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**Activity
Worksheets**

Dear Educator,

Thank you for participating in our survey! To show our appreciation, here are 10 reproducible worksheets that can be used in any course. The worksheets have been chosen for a variety of levels, language focus, and activity types.

This material has been excerpted from our best-selling adult titles: *Smart Choice*, *American Headway*, and *American English File*. Each worksheet also comes with its accompanying instructions/answer key.

For more free activities and information about each of these series, please visit:

<http://www.oup.com/elt/teacher/smartchoice>

<http://www.oup.com/elt/teacher/americanheadway>

<http://www.oup.com/elt/teacher/americanenglishfile>

Thank you again for your time and participation.

Sincerely,

Oxford University Press

Contents

Worksheet	Language Focus	Time	Activity	From...
Is he a teacher?	3rd person <i>yes/no</i> questions with <i>be</i>	20–30 min	Info gap in groups of 4	First Choice (true beginner)
What do YOU think?	<i>I (don't) like; My favorite...; I think...; What do you think of...?</i>	25–40 min	Class survey	
Apartment search	<i>There is/are...; Is/Are there...?; prepositions</i>	30–40 min	Role play/info exchange in groups of 4	
Future plans and ambitions	Present continuous; <i>would</i> for hopes and ambitions	25–35 min	Info exchange in pairs	American Headway 2 (low intermediate)
Superlative classmates	Superlatives	30–45 min	Class questionnaire	
The last time you felt...	Adjectives; present and past tense	30–40 min	Free speaking in pairs	
2B Grammar	Narrative tenses	10–15 min	Grammar practice worksheet	American English File 4 (high intermediate)
1C Communicative Doctor, doctor	Present perfect; illness and medicine vocabulary	20–30 min	Role play in pairs	
4A Communicative Snakes and ladders	2nd and 3rd conditionals	25–35 min	Board game in groups of 4	
Vocabulary	Review of media, business, illness, crime, feelings, music, cities, personality, clothes, weather, body, and sleep vocabulary	35–45 min	Card game in pairs	

Unit 1 Activity 2

Is he a teacher?

Aim

To gather personal information

Language focus

Third-person *yes/no* questions with *be*

Lesson link

Use at the end of the unit

Materials

One info gap sheet per student

**Use the Click & Change CD-ROM to:**

- Replace the pictures of the people and change their names. You can use photos of students or teachers.
- Change what each person does and where they are from.

Set-up (5 minutes)

Divide the students into groups of four. Give one info gap sheet to each student. Give one student in each group an "A" sheet, a "B" sheet, a "C" sheet, and a "D" sheet.

Have one student who has an "A" sheet come to the front of the class with their sheet. Ask the student, "Is Takeshi from Korea?" Have the student answer, "No, he isn't from Korea. He's from Tokyo."

Ask the student, "Is Ricardo from Rio?" Have the student answer, "I don't know."

Procedure (15 minutes)

Have the students take turns asking each other questions to fill in the missing information on their info gap sheets. If they need help, write more examples of sentences and questions from the sheets on the board.

Extension (10 minutes)

Have the students copy the chart from the worksheet on a separate piece of paper, but this time using the names of people in the class.

Explain that students will complete the new chart with information about their classmates. Make sure students know what questions they need to ask. For example, "Are you a doctor? Are you from Seoul?"

Have students move around the classroom, asking and answering questions to complete the chart.

Is he a teacher?

A**Takeshi****Susan****Lisa****Ricardo**

is a...				Student
is from...	Tokyo, Japan			

**B****Takeshi****Susan****Lisa****Ricardo**

is a...			Writer	
is from...		Sydney, Australia		

C**Takeshi****Susan****Lisa****Ricardo**

is a...		Teacher		
is from...				São Paulo, Brazil

D**Takeshi****Susan****Lisa****Ricardo**

is a...	Businessman			
is from...			Taipei, Taiwan	

Unit 4 Activity 3

What do YOU think?

Aim

To conduct a survey about likes and dislikes

Language focus

I like; I don't like; My favorite...; I think...; What do you think of...?

Lesson link

Use at the end of the unit

Materials

One survey sheet per student



Use the Click & Change CD-ROM to:

- Include local information on the survey, such as local foods and music that your students will know.
- Include any additional vocabulary that your students have learned.

Set-up (5–10 minutes)

Write the following model on the board:

	Same opinion	Different opinion
<i>I think sushi is <u>really</u> good.</i>	_____	_____
<i>I don't like music from <u>Hong Kong</u>.</i>	_____	_____

Ask a student, "What do you think of sushi?" If their answer matches the statement, *I think sushi is really good*, write their name on the appropriate line in the *Same opinion* column. If their answer doesn't match, write their name and opinion under the *Different opinion* column.

Do the same with the second statement. If students have trouble answering, write a couple of prompts on the board:

I think he's/she's/it's ____.
I like/don't like her/him/it.

Procedure (20 minutes)

Give each student a survey sheet. Have them fill in the blanks in the ten statements with their own information.

Have the students walk around the room and ask each other, "What do you think of ____?" If they find another student with the same preference, they write the student's name in the *Same opinion* column. If not, they write the person's name and opinion under the *Different opinion* column. The first student to fill in their survey with 20 different names is the winner.

Extension (10 minutes)

Divide the students into groups of four. Have the students report the information on their survey card to the other group members.

Taro and I think hip-hop is amazing.
Dave and I don't like music from Hong Kong.



	Same opinion	Different opinion
1. I think _____ is amazing.	_____	_____
2. I like music from _____.	_____	_____
3. I think Latin music is _____.	_____	_____
4. My favorite singer is _____.	_____	_____
5. I don't like music from _____.	_____	_____
6. I think classical music is _____.	_____	_____
7. My favorite food is _____.	_____	_____
8. I think sushi is _____.	_____	_____
9. I think _____ is terrible.	_____	_____
10. I think _____ is OK.	_____	_____

May I ask you a question?

Could you repeat that please?

Unit 8 Activity 3

Apartment search

Aim

To exchange information about apartments

Language focus

There is/are...; Is/Are there...?;
prepositions

Lesson link

Use at the end of the unit

Materials

One set of cards per group

**Use the Click & Change CD-ROM to:**

- Replace the pictures with other pictures or photos of other apartments.
- Change the questions on the checklist.
- Change the information about each apartment.

Set-up (10 minutes)

Write the following on the board:

Apartment checklist:

- *Curtains in the windows?*
- *Table in the kitchen?*
- *Desk in the bedroom?*

Have three students come to the front of the class. Give each student a different real estate agent card. Ask each agent the following questions about the apartment on their card:

Are there any curtains in the windows?

Is there a table in the kitchen?

Is there a desk in the bedroom?

Pretend to choose your favorite apartment. On the board, write *I like apartment ____*.

Procedure (20 minutes)

Divide the students into groups of four. Give each group a set of cards. One student in the group is the customer, one is Real Estate Agent A, one is Real Estate Agent B, and one is Real Estate Agent C. The customer and the agents exchange information about apartments by asking and answering questions with *Is there...?* and *Are there any...?* The customer then chooses their favorite apartment.

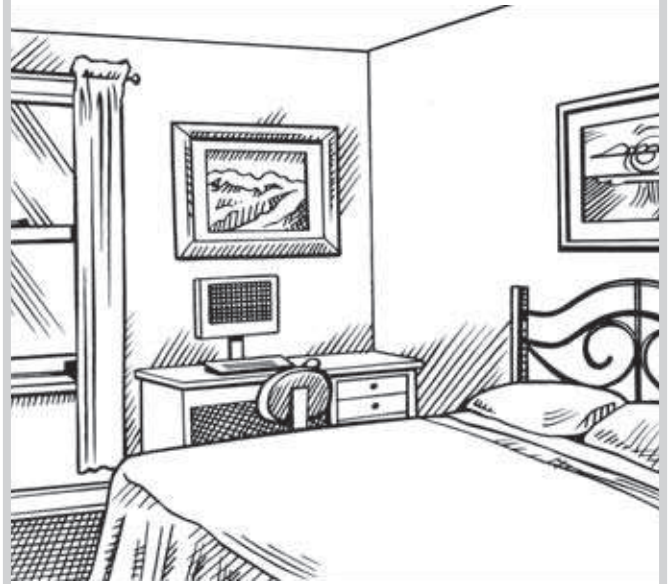
Extension (10 minutes)

Half of the class are customers and half are real estate agents. Customers write their own furnished apartment checklists and real estate agents write their own apartment descriptions. The entire class mingles and the customers and agents try to find a match.

Customer**Checklist:**

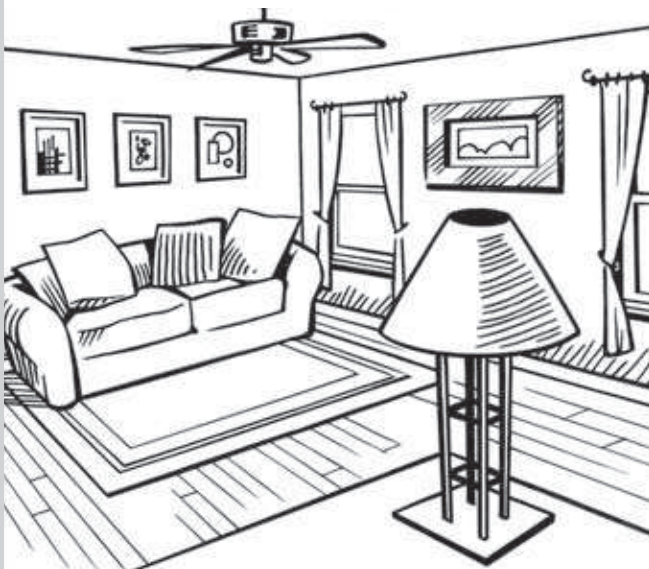
- ☐ Curtains in the windows?
- ☐ Table in the kitchen?
- ☐ Desk in the bedroom?
- ☐ Computer on the desk?
- ☐ Sofa in the living room?
- ☐ Rug under the sofa?
- ☐ Pictures on the wall?

Your apartment choice:

Real Estate Agent A**Apartment A**

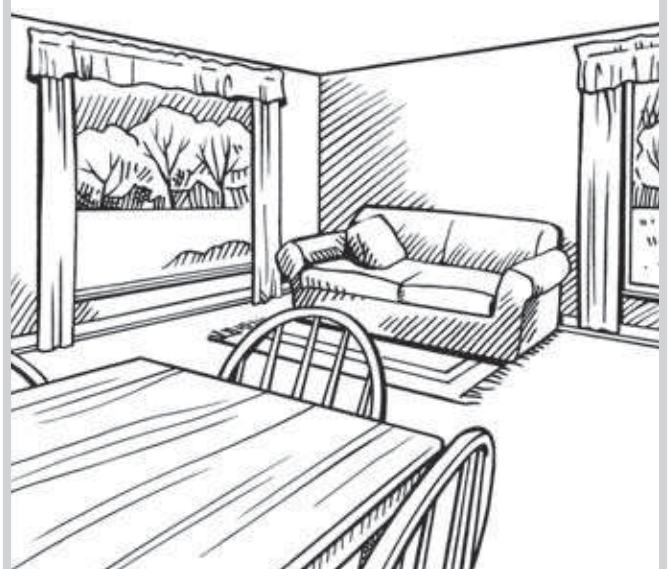
This apartment also has:

- a table in the kitchen
- a rug in the living room (but no sofa)

Real Estate Agent B**Apartment B**

This apartment also has:

- a table in the kitchen

Real Estate Agent C**Apartment C**

This apartment also has:

- a desk in the bedroom
- a computer on the desk

5.1

Future plans and ambitions

Aim

To exchange information to complete plans and ambitions fact sheets for four people

Language

Present Continuous for plans
would for hopes/ambitions

Skills

Speaking

Lesson link

Use after *Hopes and ambitions* SB pp. 34–35

Materials

One copy of the worksheet cut in half for each pair of students

Pre-activity (5 minutes)

- Write *tonight*, *next week*, *next summer*, and *in ten years' time* on the board. Tell students your plans and hopes/ambitions, e.g., *Tonight, I'm going to the movies. Next week, I'm going to the dentist. Next summer, I'd like to go to India. In ten years' time, I'd like to live near the ocean.*
- Ask individual students to tell you about their plans for tonight and next week, and their hopes and ambitions for next summer and in ten years' time, e.g., *What are you doing tonight? What would you like to do next summer?* etc.





Procedure (20 minutes)

- Explain the activity to the class. Students are going to ask and answer questions to complete the fact sheets about the plans and hopes/ambitions of four people.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B.
- In pairs, students take turns asking and answering questions to complete the fact sheets. Go around the room listening and making sure students use the correct tense for the questions, e.g.:
 Q *What's Paula doing tonight?*
 A *She's doing her homework.*
 Q *What's Paula doing next week?*
 A *She's going to Tokyo on vacation.*
 Q *What would Paula like to do next summer?*
 A *She'd like to graduate from college.*
 Q *What would Paula like to do in ten years' time?*
 A *She'd like to travel around the world.*
- Review answers as a class and check that everyone has filled in the fact sheets correctly.

Extension (10 minutes)

- Ask students to make two blank plans and ambitions fact sheets in their notebooks. Students complete the first fact sheet with information about themselves. Go around the room helping with vocabulary as necessary.
- Divide students into new pairs. Students take turns asking each other about their plans and ambitions and complete the second fact sheet. Go around the room listening, correcting, and helping as necessary.





A

Plans		Plans		Plans		Plans	
Tonight	Next week	Tonight	Next week	Tonight	Next week	Tonight	Next week
Go to the movies	Visit his friends	Do her homework	Go to Tokyo on vacation				
							
Go to India	Buy a house	Graduate from college	Travel around the world				
Next summer	In 10 years' time	Next summer	In 10 years' time	Next summer	In 10 years' time	Next summer	In 10 years' time
Hopes and Ambitions		Hopes and Ambitions		Hopes and Ambitions		Hopes and Ambitions	

Nick Paula Jesse Thomas



B

Plans		Plans		Plans		Plans	
Tonight	Next week	Tonight	Next week	Tonight	Next week	Tonight	Next week
				Watch TV	Go dancing	Play computer games	Go swimming
							
				Decorate her bedroom	Have grandchildren	Get a bike for his birthday	Become an astronaut
Next summer	In 10 years' time	Next summer	In 10 years' time	Next summer	In 10 years' time	Next summer	In 10 years' time
Hopes and Ambitions		Hopes and Ambitions		Hopes and Ambitions		Hopes and Ambitions	

Nick Paula Jesse Thomas

6.1

Superlative classmates

Aim

To complete a questionnaire based on fact and opinion

Language

Superlatives

Skills

Speaking

Lesson link

Use after *Comparatives and superlatives*
SB pp. 43–44

Materials

One copy of the worksheet for each student

Pre-activity (10 minutes)

- Do a general knowledge superlatives quiz with the class. Divide students into groups of four to six. Read out the following questions for students to answer. The group with the highest number of correct answers wins.
 - What is the longest river in the world? (*Nile*)
 - What is the largest desert in the world? (*Sahara*)
 - What is the largest ocean in the world? (*Pacific*)
 - What is the largest island in the world? (*Greenland*)
 - What is the smallest country in the world? (*Vatican City State*)
 - What is the nearest planet to Earth? (*Venus*)
 - What is the largest city in the world? (*Mexico City*)
 - What is the busiest airport in the world? (*Heathrow, London*)

Procedure (20 minutes)

- Explain that students are going to interview each other to complete a questionnaire. The questionnaire is divided into two sections: the first is a fact section where all students in the class should have the same answer; the second is a more personalized section based upon the individual student's opinion.
- Give each student a copy of the worksheet. Give them time to read through it and to check any items of vocabulary. Quickly ask students the questions they will use when they are interviewing each other, e.g., *How tall are you? How many countries have you visited?* etc.
- Students interview each other, writing the answers in their notebooks and then complete both sections of the questionnaires. (If your class is large, you can divide students into groups of about six students to ask the questions. Then each group passes on their results to the next group, and so on.)
- Review answers as a class. Encourage students to justify their answers when there are differences of opinion.

Extension (15 minutes)

- Students write a short report summarizing the results of the questionnaire.

SUPERLATIVE CLASSMATES

Fact

1. Who is the tallest?

Name: _____

Height? _____

2. Who is the youngest?

Name: _____

Age? _____

3. Who speaks the most languages?

Name: _____

How many? _____

4. Who has visited the most countries?

Name: _____

How many? _____

5. Who plays the loudest musical instrument?

Name: _____

Which? _____

Opinion

1. Who has the most exciting hobby?

Name: _____

What is it? _____

2. Who has visited the most interesting country?

Name: _____

Where? _____

3. Who has the most interesting reason for learning English?

Name: _____

Reason? _____

4. Who wears the most colorful clothes?

Name: _____

5. Who has the most unusual pet?

Name: _____

What is it? _____

10.1

The last time you felt ...

Aim

A free-speaking activity based upon feelings

Language

Adjectives

Present and past tenses

Skills

Speaking

Lesson link

Use after *-ed / -ing adjectives* SB p. 77

Materials

One copy of the worksheet for each student with the conversation cards cut out

Pre-activity (10 minutes)

- Divide students into groups of three to five. Hand out the adjectives and prompts portion of the worksheet to each student. Discuss what feeling each of the pictures represents.
- In their groups, students discuss what feeling goes with each prompt. Give them an example structure to use, e.g., *You feel sick when you have a cold.* Review answers as a class.

Suggested answers

1. bored 2. tired 3. sick 4. confused 5. optimistic 6. angry 7. under
pressure 8. excited 9. nervous 10. afraid 11. sad 12. worried 13. very happy 14.
pessimistic

Procedure (20 minutes)

- Give each student a set of conversation cards. Individually students think about a real feeling they had for the time references on the cards, e.g., *Last week I was nervous because it was the first day of school.* Then they write the adjective on the card (nothing more).

Note: Talking about feelings is often a very good way to bring students closer together. However, make it clear at the beginning that students should only write down feelings that they can talk about openly and comfortably.

- Divide students into pairs. Students exchange conversation cards and take turns asking and answering about the feelings, e.g., *Why did you feel happy last year? I felt happy because my sister had a baby.* The listening student can help by asking more questions, e.g., *What is the baby's name? What day was she born?* etc. Go around the room listening and helping as necessary.

Extension (10 minutes)

- Students write about one of the experiences they discussed. Go around the room helping as necessary.

How do you feel . . .



1. when you have nothing to do or something is not interesting?
2. when it is late?
3. when you have a cold?
4. when you don't understand something?
5. when you feel good about the future?
6. when you are annoyed?
7. when you have too much to do?
8. when you are enthusiastic about something?
9. when you must do something that is difficult and important?
10. when you are frightened?
11. when you cry?
12. when a person you love is late and hasn't telephoned?
13. when you pass a test?
14. when you feel negative about the future?

sad
afraid
nervous
tired
angry
worried
bored
sick
very happy
under pressure
confused
optimistic
pessimistic
excited

Conversation cards

now	today
yesterday	last week
last year	when I was a child

a Read the first part of the story and find examples of each tense below.

- 1 the past perfect had finished
- 2 the past perfect continuous _____
- 3 the past continuous _____

The Most Embarrassing Moment of My Life


When I was about nine years old, I used to go to the movies every Saturday morning. After the movie had finished, I would go to a toy store and look at model planes and trains, and sometimes I bought them with the allowance that I had been carefully saving. One day after the movie, I went to a big department store to look at the model planes they had. I didn't buy anything, but as I was leaving, a very large man grabbed my arm quite violently and accused me of shoplifting. The man said that he was a store detective. I had been concentrating on the toys, so I hadn't noticed that he had been watching me. He made me empty my pockets, and he went through my coat, searching for stolen goods, even though I told him very clearly that I had only been looking. Of course he didn't find anything, but by this time several people had stopped to see what was happening. I felt very embarrassed and humiliated that so many people were looking at me, and I was very glad to leave the store when it was all over.




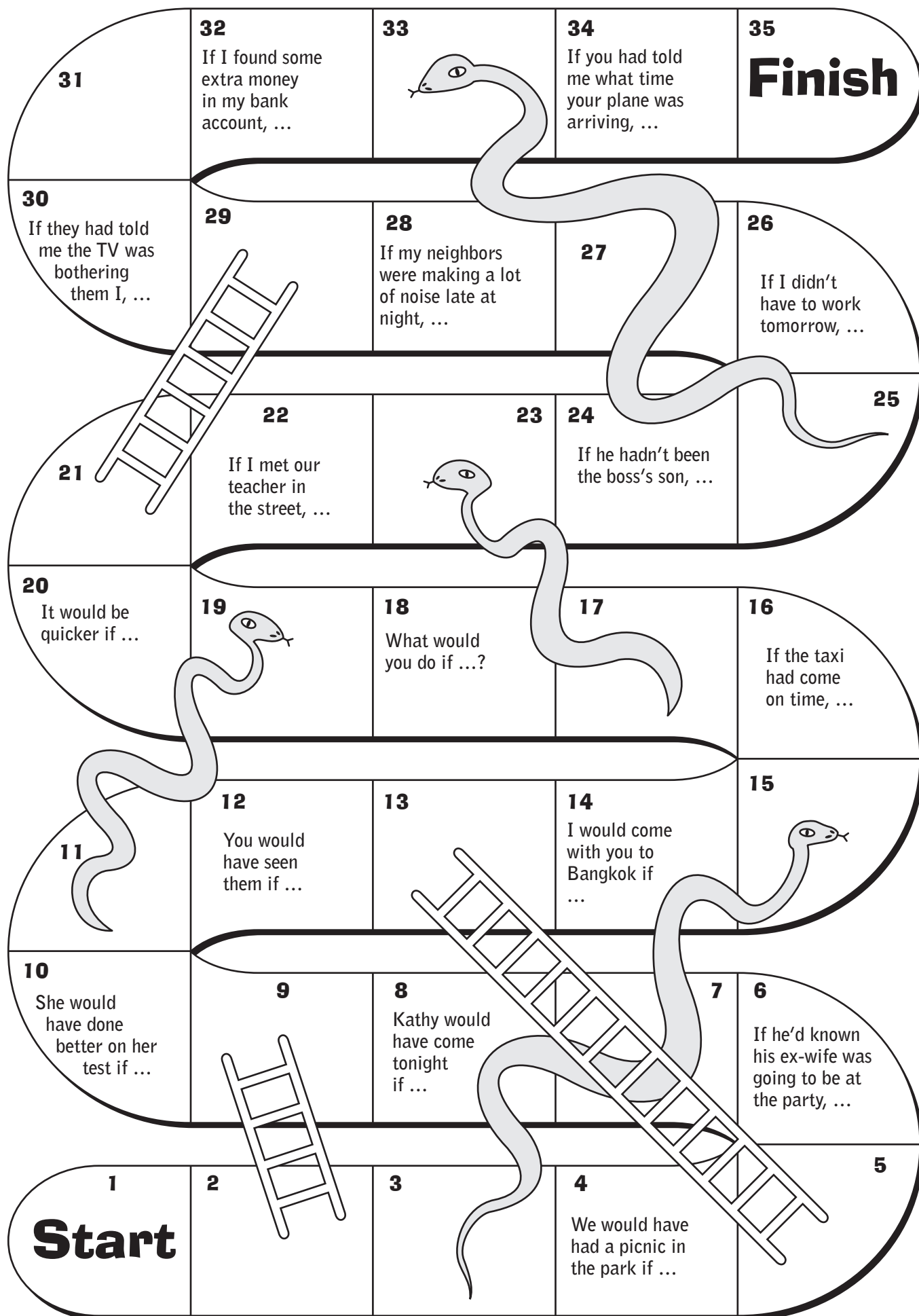
b Complete the second part of the story with the correct form of the verbs in parentheses. Use the simple past, past continuous, past perfect, or past perfect continuous.

An hour or so later, when my family ¹ was having (have) lunch at home, my father ² _____ (ask) me about the movie. I then ³ _____ (mention) that I ⁴ _____ (look) at toys in a department store when a store detective ⁵ _____ (accuse) me of shoplifting and ⁶ _____ (search) me in the middle of the store. My father ⁷ _____ (make) me repeat what I ⁸ _____ (say), and then immediately ⁹ _____ (jump up) from the table. Without either of us having finished our lunch, he ¹⁰ _____ (make) me get into the car. I ¹¹ _____ (never see) my father so angry! He ¹² _____ (drive) quickly to the store, ¹³ _____ (park) outside, and marched me to where the incident ¹⁴ _____ (take place). He then demanded to see the manager and the store detective. When the manager ¹⁵ _____ (come), my father ¹⁶ _____ (start) shouting at him and he told him that I ¹⁷ _____ (never steal) anything in my life. He ¹⁸ _____ (make) the manager and store detective apologize to me for accusing me of shoplifting and for embarrassing me. But the thing is, I ¹⁹ _____ (find) this scene even more embarrassing than the first one, especially as I could see that a lot of customers ²⁰ _____ (stop) and ²¹ _____ (watch) us.



A Role play 1	Role play 2
<p>You're a family doctor. B is your patient. You're new to this doctor's office and so you haven't met him/her before. When you meet a new patient, you like to find out as much as you can about them. Although you're in favor of traditional medicine, too, you've recently become very interested in alternative medicine like acupuncture and massage. You think that some conditions can be better treated using alternative medicine, e.g., acupuncture for people with phobias or weight problems.</p> <ul style="list-style-type: none"> • Find out as much information as you can about the patient e.g., age, job, family life, previous illnesses, operations. • Ask the reason for today's visit. Find out how long he/she's had this problem. • You don't like the medicine the patient usually takes, Calmozene. You prefer a natural one called Tranquil. <p>B will start.</p> 	<p>You're a patient. B is your family doctor. You know your doctor very well, and you think that he/she likes you. That's why you call him/her by his/her first name (Paul/Paula) and not Dr. Woods.</p> <ul style="list-style-type: none"> • Today you've made an appointment with the doctor because you have some very strange symptoms (what are they?), and you are convinced that you have a problem with your heart. You want the doctor to take you seriously and confirm your suspicions! • Explain all your symptoms to the doctor. • Ask the doctor to take your blood pressure and temperature. • Tell him/her that you would like to see a specialist. Be prepared to argue with him/her if necessary. <p>You start the conversation. <i>Hello, Paul/Paula. How are you?</i></p>

B Role play 1	Role play 2
<p>You're a patient. A is your family doctor. You haven't been to the doctor for awhile, so you're quite surprised to see that you have a new family doctor. You had known the previous doctor all your life. He knew all about your fear of flying and was very sympathetic to the problem. He also knew about your fear of needles and injections. You're going on vacation next week – by plane. Your old doctor always prescribed Calmozene, a pill which relaxes you when you fly. If you take two before the plane takes off, you simply fall asleep and don't feel afraid. You know what you want – Calmozene! If you don't get it, you can't go on vacation. You don't have a lot of confidence in alternative medicine!</p> <ul style="list-style-type: none"> • Answer any questions the doctor asks you about your age, job, family life, previous illnesses, or operations. Explain the reasons for today's visit. • Ask the doctor to prescribe Calmozene and explain why you need it. • Only accept an alternative form of treatment that you feel completely happy with. <p>You start the conversation. <i>Good morning, doctor. You're new, aren't you?</i></p> 	<p>You're a family doctor. A is your patient. You've been working for seven hours and you're very tired. Your last patient is a man/woman who comes to see you very often, always with a different problem. You think he/she might be a hypochondriac. For some reason, this patient always calls you by your first name. You hate that!</p> <ul style="list-style-type: none"> • Ask him/her not to call you by your first name. Ask him/her to call you Dr. Woods. • Ask what his/her symptoms are (this week) and how long he/she has had them. • Give your diagnosis (a virus) and refuse to send him/her to a specialist. • Prescribe some painkillers. <p>A will start.</p>



The media

news anchor	reporter
the front page	an advertisement
censored	a critic

Cities and towns

harbor	the outskirts
homeless people	run-down (adj)
a district	vibrant

Business and advertising

an employee	to do market research
a profit	a branch
a chain	to set up a company

Personality

impulsive	easygoing
vain	conscientious
cheerful	irritable

Illness and treatment

swollen	a blister
food poisoning	the flu
to bleed	a specialist

Clothes

scruffy	patterned
silk	trendy
loose	to get dressed up

Crime and punishment

to burglarize	blackmail
a witness	jury
to bribe	hijacking

Weather

a drought	smog
changeable	to pour (rain)
a heat wave	damp

Feelings

thrilled	shocked
devastated	to feel down
relieved	to jump for joy

The body

an ankle	to shake hands
hip	to stare
to wave	to learn by heart

Music

a lead singer	catchy
a soloist	drums
monotonous	out of tune

Sleep

yawn	insomnia
snore	jet-lagged
oversleep	blanket

GRAMMAR ACTIVITY ANSWERS

2B narrative tenses

- a 1 hadn't noticed, had stopped
2 had been (carefully) saving, had been concentrating, had been watching, had (only) been looking
3 was leaving, was happening, were looking
- b 2 asked 3 mentioned 4 had been looking
5 accused 6 searched 7 made 8 had said / said
9 jumped up 10 made 11 had never seen
12 drove 13 parked 14 had taken / took place
15 came 16 started 17 had never stolen 18 made
19 found 20 had stopped 21 were watching

COMMUNICATIVE ACTIVITY INSTRUCTIONS

1 Doctor, doctor

C A pairwork role play activity

SS take the parts of doctor / patient and review the grammar and vocabulary of the lesson. Copy one sheet per pair and cut into A and B.

LANGUAGE Present perfect:
How long have you been feeling like this?
Vocabulary: illness and medicine

- Put SS in pairs, ideally facing each other, and give out the sheets. **Make sure SS can't see each other's sheets.** If you have odd numbers, make one pair a group of three and have two As (or take part in the role play yourself).

Extra support You could pre-teach the meaning and pronunciation of *alternative medicine* = non-traditional medicine; *acupuncture* /'ækjəˌpʌŋktʃər/ = a way of treating illnesses or stopping pain by inserting thin needles into the body; *hypochondriac* /haɪpə'kɒndri,æk/ = a person who is always worried about his/her health, even when there is nothing wrong with them; *diagnosis* /ˌdaɪəg'nəʊsəs/ = what a doctor thinks is wrong with a patient.

- Give SS time to read the instructions for **Role play 1**. SS should think about their role and what they are going to say. Encourage the patients and doctors to be as imaginative and inventive as possible in their questions and answers. Tell the patients to invent a new *persona* (age, job, etc).
- When SS are ready, tell the Bs to begin. Give SS time to act out the role play. While they do this, move around the class monitoring and noting down anything you might want to draw their attention to afterward.
- Repeat the process for the second role play, but with A starting. If a pair finishes really fast, you could get early finishers to repeat the role play but change roles.
- Finally get responses from some pairs about what the outcome of the patient / doctor conversation was.

4 Snakes and ladders

A A group board game

SS review the second and third conditional by completing sentences and moving around a game board. Copy one sheet per group of three or four.

LANGUAGE Second and third conditionals:
If I found some extra money in my bank account, I'd spend it.
If you had told me what time your plane was arriving, I would have picked you up.

- Put SS into groups of three or four players. Each group needs counters, e.g., bits of paper or small coins, and a die. If you don't have a die, write 1–6 on small pieces of paper inside an envelope for SS to pick. Give each group a board.
- Focus on the board and explain that some of the sentences to be completed are second conditionals and some are third conditionals.
- Each player puts a counter on the **Start** square. S1 throws the die and moves according to the number they get.
- Explain the rules of the game: if a player lands on the foot of a ladder, he / she goes up the ladder to the square at the top. If a player lands on the head of a snake, they go down the snake to the square at the bottom. If a player lands on a square with an unfinished sentence, he / she has to complete the sentence in a way that is grammatically correct and makes sense. The other SS in the group have to decide if the sentence is a valid one. You should be the judge if there is a dispute. If the sentence is valid, the player **moves forward three squares**. If not, he / she **moves back three squares**. If a player lands on a square where another player has been before, he / she must complete the sentence in a different way. The first player to reach **Finish** is the winner.
- While SS play the game, monitor to help them with the rules and check that they are making correct sentences. If a group has an early winner, let them play again until each group has had at least one winner.

VOCABULARY ACTIVITY INSTRUCTIONS

Review

A pairwork card game

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

VOCABULARY Review from Files 1–7

- Give each pair a set of cards facedown. Demonstrate by taking a card, telling SS what the word group is and defining the first word for the class to guess.

- SS continue in pairs, picking a card, saying the topic, and describing the words and expressions on it for their partner to guess. **Remind SS that they must not use the word itself in the definition.** They should try to take no longer than two minutes per card.

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