a letter

Warm-up

- 1 Divide students into groups of four. Give each group an envelope of cards. Tell one student in the group to take all the pictures of a boy, one those of a girl, another those of a woman and the last student those of a man. Each student should have five cards.
- 2 Ask each student to write down what their person is doing in each picture, e.g. *The boy is cleaning his teeth*. Monitor and help as necessary.
- 3 When groups have finished, each student takes it in turn to tell their group what their person is doing. The other students write down any new verbs. Check any difficult vocabulary with the whole class. Collect the envelopes of cards.

Main activity

- 1 Divide students into pairs. Ask them to sit back to back with a table or flat surface in front of each of them. Give each student an envelope of cards.
- 2 Draw a three-by-three grid on the board and label the columns *A, B, C* and the rows *1, 2, 3*. Student A takes nine pictures out of the envelope and arranges them in three rows of three, like the grid on the board. Student B must not be able to see Student A's pictures.
- 3 Student B then asks Student A for information, e.g. *What is C1 doing?* Student A looks at what card they have in that position and replies, e.g. *The boy is cleaning his teeth*. Student B then takes that card from their envelope and places it in front of them in the correct position.
- 4 The game continues until Student B has arranged the nine pictures. Student A checks their partner's answers. Then Student B arranges nine pictures in a different order for Student A to work out.

Variation

If your class is already familiar with prepositions of place, students may play the same game in pairs, but without using a grid. Check students are familiar with *next to, above, below, between, to the left/right of*. The student who has arranged the nine cards then describes the arrangement to their partner, e.g. *The boy cleaning his teeth is next to the girl listening to a CD*. Their partner may ask questions to check the arrangement, e.g. *Is the boy who is cleaning his teeth to the left of the girl who is ... ?*

Follow-up

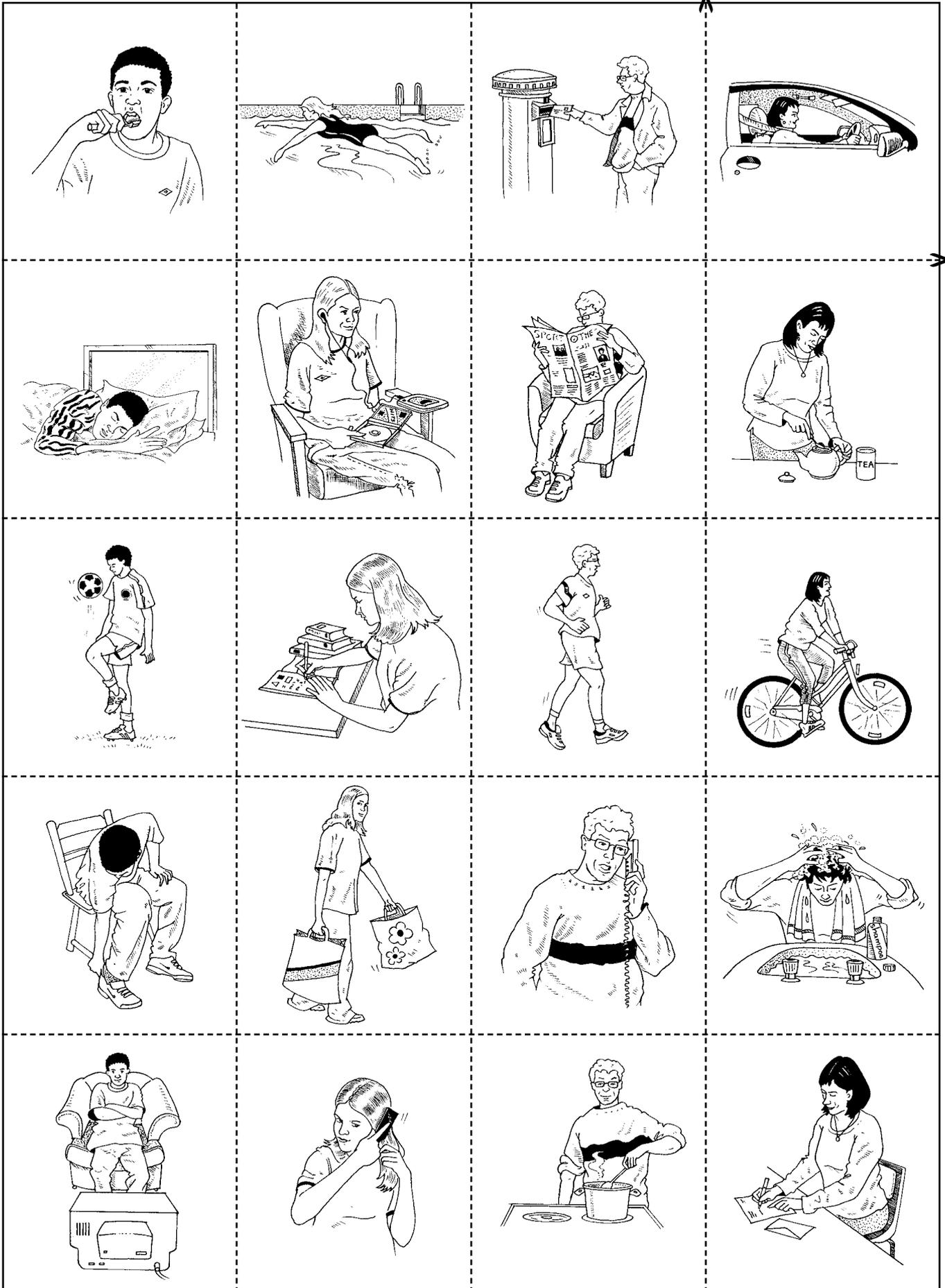
- 1 Divide students into different pairs and make sure that each pair has an envelope of cards. Student A takes nine cards from the envelope and arranges them in three rows of three, like the grid on the board. Student B should not watch while Student A does this.
- 2 When Student A is ready, Student B looks at the pictures for half a minute. Student B then turns away and describes which pictures are in which positions, e.g. *C3 – The man is running*.
- 3 Student A gives Student B one point for each correct verb remembered and another point for being able to say correctly what position the card is in. Student B then selects and places cards for Student A to remember.

Homework

- A** Write down the verbs describing the pictures on the sheet under one of these headings, e.g.
- | Things I do every day | Things I sometimes do | Things I never do |
|-----------------------|-------------------------|----------------------|
| <i>clean my teeth</i> | <i>read a newspaper</i> | <i>play football</i> |
- B** Write 50–100 words about what you did yesterday, using as many as possible of the verbs illustrated on the sheet.

Acknowledgement

The idea for this activity was inspired by a seminar given at IATEFL 2001 by Anthea Home, EFL Games (www.eflgames.com), Switzerland.



3.2

UNIT 3 Daily activities

Change places if ...

Level

Intermediate

Time

25–35 minutes

Aim

To practise the language needed to talk about everyday activities

Materials

For Warm-up and Main activity, one copy of the sheet for each student

Key vocabulary

The key vocabulary for this activity may vary but is likely to be that covered in the possible answers below.

- (1) had cornflakes / ate fruit / had coffee / didn't eat anything
- (2) got up / had a shower
- (3) bus/bike/car
- (4) cleaned my teeth / got dressed
- (5) did my homework / stayed at home
- (6) petrol / some chocolate / a newspaper
- (7) phoned / went out with
- (8) letter / pen / book / cheque book
- (9) the cinema / a friend's house / do some sport
- (10) go to the cinema / do some sport / go out with friends
- (11) several / no / two
- (12) wrote / received
- (13) the USA / Africa / Japan
- (14) go shopping / have a lie-in
- (15) bought food in
- (16) have a party / do some gardening
- (17) have a bath / read
- (18) tennis / football / cards
- (19) the newspaper / a magazine
- (20) the radio / classical music

Warm-up

- 1 Give each student a copy of the sheet and brainstorm answers for two or three sentences with your class.
- 2 Then ask students to complete the sheet individually with things which are true for them. Monitor and help as necessary. Remind students that they can write negative as well as positive sentences, e.g. *I didn't write an email this morning*. Possible answers are suggested in the Key vocabulary section, but you or your students may well have many other interesting ways of completing the statements.

Main activity

You need a large clear area with no tables for this activity. If this is not possible, use the Variation. With very large classes, you may prefer to split the students into two or three groups.

- 1 Ask students to sit in a circle with their completed sheets. There should be one chair in the circle less than the number of students. The remaining student stands in the centre.
- 2 Demonstrate the game by reading out a sentence, e.g. *Change places with someone if you ate cornflakes for breakfast today*. While all those students who ate cornflakes for breakfast are changing places, the student in the middle tries to find a seat in the circle. The student who is left without a seat in the circle then stands in the middle and reads one of their sentences. Write up the prompt *Change places if you ...* on the board and remind students to change their sentence from 'I' to 'you'.
- 3 Allow the game to continue until all or most students have had a turn standing in the middle.

Variation

If it is not possible or appropriate to play such an active game with your students, a game can be played using the same sheet but with all the students sitting down. Stress that this game depends on players being totally honest. Students take turns to choose a statement from the sheet and complete it in any way they wish. However, they should begin their statements: *Give yourself a point if you ...*. After every student has had the chance to make two statements, all players total up their points to see who is the winner.

Follow-up

Ask students which were the most common activities and which were the most unusual activities.

Homework

- A Write a diary entry in English about all the things you did yesterday.
- B Write a letter to a pen friend describing a typical day in your life.

Acknowledgement

We learnt this activity from Paul Davis and Katie Plumb.

- 1 I for breakfast today.
- 2 I before I had breakfast this morning.
- 3 I came here by
- 4 I before I left home this morning.
- 5 I last night.
- 6 I bought yesterday.
- 7 I a friend yesterday evening.
- 8 I have a in my bag.
- 9 I am going to this evening.
- 10 I at least once a week.
- 11 I made phone call(s) last night.
- 12 I an email this morning.
- 13 I had a holiday in last year.
- 14 I most Saturdays.
- 15 I the supermarket last week.
- 16 I am going to at the weekend.
- 17 I usually before I go to sleep.
- 18 I played yesterday.
- 19 I read yesterday.
- 20 I usually listen to in the bath/car.

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UNIT 3 Daily activities

Check in cheerfully

Level

Upper-intermediate to advanced

Time

35–45 minutes

Aim

To practise common phrasal verbs and adverbs of manner

Materials

For Warm-up, one copy of the sheet for each student

One copy of the sheet, cut up, for each team of four to six students. Put the Adverb cards in one envelope and the Phrasal verb cards in another envelope.

Key vocabulary

See photocopiable sheet opposite

Warm-up

- 1 Give each student a copy of the sheet. Ask students to tell you when they last did each of the phrasal verbs on the sheet, e.g. *I last checked in at the airport in August when I was on my way to Madrid.*
- 2 Discuss different verb phrases that would seem likely to go with the adverbs on the sheet, e.g. *to wait nervously for an exam result, to walk nervously into the dentist's surgery.* Check that students understand all the adverbs.
- 3 Collect in the sheets before beginning the Main activity.

Main activity

- 1 Divide the students into teams of four to six people. Give each team two envelopes: one containing the Adverb cards and one containing the Phrasal verb cards.
- 2 One student from each team picks one phrasal verb and one adverb from the envelopes. Tell students not to return the cards to the envelopes after use. This student then acts out the phrasal verb in the manner of the adverb for their team to guess what cards they picked. Students should use mime, not words. The other students may refer to their sheets if necessary.
- 3 When the team has guessed both the phrasal verb and the adverb correctly, the next student takes a card from each envelope and acts them out.
- 4 The game continues in this way until one team has acted and guessed all the phrasal verbs and adverbs from their envelopes.

Variation

This activity can be made more challenging by making adverb cards with less frequent adverbs or any adverbs you have been dealing with recently. You may also increase the challenge by introducing some different phrasal verb expressions for students to act out.

Follow-up

Divide students into pairs and ask them to write down which adverbs, from the sheet or other adverbs they know, would be most likely to collocate with each of the phrasal verbs from the sheet.

Homework

- A Divide the adverbs from the sheet into three groups: *positive associations, negative associations, can have positive or negative associations.*
- B Choose eight of the phrasal verb expressions and write a sentence saying how you usually do each of these things. You may use an adverb from the sheet or a different one if you prefer, e.g. *I usually tidy up a room reluctantly.*