

1 My life and home

Unit objectives

Topic: My life and home

Listening Part 2: multiple-choice short dialogues: listening for facts, opinions or feelings

Reading Part 5: multiple-choice cloze: understanding vocabulary

Speaking Part 1: saying your name, where you live, what you do, and if you like studying English

Writing Part 1: an email; planning a reply

Grammar: prepositions of time; frequency adverbs; present simple and present continuous; state verbs; *a few, a bit of, many, much, a lot of* and *lots of*; prepositions of place

Vocabulary: house and home; countable and uncountable nouns

Pronunciation: -s endings /s/, /z/ and /ɪz/

Starting off SB page 8

Lead-in

Before students open their books, ask them to think of one room in their home: Ask: *What's the room like?* Ask students to write three adjectives, e.g. *bright, small, untidy*, and three objects in that room, e.g. *bed, desk, plants* about their bedrooms. Students then work in pairs and talk for two minutes about their room.

- 1 Look at the photos with the students. Elicit the rooms and items the students can see and pre-check any unknown vocabulary in the photos, e.g. *armchair, mirror*. Elicit ideas from different pairs after they have discussed the questions in the book.

Answers:
 (top left to bottom right) kitchen, sitting room/living room, balcony, bathroom

Listening Part 2 SB page 8

- 1 Set a time limit of one minute for each topic. Monitor and help with ideas for prompts.

Listening Part 2 (multiple-choice)

Read the advice with the students and also remind them that they will always hear the recording twice and should listen carefully the second time to check their answers.

Exam advice

- 2 As this is an exam task, set a time limit of 45 seconds for students to look at the questions and identify the key words, and tell them that this is how long they will have in the exam. Elicit that, as well as the information asked for in the questions, the key words which help them to find the answers are *agree, feel, like best, agree, think about, small shop, better if*. Encourage students to underline these words.

Answers

- 2 a man talking to his friend, changing jobs
- 3 a woman talking about a trip to the beach
- 4 two friends, the town where they live
- 5 two friends, comparing shops
- 6 two friends, their homes

- 3 When students have listened once, allow them to compare their answers and reasons in pairs. Tell them not to change their answers until they have listened a second time and then decide who was right. After the second listening, ask students if they changed any of their answers. Elicit the answers and information from the text which helped them to identify the correct answers.

Answers

1 C 2 B 3 C 4 A 5 B 6 C

Track 2

Narrator: Part 2. For each question, choose the correct answer.

1

Narrator: You will hear two friends talking about the kind of flat they would like to live in.

Man: Wouldn't it be great to live right at the top of that block of flats, with views across the city?

Woman: Nice views are fine but I'm not very keen on lifts. I think I'd rather be on the ground floor. It'd be good to live in a building that's not far from a bus stop, too.

Man: Or an underground station.

Woman: Right. But the most important thing for me would be to have my own room, so it'd have to be a three-bedroom apartment.

Man: I don't mind sharing, so two would be enough for me.

2

- Narrator:** You will hear a man telling his friend about changing job.
- Woman:** I haven't seen you for a long time. How do you feel now about your new job?
- Man:** Well, before I moved at the beginning of January, I thought it'd be difficult to make friends with people in my new office but they've given me a really warm welcome. Of course I'm a bit sad that I don't see anyone from my previous company, but there's nothing I can do about that. My work seem to be going better than I'd expected, too, so making the change hasn't been too hard, really.

3

- Narrator:** You will hear a woman talking about a trip to the beach.
- Man:** How was your day out?
- Woman:** Great! The bus left early on Saturday so I had to get up at 5 a.m. but that meant we got to the beach really early.
- Man:** Did you go for a swim?
- Woman:** Yes, I thought I would enjoy that but it was a bit cold so we hired a little boat instead and sailed round the bay. That was fun, too, but not as much as having a game of volleyball. We're going there again in July when it'll be too hot for beach sports, but swimming in the sea will be wonderful!

4

- Narrator:** You will hear two friends talking about the town where they live.
- Woman:** It's quite a good place to live, isn't it? Although it would be nice if more people lived here.
- Man:** Well, it might be livelier, but I think the size is about right, actually. In bigger places there are problems like street crime, especially at night, but here you feel safe anywhere, really.
- Woman:** That's true, although everywhere you go, the roads are really busy, and it's the same here. All that noise and pollution is horrible early in the morning.
- Man:** I know. I wish people would walk or go by bike instead.

5

- Narrator:** You will hear a man talking to a friend about shops.
- Woman:** I don't really know this part of town. Where's the best place to do a bit of shopping?
- Man:** The little shop on the corner isn't bad. The range of things there is a bit limited but just about everything is amazingly good value, especially if you compare it to the local supermarket.
- Woman:** The one opposite the station?
- Man:** Yes, you can find almost anything you want there but it always seems to be really crowded, with lots of people waiting to pay because it's short of staff.
- Woman:** Thanks – I'll definitely avoid that one.

6

- Narrator:** You will hear two friends talking about their homes.
- Man:** I like my room, though I haven't got much space for my things.

- Woman:** Mine's about the right size really, but I know what you mean. My cupboards and shelves are far too small.
- Man:** At least mine's got big windows, so I get plenty of sunshine.
- Woman:** I do too, though it's a pity I can't turn the central heating up in winter.
- Man:** Does it get noisy? It can do at my place, especially in the morning rush hour.
- Woman:** My flatmate complains about traffic noise waking her up too! But I'm on the inside of the building so I hardly notice it.

Extension idea

Photocopy audioscript page 123 so that students can identify why the other two choices were wrong. This will show them that, although all three topics in the choices are mentioned, there is a clear reason why two of them are not correct.

- 4 Give students a minute to think alone and note down some ideas to share with the group and then about four minutes to discuss them as a group.

Grammar SB page 9 Prepositions of time

- 5 Ask the students to try to do the exercise alone. Check the answers to the exercise and elicit or point out any problematic areas:
 We use 'in' with parts of the day (*in the morning, afternoon, evening*) but we say 'at night'. We say 'in the morning' but 'on Saturday morning'. We say 'in July' but 'on 21 July'. In British English we say 'at the weekend' but in American English we say 'on the weekend'.

Answers

1 in 2 In 3 at 4 in 5 on

- 6 Allow students to compare their answers in pairs and then work together to add extra expressions.

Students could do Grammar reference: Prepositions of time, page 116, at this point or for homework.

Answers

at: 5 o'clock, bedtime, half past four, night
 in: 2020, July, the afternoon, the holidays, winter
 on: 25 May, my birthday, Sundays, weekdays

1

- 7 Put students into pairs. Set a time limit of two minutes for students to discuss their ideas.

Extension idea

Students write three sentences about themselves using prepositions of time, each of them in two halves on two different slips of paper, e.g. *I often go shopping / at the weekend*. Students work in groups of four. They put all their sentence beginnings in one pile, face down, and all their endings in a second pile. Each student picks one card from each pile, reading the sentence they make together. Some will make logical sentences, some combinations may be amusing. When they have finished, each student takes one other person's cards (using the handwriting to sort them out) and puts them together to form that person's original sentences.

- **Grammar reference page 116: Prepositions of time**
 ► **Workbook page 4**

Grammar SB page 10

Frequency adverbs

Lead-in

Put students into pairs. Ask the students to think about three activities that they do and one activity they don't do. Set a time limit of one minute, then ask pairs to discuss, e.g. *I go to the cinema, I do homework, I don't cook*.

- 1 When students have finished reading, they work in pairs to discuss their ideas.
- 2 Point out that all the answers can be found in the text in Exercise 1. Elicit the answers and the information in the text which illustrates them.

Answers

1 *be* + frequency adverb 2 before 3 at the end of a sentence

- 3 Before students do the exercise, check that they understand *occasionally, every two hours, almost every day, hardly ever*. Elicit sentences from different students.

Answers

- 2 I check my phone for messages every two hours.
 3 I'm never late for my English lessons.
 4 I sometimes write emails to friends.
 5 I don't always have lunch at home.
 6 I'm sleepy in the morning almost every day.
 7 I hardly ever go out on Monday nights.
 8 I stay in bed late most weekends.

Students could do Grammar reference: Frequency adverbs, Exercise 1, page 116, here or for homework.

- 4 If you think the class need help, make a true sentence about yourself using the information in sentence 1, e.g. *I hardly ever listen to music on the radio*. Elicit sentences from other students, then ask the class to write true sentences about themselves. When students have finished, elicit some of the similarities and differences that the students found.
- 5 Elicit what activities the photos show. Elicit that to say how often something happens, we say: *once, twice, three, four, five... times a (week/month/year)*. Set a time limit of three or four minutes. Elicit sentences from different pairs.

- **Grammar reference page 116: Frequency adverbs**
 ► **Workbook page 6**

Reading Part 5 SB page 10

Lead-in

Write the words *flat* and *house* on the board. Elicit what the difference between them is and that both of them can be referred to as *homes*. Have a class survey of how many students live in a flat or a house.

- 1 Look at the photos on page 11 with the students and elicit or check the words: (*block of*) *flats, motorhome, yacht*.
- 2 Elicit why it's a good idea to do this exercise (to get a general idea of the text). Set a strict time limit of two minutes and then elicit the answers.

Answers

- 1 An article
 2 D
 3 Emilia does lots of interesting things. Her education takes place on the boat. Living on a boat has some disadvantages. She sometimes meets her friends.

Reading Part 5 (multiple-choice cloze)

Look at the advice with the students. Elicit why each point is useful, e.g. reading the text quickly helps them to understand what it is about. The words before or after the gap may form collocations or phrases with the missing word, e.g. 2 needs a verb which is followed by *of*. For the third piece of advice, tell them that, if they aren't sure of the correct answer, by reading the whole sentence aloud (or in their heads during an exam) they can often hear which one sounds correct.

Exam advice

- 3 Remind students about the last piece of advice in the Exam advice box and to try each word in the gap to see which sounds correct if they aren't sure of the answers. The reading paper consists of six exercises in 45 minutes, so allow a time limit of seven minutes to reflect the time they will have in the exam.

Answers

1 D 2 B 3 D 4 C 5 A 6 C

Fast finishers

Tell students who finish early to look at the last paragraph and think about words which could be gapped and what choices examiners might give, e.g. *she...always feels safe on it – nearly, usually, closely, hardly*.

- 4 Look at the first point with the whole class and elicit good and bad things about going to different places, e.g. *experiencing different cultures, not making close friends*, and what students could say, e.g. *I wouldn't like to go to different places because I wouldn't make close friends*. Allow five minutes for the students to discuss all the points. Have a class discussion of the questions when they have finished.
- 5 Set a time limit of two minutes for students to discuss ideas about the things she does on a typical day. Elicit ideas and write them on the board, e.g. *makes phone calls, takes photos, writes a diary*. Monitor and help where necessary. The students then make sentences using these ideas, e.g. *She makes phone calls every day. She often takes photos*. Elicit sentences from each pair.

Extension idea

Students work in pairs and use the information in the text and their own imaginations to write a short interview with Emilia about her life. Encourage them to use questions using *How often do you ...?* Nominate pairs to act out their interviews in front of the class.

Grammar SB page 12**Present simple and present continuous****Lead-in**

Tell students to close their eyes and imagine they are on holiday looking at a view. Give the students 30 seconds to think and then put them in pairs to describe where they are and what they can see. Elicit some ideas from the class.

- 1 Look at the example with the class and then ask them to complete the exercise alone, or in pairs if you think some need more help. When students have finished the exercise, ask them to make sentences about their own lives for each of the uses (a–e).

Answers

2 d 3 a 4 b 5 c

- 2 Look at the first sentence and elicit why Molly has used the present continuous (she is writing at the present moment – now). Check answers and for each answer, ask students to identify which use in Exercise 1 it corresponds to.

Answers

2 am/'m sitting 3 has 4 am/'m looking 5 love 6 stay
 7 go 8 is getting/'s getting 9 leave 10 is blowing
 11 are/'re having 12 don't want

- 3 Monitor and help the students where necessary. If students have problems with question 3, point out that when *who* is the subject of a present simple question, we don't need to use the auxiliary verb *do* in the question.

Answers

1 What does 'habit' mean?
 2 Do any buses stop in your street?
 3 Who watches the most TV in your house?
 4 Do you prefer to get up early or late?
 5 Is everyone talking to their partners at the moment?
 6 What colour clothes are you wearing today?
 7 Is anyone sitting behind us in class right now?
 8 What do you sometimes forget to do?

1

Fast finishers

Students imagine that their friend is on holiday and they are going to phone them. They should think of some questions they could ask using the present simple and present continuous and then, in pairs, act out their conversations.

- 4 When students have asked and answered in pairs, elicit questions and answers from the class to check that they have formed the questions and answers correctly.
- 5 Encourage students to write alternate questions in the present simple and present continuous so that, even if some students don't finish the activity, they have got at least some questions in both the present simple and present continuous. Monitor and correct where necessary.

/P/ /s/, /z/ and /ɪz/

- 6 When students have repeated the words, tell students to put their hands on their throats and say the words *likes* and *does*. When their throat vibrates, we say that the verb is voiced. Voiced endings are followed by the /z/ sound. Unvoiced endings are followed by the /s/ sound. When students have finished the exercise, drill all the words with the class to make sure they say them correctly.

Answers

/s/: forgets, likes, speaks, thinks, walks, wants, works
/z/: does, goes, lives, loves, plays, prefers, sees, studies, wears
/ɪz/: changes, chooses, finishes, passes, practises, uses, washes

- 7 Set a time limit of one minute per student, then elicit sentences and check the pronunciation of the third person -s ending.
- 8 Look at the two example questions with the class before they work in pairs and then monitor and prompt students with ideas if necessary. Elicit questions and answers from different pairs.

Students could do Grammar reference: Present simple and present continuous, Exercise 1, page 117, either before or after exercise 8 or for homework.

- ▶ Grammar reference page 117: Present simple and present continuous
- ▶ Grammar reference page 118: State verbs
- ▶ Workbook page 6

Vocabulary SB page 13**House and home; Countable and uncountable nouns****Lead-in**

Put students into groups of four. Tell students you are going to give them a letter of the alphabet and they have to write five things beginning with that letter that may be found in a house. Give an example: B – *book, bed, bedroom, bottle, baby*. As soon as they have five things, they put their hand up and read them out. If all the words are correct, they get a point. Use: C, M, P, S.

- 1 Elicit the meanings of each word and then put students in pairs to discuss what their homes have and haven't got.
- 2 Ask students to work in pairs. Ask students to match as many of the words as they can but, if they don't know any of the words, to leave them. Point out that more than one answer may be possible as some items can be found in more than one room. Elicit the answers and check the meanings of each word.

Suggested answers

Living room: armchair, cushions, rug, sofa
Bathroom: bath, cupboards, mirror, taps, toilet, towels
Kitchen: cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine
Bedroom: blankets, chest of drawers, cupboards, duvet, mirror, pillow, wardrobe

Extension idea

Draw one of the words from Exercise 2 on the board and elicit what it is. Tell the students to close their books so they can't look at the list of words. Invite students to take turns to draw a different item on the board. The other students have to guess what it is. Either allow the student who guessed to draw the next item or invite different students who volunteer.

- 3 Discuss any words which are uncountable in English, e.g. *information, advice*, but countable in the students' L1 (native language). Point out that the pronunciation of the plural -s of countable nouns follows the same rules as the third person -s that the students looked at earlier in the unit. Drill *taps /s/*, *sofas /z/* and *fridges /ɪz/* to illustrate the difference.

Answer
 furniture

- 4 Elicit the answers and point out that some words can be both countable and uncountable, e.g. *glass* (U) the material – *glass* (C) the thing you drink out of; *hair* (U) all the hair on your head – *hair* (C) individual hairs.

Answers

[U] tells you the noun is uncountable.
 [C] tells you the noun is countable.

Students could do Grammar reference: Countable and uncountable nouns, Exercise 1, page 118, at this point or for homework.

- 5 Elicit items from Exercise 2 that students said could be found in the kitchen (*cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine*). Elicit that these are all countable items. Set a time limit of two minutes and then elicit ideas.

Grammar SB page 13

a few, a bit of, many, much, a lot of and lots of

- 1 Look at rule 1 with the class and ask them to find the phrase *a few* in the speech bubble (*I like to invite a few friends...*). Ask whether *friends* is countable or uncountable and elicit that the correct choice is countable.

Fast finishers

Tell students to think of one more example for each quantity expression and write a sentence to illustrate it, e.g. *My parents are on holiday for a few days.*

Answers

1 countable 2 uncountable 3 uncountable 4 countable

- 2 Look at the first sentence with students and elicit the correct answer. Ask why *a bit of* is correct (*make up* is uncountable) and why *much* is correct (*make-up* is uncountable and this is a negative).

Answers

1 a bit of, much 2 much, a few 3 a few, a lot of
 4 a lot of, lots of 5 much, a bit, a lot 6 much, many

Students could do Grammar reference: *a few, a bit of, many, much, a lot of and lots of*, Exercise 2, page 119, at this point or for homework.

- 3 Write *Watch TV* on the board. Elicit possible questions to ask, e.g. *Do you watch much TV? How much TV do you watch? Do you watch many TV programmes?* Monitor and help where necessary. Elicit surprising things students learned about their partners.

Extension idea

Tell students they are going to play a memory game. Start by saying: In my room there is an armchair. Now say: In my room, there is an armchair and there are some books. Ask for a volunteer to repeat what you have said and add another item beginning with C. Continue with other letters of the alphabet. Allow students to prompt each other if they can't remember what has been said or think of a new idea.

- ▶ **Grammar reference pages 118–119:** *A few, a bit of, many, much, a lot of and lots of*
- ▶ **Workbook page 6**

Speaking Part 1 SB page 14

Prepositions of place

Lead-in

Write in the middle of the board: *Personal Information*. Around it, write *family* and *studying*. Students work in pairs and copy what you have written and try to think of as many other topics as they can. Set a time limit of one minute and elicit ideas. Now under the word *family* on the board write: *Have you got any brothers or sisters?* Under *studying* write: *What subjects are you studying?* Give students two more minutes to think of one question for each of their topics. Students now ask and answer the questions in pairs.

- 1 When students have finished the exercise, elicit more sentences about the room they are in, e.g. *There is a desk on the left of the board.*

Answers

1 at 2 in 3 at 4 on 5 at 6 on

- 2 Encourage student A to speak at a natural speed and tell student B to note key words only. Allow three minutes for student A to describe their home. When student B has described the home from their notes, the students could swap roles. Monitor and help where necessary.

- 3 Elicit the answers and point out that we also don't use an article with *at home / school*.

Answers

at (college, etc.), in (a city, etc.), on (the coast, etc.)

1

- 4 When students have finished, they can work in pairs and take it in turns to ask and answer the questions as if they were Rafael.

Answers

2 b Where do you live? 3 d What do you do in Recife?
 4 e Do you like having English lessons?
 5 a Will you use English in the future?

Students could do Grammar reference: Prepositions of place, Exercise 1, page 119, at this point or for homework.

- 5 Depending on where the students' town is located, elicit or check how they would give its location, e.g. *in the middle of; in the mountains; in the southwest of ...; on the River (Thames).*
- 6 When students have finished the dialogue, elicit the answers one line at a time and then play the recording of that line for students to check.

Answers

2 in 3 in 4 on 5 are you 6 at 7 do you get 8 in 9 in
 10 do you like 11 in 12 at

Fast finishers

Students look at the words in Exercise 4 and ask their partner where different things are. For each place or object their partner has to give two answers, e.g. *Where's Barcelona? It's in Spain. It's on the coast.* Put some ideas on the board to help students with ideas if they need them, e.g. Buckingham Palace, The Trevi Fountain, Tokyo.

Track 3

- Hugo:** Where do you come from, Sara?
Sara: I live in Vigo, a city in Galicia. That's in north-west Spain, on the Atlantic coast.
Hugo: Do you work or are you a student?
Sara: I'm a second-year student at the University of Vigo. I'm studying Economics.
Hugo: How do you get there in the mornings?
Sara: The University isn't in the city so I usually take the bus, but in summer I often ride there on my bike.
Hugo: And where do you like to go in the evenings?
Sara: Sometimes I go out with my friends, but most evenings I stay at home studying. I've got exams soon!

Speaking Part 1 (individual questions)

Go through the exam advice with the students. Ask why these things are important: 1 Make a good impression at the start. 2 If they can't hear you, they can't assess you properly. 3 If you add more information, it shows the examiner that you have more knowledge of English. Point out that students won't gain extra marks for any information that doesn't answer the question.

Exam advice

- 7 Tell the class that only the student asking the questions should have their books open while doing the activity. The other student should answer the questions as fully as possible while also being friendly, polite and speaking clearly. They then swap roles and repeat the activity and give each other feedback on how well they followed the exam advice.

Extension idea

Students work with a different partner and ask each other the questions from the lead-in activity so that the students answering don't know in advance what the questions will be. If students didn't do the lead-in, elicit some ideas for new questions, e.g. *Have you got any brothers or sisters? What subjects are you studying?* Students think of questions in pairs then change pairs and ask and answer their new questions.

- ▶ **Speaking bank page 152: Speaking Part 1**
- ▶ **Workbook page 4**

Writing Part 1 SB page 15**Lead-in**

Ask students to think about an email they wrote recently. They should think about who it was to and what it was about. If they never write emails, ask about the last text they wrote. Students then work in small groups to tell each other their information.

- 1 When students have found all the information, elicit the style of writing they will use in an email to a friend (informal, friendly).

Answers

- 2 an email plus four notes that you have made
- 3 an email in reply
- 4 Alex's boss said he/she could have some time off work; very pleased.
- 5 which would be the best month for her/him to visit; when he/she can come and why that would be the best month
- 6 what your home is like
- 7 which things he/she should bring

Writing Part 1 (an email)

Go through the exam advice with the students and point out why the first piece of advice is important (because in the second task, students will have a choice of two writing tasks). Re-elicite that one paragraph for each point makes the email clear to read.

Exam advice

- 2 Elicit the answers and ask students why paragraphs are useful (to organise information and make it easier to read).

Answers

- 1 four
- 2 Brilliant!: first, Say when and why; second, Describe: third, Suggest: fourth
- 3 two
- 4 *at my place, in a three-bedroom flat, on the fifth floor, in a quiet neighbourhood, in August, at weekends, in the summer; usually away in August, sometimes have barbecues, hardly ever rains in July*

- 3 Before students complete the table with their own ideas, elicit phrases that Frankie used: Brilliant – I'm so happy; I'm really looking forward to it; Say when and why – Summer is lovely; July would be the perfect time; Describe – three-bedroom flat; on the fifth floor; in a quiet neighbourhood; with modern furniture; a larger balcony; Suggest – I'd recommend bringing ...
- 4 Set a 15-minute time limit for the email. Explain that they get 45 minutes to write two texts in the exam but that includes planning time so fifteen minutes is only a little less than they will have in reality. Students write on a piece of paper without writing their name at the end. This is so the extension activity is anonymous.

Model answer

Hi Alex,
 That's brilliant you can come to stay with us. I'm really excited!
 You should definitely come in July as there are a lot of things happening then. There's a big music festival during the first week of July. Would you like to come when that's on?
 We live in a house about 5 km from the town centre. It isn't huge but it's comfortable. We have a small garden where we often have barbecues in the summer.
 Don't forget to pack shorts and a sun hat. It'll be hot in the day but it gets cool in the evenings, so bring a light jacket too.
 See you soon!
 Luis

- 5 Tell students to also check that they have followed the instructions in Exercise 4. Encourage them to give positive and negative feedback to their partner if possible, e.g. *You included all the information and organised it well in paragraphs but we say 'in August' not 'on August'.*

Extension idea

Collect in the emails and redistribute so that everyone has an email written by someone else. Tell students that, this time, they should read the email not for mistakes but to find interesting words and phrases the other person used. Elicit some of these and write them on the board.

- ▶ **Writing bank pages 145-148: Writing Part 1: an email**
- ▶ **Workbook page 7**
- ▶ **Complete Preliminary new edition Test Generator Unit 1**

1

Vocabulary

Parts of the house

| | |
|-------------|-------------|
| balcony | garden |
| bathroom | hall |
| bedroom | kitchen |
| dining room | living room |
| garage | stairs |

At home

| | |
|------------------|-----------------|
| armchair | microwave |
| bath | mirror |
| blankets | pillow |
| chest of drawers | rug |
| cooker | sink |
| cupboards | sofa |
| cushions | taps |
| dishwasher | toilet |
| duvet | towels |
| fridge | wardrobe |
| furniture | washing machine |

Countable and uncountable quantifiers

| | |
|----------------|------------------|
| a few (C) | a lot (of) (C/U) |
| many (C) | lots (of) (C/U) |
| a bit (of) (U) | |
| much (U) | |

Vocabulary activity 1

Students choose one of the words from the list and write this on a small piece of paper. They then write a definition (weaker students can use a dictionary to help them). The students then mingle and read each other their definitions. If the other student guesses the word, the first student keeps the card. If the other student can't think of the word, they take the card. The aim is not to have any cards when the activity finishes.

Vocabulary activity 2

Divide the class into two teams. Invite one student from each half to come to the front of the class and sit facing the other students. Write a word on the board. The students who can see the word have to take turns to define or describe it to their team member until one of the two students in front says the word. *The students can't say, spell or translate the word on the board. The students at the front cannot look at the word on the board.* The student who guesses the word first wins a point for their team. After each word, repeat the process with a new word and two different students.