



Student A

What do you call a series of musical notes? (a tune)

What do you call the side of a mountain or hill where you can ski? (a slope)

What's the noun for popular? (popularity)

What's the missing word?
I've decided to take ___ tennis. (up)

What's the opposite of generous? (mean)

What's the missing word?
I went on an important business ___ to Paris last week. (trip)

What's the adverb for increase? (increasingly)

What verb means to take something illegally from a shop? (to shoplift)

What do you call a layer of oil floating on the surface of the sea? (oil slick)

What's the missing word?
I've got a sore ___, I need to drink some honey and lemon. (throat)

Student B

What do you call the hat you can wear to protect your head? (helmet)

What's the noun for enjoy? (enjoyment)

What's the missing word?
I take ___ my mum – we are both very tidy. (after)

What adjective describes someone who always thinks of themselves first? (selfish)

What do you call the piece of paper which proves you have bought something? (a receipt)

What's the missing word?
There was a lot of turbulence on the ___ from London to New York. (flight)

What's the adverb for appear? (apparently)

What noun means entering a building and stealing things? (burglary)

What do you call pieces of rubbish left on the ground in public places? (litter)

What's the missing word?
I sprained my ___ last week and I still can't walk properly. (ankle)

Student C

What do you call special glasses that protect your eyes? (goggles)

What's the noun for weak? (weakness)

What's the missing word?
My boss has asked me to take ___ ore responsibility at work. (on)

What do you call an unpredictable person who is often angry or unfriendly? (moody)

What do you call the long narrow space between the rows of shelves in a shop? (aisle)

What's the missing word?
I went on a wonderful ___ up the Nile. (cruise)

What's the adverb for health? (healthily)

What verb means to attack someone and steal their money? (to mug)

What do you call a long period when there is little or no rain? (a drought)

What's the missing word?
The ball hit me in the face and I've got a terrible black ___. (eye)

Activity

Group work: Vocabulary review

Aim

To check how much vocabulary students can remember

Vocabulary

Reviewing vocabulary from Units 1 to 12

Preparation

Make one copy of the worksheet for each group of three students, and cut it up into three sections as indicated.

Time

20–25 minutes

Lesson link

Unit 12, page 183

Teaching notes

Procedure

- › Organise students into groups of three.
- › Explain to students that they are going to have a quiz to see how much vocabulary from Units 1–12 they can remember. Each student takes it in turns to read out a question to the student sitting to their left. If they can't remember the word, the turn passes to the other student.
- › Point out that the answer is given in brackets after each question, but that students should not read the answer out unless no one can remember the word. During the game, one student in each group should record the scores.
- › Give each group a cut-up copy of the worksheet, so each student has their own list.
- › Write the following useful expressions on the board and encourage students to use them as they go through the quiz:
 - Could you repeat that, please?*
 - Can you give us a hint?*
 - What's the first letter?*
 - Can you give us another example?*
- › When students have finished the quiz, get feedback from the class and find out which student was the winner in each group.