

Communicative methods in teaching vocabulary

Навчання лексики за
комунікативною методикою

BUILD UP YOUR VOCABULARY

There are words that look or are pronounced almost alike but have different meaning.

Read the story. Complete the sentences correctly using the word in the brackets. Write your answers on the lines below the text.

MAKE YOU CHOICE

Nicolas often goes jogging in the morning. But this time he was having trouble catching his 1. ... (breath/breathe) after jogging. His 2. ... (cloths/clothes) seemed to be getting 3. ... (tighter/tougher). Nicolas wanted to try out for the track 4. ... (team/term). Nicolas decided to go to the school 5. ... (nurse/niece), Ms. Brown. She 6. ... (weighed/weight) Nicolas and said, "You should 7. ... (loose/lose) some 8. ... (weighed/weight)."

Nicolas frowned. That meant he would not be able to 9. ... (choose/chose) the food he loved.

Ms. Brown gave Nicolas a diet plan. He could eat some kinds of 10. ... (meat/meet) and fruit. He was told to eat lots of vegetables and a few 11. ... (dairy/diary) products.

Nicolas didn't know if he would like this diet. The 12. ... (nurse/niece) asked, "Don't you want to be able to 13. ... (breath/breathe) more easily and be 14. ... (chosen/chose) for the track 15. ... (team/term)?"

Nicolas 16. ... (nodded/needed) his head "yes". Ms. Brown told him to keep a 17. ... (diary/dairy) of everything he ate.

Nicolas took a deep 18. ... (breath/breathe). He had made up his 19. ... (mint/mind). He was 20 ... (sure/share) he could 21. ... (lose/loose) those extra 22. ... (pounds/points). That way he would have a 23. ... (better/bitter) 24. ... (chance/change) at making the track 25... (team/term).

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



Choosing the right word

KEY

1. breath; 2. clothes; 3. tighter; 4. team; 5. nurse; 6. weighed; 7. lose; 8. weight; 9. choose; 10. meat; 11. dairy; 12. nurse; 13. breathe; 14. chosen; 15. team; 16. nodded; 17. diary; 18. breath; 19. mind; 20. sure; 21. lose; 22. pounds; 23. better; 24. chance; 25. team.

PROCEDURE

Every school has its own traditions. But there is a common tradition – the week of English. And our school is no exception. Each day of the English week is devoted to the pupils of different forms. The pupils of the 5th forms usually present the festival of fairytales. The pupils of the 6th and 7th forms take part in different competitions.

We offer to your attention a contest for the pupils of the 7th form.

There are 2-3 (or 4) teams of 6 participants from each form. All the teams have their names. For example, a team of the 7-A form is called “Friends”, a team of 7-B form is called “Little Giants” etc. All the participants have badges with the emblem of their team. There are 5 stations (separate tables where students from the 11th forms are in charge of the tasks). Teams have to go through all the stations in a particular order: the Lexical Station, the Miscellaneous Station, the Grammar Station, the Phonetic Station, and the Musical Station. Each team has the same task in one station for quick checking. The names of the stations are printed on the pieces of paper. The bell rings and the first team starts the competition. The jury can consist of 3 people – 1 teacher and 2 pupils of senior classes (10th or 11th). The last contest is the Musical station. While the participants are presenting their musical task in the form of a song or a hit, the jury can count the results of each contest which are announced at the end of the whole competition and all the teams are awarded with the prizes.

STATIONS' TASKS

The Lexical Station

1. Match the synonyms.

map	kinds
handsome	picture
species	lady
painting	chart
woman	good-looking
reply	house
flat	answer

2. Match the opposites.

enemy	present
light	silent
absent	friend
cheap	short
noisy	darkness
boring	expensive
tall	interesting

3. Fill in the missing letters in these words.

pl_ _ sant	h_ _ r
mu_ _ room	pen_ _ l
alr_ _ dy	app_ _ r
q_ _ ckly	he_ _
fam_ _ s	y_ _ ng

4. Make up words.

simuc	cherate
leph	daly
sleape	tlaf
dlichern	tupicre
solesn	swih
ristes	elbow

The Miscellaneous Station

1. Odd one out.

- 1) museum, cinema, ship, hotel, shop, school;
- 2) wood, butter, cheese, bread, milk, tea;
- 3) fruit, grass, flower, tree, plant, egg;
- 4) brother, sister, mother, grandfather, visitor, father;
- 5) arm, baby, head, foot, mouth, nose;
- 6) bicycle, text, train, plane, lorry, car;
- 7) cat, dog, horse, cow, fish;
- 8) doctor, friend, teacher, gardener, builder;
- 9) my, his, her, yourself, our, their;
- 10) Wales, Ukraine, Russian, Italy, German.

2. Put three words of the same kind on one line.

1) afternoon	arm	autumn
2) bed	butter	dress
3) red	breakfast	desk
4) ear	evening	blue
5) spring	east	cheese
6) hat	chair	morning
7) bus	brown	car
8) lunch	summer	west
9) bread	shirt	eye
10) north	bicycle	dinner

Lexical exercises

3. Your captain's appearance (write no less than 10 sentences).

The Grammar Station

1. Define the tenses.

- 1) Ann plays the flute well.
- 2) He will go there next week.
- 3) I am going to do my lessons.
- 4) We went to the zoo last Sunday.
- 5) The boys were playing football at 5 o'clock yesterday.
- 6) Bob has already read this book.
- 7) The girls are singing in the room.
- 8) I have never been to Paris.
- 9) I will do it tomorrow.
- 10) Ann swam in the sea last summer.

2. Put questions.

- 1) The children have done it today.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- 2) The boys watered the flowers yesterday.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____

3. Make up sentences.

- 1) has, to, John, already, been, Spain.
- 2) will, Peter, this, tomorrow, read, book.
- 3) are, we, friends, good?
- 4) doing, what, you, are?
- 5) make, mum, supper, didn't, yesterday.

The Phonetic Station

1. Divide the words given according to the reading rules.

Thursday, door, flat, plate, cut, her, cat, mother, birthday, floor, date, bus, son, bag, more, girl, brother, may, crane, turn, born, rat, short, that, main.

[æ]	[ɔ:]	[ɛ:]	[ʌ]	[ei]

2. Write down the words given in transcription.

- [kʌntri]
- [greit]
- [kli:n]
- [fi:t]
- [mo:]
- [pli:z]
- [’entə]
- [tædei]
- [mein]
- [’lʌndəneɪ]

Results

The Lexical Station

Key:

- 1. map
handsome
species
painting
woman
reply
flat

2. enemy
light
absent
cheap
noisy
boring
tall

3. pleasant
mushroom
already
quickly
famous

4. music
help
please
children
lesson
sister

chart
good-looking
kinds
picture
lady
answer
house

friend
darkness
present
expensive
silent
interesting
short

hair
pencil
appear
here
young

teacher
lady
flat
picture
wish
elbow



Answers to the exercises

Results

Оцінювання

Кількість правильних відповідей	Кількість балів
36	5
29-35	4
20-28	3
11-19	2
1-10	1

The Miscellaneous Station

Key:

1. 1) ship; 2) wood; 3) egg; 4) visitor; 5) baby; 6) text;
7) fish; 8) friend; 9) yourself; 10) Russian.

2.

1) afternoon	evening	morning
2) bed	chair	desk
3) red	brown	blue
4) ear	arm	eye
5) spring	summer	autumn
6) hat	shirt	dress
7) bus	bicycle	car
8) lunch	breakfast	dinner
9) bread	butter	cheese
10) north	east	west

Оцінювання

Кількість правильних відповідей	Кількість балів
20	5
15-19	4
10-14	3
6-9	2
1-5	1

The Grammar Station

Key:

1.

1) Present Simple; 2) Future Simple; 3) Present Continuous; 4) Past Simple; 5) Past Continuous; 6) Present



Perfect; 7) Present Continuous; 8) Present Perfect; 9) Future Simple; 10) Past Simple.

2.

1) The children have done it today.

1. Have the children done it today?

2. Who has done it today?

3. Have the children or their parents done it today?

4. What have the children done today?

5. The children have done it today, haven't they?

2) The boys watered the flowers yesterday.

1. Did the boys water the flowers yesterday?

2. Who watered the flowers yesterday?

3. Did the boys or the girls water the flowers yesterday?

4. When did the boys water the flowers?

5. The boys watered the flowers yesterday, didn't they?

3.

1) John has already been to Spain.

2) Peter will read this book tomorrow.

3) Are we good friends?

4) What are you doing?

5) Mum didn't make supper yesterday.

Оцінювання

Кількість правильних відповідей	Кількість балів
25	5
22-24	4
17-21	3
11-16	2
1-10	1

The Phonetic Station

Key:

1.

[æ]	[o:]	[ε:]	[ʌ]	[ei]
flat	door	her	cut	plate
cat	floor	thursday	mother	date
bag	more	birthday	bus	may
rat	born	girl	son	crane
that	short	turn	brother	main

2. 1) country; 2) great; 3) clean; 4) feet; 5) more;
6) please; 7) enter; 8) today; 9) main; 10) Londoner.

Оцінювання

Кількість правильних відповідей	Кількість балів
25	5
22-24	4
17-21	3
11-16	2
1-10	1

Colourful words

COLOURFUL WORDS

Level B1/B1+

Read the text. Choose the best colourful word from the list which helps to make a better picture in the reader's mind. Change the words into the correct form if needed.

announce (v)	gaze (v)	screech (v)
brightly (adv)	glass (adj)	scurry (v)
buzz (v)	gust (n)	shuffle (v)
climb (v)	muffled (adj)	roar (v)
flicker (v)	plush (adj)	rumble (v)

AT THE AIRPORT

This was the first time Kathy would travel on her own. She was going to live and work in London as an au pair, a kind of baby-sitter. She asked dad only to give her a lift to the city airport as she wanted to take charge of herself from the beginning.

The car pulled up to the city airport. The brakes (1) ... as it stopped in front of the huge airport building. A (2) ... of hot air hit Kathy when she got out of the air-conditioned car. Kathy said good-bye to dad and stepped onto the pavement.

There was enough time left before the flight, so Kathy decided to wait in the waiting room. She walked up to a pair of large glass doors that immediately opened (3) The room looked very comfortable. Kathy stretched her legs and felt her feet sinking into the (4) ... thick navy-blue carpet. The cold plastic seat chilled the Kathy's bare arms and legs. As Kathy waited, she (5) ... through the (6) ... wall. The huge silvery planes shone (7) ... in the summer sun. Kathy was surprised at how quiet it was inside the terminal. All she could hear was the (8) ... of people's feet. Now and then the quiet (9) ... squawk of the loudspeaker (10) ... flights.

There was a large TV set above the check-in desk. There was a list of all the flights and the times they were supposed to take off or arrive. Sometimes the numerals would (11) ... and change. When time came Kathy checked her luggage. After all the passengers were checked, they (12) ... to the gate. They had to board the plane. Kathy (13) ... the steep steps and entered the long, narrow plane.

Inside the plane it was rather cool compared with the outside hot air filled with kerosene fumes which made people cough. Kathy found her place and made herself comfortable fastening her belt. The plane's engines began (14) ... Soon the plane started to move onto the runway. The engines (15) ... louder and louder. Kathy felt the plane move forward. Its speed increased. The girl was pushed against the back of her seat. Then, suddenly, the plane lifted up and off the runway. Kathy was on her way to the new experience.

GLOSSARY

gust – порив

gaze – пильно дивитися

shuffle – човгати

muffled – заглушений

squawk [skwɔ:k] – пронизливий крик

scurry – поспішати, швидко бігти

rumble – гуркотити

KEY

1. screeched; 2. gust; 3. buzzing; 4. plush; 5. gazed; 6. glass; 7. brightly; 8. shuffling; 9. muffled; 10. announced; 11. flicker; 12. scurried; 13. climbed; 14. rumbling; 15. roared.



ADJECTIVE

Exercise 1. Change the following verbs to nouns using the suffixes **-ment**, **-(a)tion**, **-ion**, **-er**, **-or**, **-ee**. Drop silent 'e' before adding the suffix. Use the dictionary if needed.

-(a)tion/-ion (in nouns) = *the action or state of*

-ment = action or result of

-ee = (a) a person affected by the action; (b) a person described as or concerned with

-er/or = he who/a person concerned with

Produce, act, examine, employ, sail, inspect, camp, sing, visit, inform, reduce, collect, immigrate, refer, introduce, imagine, invent, operate, drive, manage, edit, listen, report, address.

PREFIXES

Exercise 2. Rewrite the sentences below changing the meaning of each sentence by adding prefixes: **in-**, **un-**, **mis-**, **re-**, **non-** to the boldfaced words.

1. The boy was **lucky** because he counted the money **correctly**.
2. John wore his shirt **buttoned** because the party was **formal**.
3. When she **spelled** the word "right" on the test, she felt **secure**.
4. Natalie **understood** everything because she was **familiar** with the information.
5. This sentence was **written** so that it made **sense**.

Exercise 3. Choose the correct prefix (in brackets) to finish the boldfaced word so that it will make sense. Use a prompt – the list of prefixes and their meanings at the beginning. The sentence itself can be a clue:

ante-: before, front

anti-: against, preventing

inter-: between, among

post-: after, following

pre-: before, earlier than

sub-: below, inferior

super-: higher, above

1. After World War II many European countries were in ruins. They had to take great efforts to overcome this difficult (pre/post) **war** period.

2. There was a huge (anti/ante) **chamber** in the castle where the king accepted ambassadors.

3. The scientists **examined** these apelike creatures thoroughly and came to the conclusion that they had (super/sub) **human** intelligence.

4. Many countries of the world have their representatives at this (intra/inter) **national** conference.

5. Treat your wound with this medicine. It is an (anti/ante) **septic**: it kills any infection.

6. To avoid any unexpected hazards pilots should make a careful (pre/post) **flight** check before taking off.

7. This building was a real monster: there was an ugly (super/sub) **structure** rising above the pediment.

8. All the girls' handball clubs in Alabama College decided to **organise** an (inter/intra) **mural** charity game to raise money.

GLOSSARY

wound [wu:nd] – an injury

pediment – the part in the shape of a triangle above the entrance of a building

Exercise 4. Read each of the sentences below and choose the prefix from the list that goes with each word:

inter- between

mis- wrong, bad, incorrectly

semi- half or partly

trans- across

1. The road that goes between these two states is a/an ... **state** highway.
2. The flight from Europe to Canada across the Atlantic Ocean is called ... **atlantic**.
3. Sorry, but you have ... **pronounced** my surname.
4. The twentieth century opened the age of ... **planetary** travel.
5. The travellers sat in a ... **circle** around the fire.
6. At first, when we didn't know him well, his stubbornness was ... **read** as determination.
7. These two words are completely ... **changeable** and have almost the same meaning.
8. Linda is a ... **finalist** of the 100 m hurdles, so she's going to take part in the final in a week.
9. Sorry, I must have ... **heard** you. Did you really mean what you said?
10. John was ... **serious** when he announced he was going to become a porter.
11. This traveller made his first ... **continental** trip at the age of forty.

Word formation

Compound words

COMPOUND WORDS

Exercise 5. Figure out the meaning of the italicised compound word in each sentence. Use the list of definitions given before the sentences. Pay attention to the meaning each compound word is combined and study the sentence.

- A very old and badly worn
- B movement in a forward direction
- C stubborn and unwilling to change opinion
- D something that is not true or real
- E so well designed that it cannot fail
- F a square piece of fabric worn by women
- G someone who protects people near water
- H a work of art that is an excellent example of work

1. Stories about magicians are just *humbug*. 2. It is important for each swimming pool to have a *lifeguard*. 3. Believe me this recipe is *foolproof*, I have used it not once, and it's perfect every time. 4. You'd better wear a *headscarf* not a hat, it will be much warmer in such weather. 5. The museum contains a wonderful collection of *masterpieces* by great artists. 6. My brother is really *pigheaded*, he never listens to anybody and never tries any new ideas. 7. The man's coat was so *threadbare* that you could think he had taken it out from his great grandfather's case. 8. The current was so strong and rapid in this part of the river that our boat could hardly make any *headway*.

Exercise 6. Compound words combine two words. Make up compound words based on their definitions (1-6). Each compound word begins with the same first word (*land*). Choose the second part from the list of words (A-I) below the list of definitions. There are three extra parts of words that you do not need to use.

land +

1. a man from whom you rent a room, a flat, a house etc.
2. a building or a place that is very important because of its history
3. a painting of a view of the countryside
4. a mass of earth, rock, etc that falls down the slope of a mountain or a cliff
5. a person who possesses land, especially a large area of land
6. a natural feature of the earth's surface

- A form
- B holding
- C slide
- D lord
- E owner
- F fill
- G scape
- H fall
- I mark

Exercise 7. Compound words combine two words. Make up compound words based on their definitions (1-6). Each compound word begins with the same first word (*snow*). Choose the second part from the list of words (A-I) below the list of definitions. There are three extra parts of words that you do not need to use.

snow +

1. a small white flow that appears in early spring
2. a small soft piece of frozen water that falls from the sky as snow
3. trapped and unable to move because a lot of snow has fallen
4. a vehicle made for travelling through snow
5. a very heavy fall of snow, usually with a strong wind
6. a heap of snow piled up by the wind

- A flake
- B storm
- C man
- D bound
- E ball
- F mobile
- G drop
- H drift
- I blind

KEY

Exercise 1: Production/producer, action/actor, examination/examiner, employment/employer/employee, sailor, inspection/inspector, camper, singer, visitor, information/informator, reduction, collection/collector, immigration, referee, introduction, imagination, invention/inventor, operation/operator, driver, management/manager, edition/editor, listener, reporter, addressee.

Exercise 2: 1. unlucky, incorrectly; 2. unbuttoned, informal; 3. misspelled, insecure; 4. misunderstood, unfamiliar; 5. rewritten, nonsense.

Exercise 3: 1. postwar; 2. antechamber; 3. subhuman; 4. international; 5. antiseptic; 6. preflight; 7. superstructure; 8. intramural (AmE) taking place within a single institution (school/college).

Exercise 4: 1. interstate; 2. transatlantic; 3. mispronounced; 4. interplanetary; 5. semicircle; 6. misread; 7. interchangeable; 8. semifinalist; 9. misheard; 10. semiserious; 11. transcontinental; 12. transplanted.

Exercise 5: 1. D; 2. G; 3. E; 4. F; 5. I; 6. C; 7. A; 8. B.

Exercise 6: 1. D; 2. I; 3. G; 4. C; 5. E; 6. A.

Exercise 7: 1. G; 2. A; 3. D; 4. F; 5. B; 6. H.

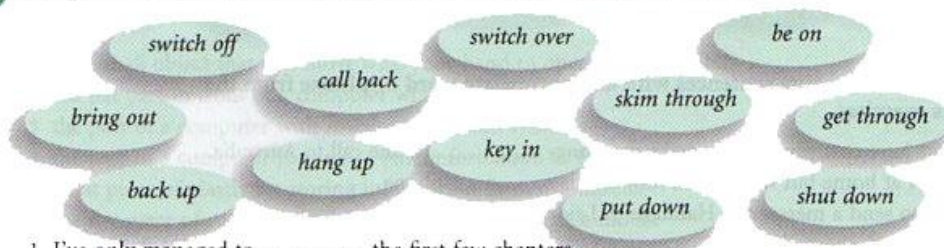
7 Underline the correct word A, B, C or D to fill the gaps.

THE INFO-REVOLUTION

We have all seen an enormous increase in the role of the mass (1) in people's lives. First of all, the growth of the (2), of both serious and (3) newspapers, has been tremendous. Public (4) is influenced by powerful (5) who not only own our newspapers which often have a (6) of millions, but who also own television and radio (7) in many different countries. The huge quantity of (8) that people have to deal with has rocketed with the advent of satellite and cable television. At the same time, more and more people have (9) to (10) computers. Information available at home via the Internet is infinite.

- | | | | |
|--------------------|-------------|---------------|---------------|
| 1 A messages | B medium | C mediums | D media |
| 2 A printing | B press | C interest | D information |
| 3 A cheap | B people | C popular | D public |
| 4 A opinion | B health | C views | D services |
| 5 A managers | B writers | C celebrities | D editors |
| 6 A profit | B readers | C circulation | D popularity |
| 7 A networks | B users | C sets | D ports |
| 8 A correspondence | B details | C information | D reporters |
| 9 A control | B ownership | C contact | D access |
| 10 A electronic | B personal | C large | D ROM |

8 Complete each phrase with an appropriate form of a verb from the list.



- 1 I've only managed to the first few chapters.
- 2 If you don't recognise the voice and you are worried,
- 3 You must your password before the program will start.
- 4 At last I e-mail at home.
- 5 It's boring – let's to another channel.
- 6 Always your work on a floppy disk or you may lose it.
- 7 Don't forget to it before you come to bed.
- 8 They are her best seller in paperback.
- 9 I tried many times but I couldn't Her line is busy.
- 10 The novel was much too exciting to so I missed lunch.
- 11 I told him you'd later.
- 12 Remember to save all your work before you the computer.

Multiple choice

Matching

2 Match the definitions below with the words in the list.

commercial

headline

soap

circulation

documentary

celebrity

periodical

correspondent

journalist

editor

- 1 a reporter whose job it is to report local news from a distant area
- 2 the number of copies a newspaper sells each day
- 3 an advertisement on television or radio
- 4 a film that gives facts and information about a subject
- 5 a well-known person on television, film or in the press
- 6 a magazine about one topic, that appears once a month, three times a year, etc.
- 7 someone who writes for a newspaper or magazine
- 8 the title of a newspaper report printed in large letters
- 9 a continuing story about a group of people that is regularly on television
- 10 the person who decides what goes in a newspaper or magazine

3 Match the definitions with the expressions in the list.

screen

CD ROM

mouse

keyboard

disk drive

floppy disk

mouse pad / mat

modem

laptop

key

- 1 The small object that you move with your hand to operate a computer
- 2 the flat part in front of a computer which you look at
- 3 the part of a computer with rows of letters and symbols
- 4 the part of a computer you use to pass information to or from a disk
- 5 a flat piece of plastic for storing information from a computer
- 6 the flat piece of rubber or plastic which you use under a mouse
- 7 a round disk for using in a computer to store large amounts of information
- 8 a type of small computer you can carry with you
- 9 one of the parts with a letter or symbol which you press when you use a computer
- 10 the equipment inside a computer which allows information to be sent to another computer using a telephone line

4 Complete the collocates below by matching a noun from A with a noun from B. Some can combine with more than one noun.

Example: television channel, report, commentator, programme ...

A

press current television
 radio light news
 sports soap chat
 celebrity video cable
 live educational
 commercial action
 digital game children's
 nature

B

opera channel report
 conference television
 replay commentator
 listener programme
 recorder show
 entertainment guest
 broadcast affairs break
 viewer station

5 Complete the collocates below by matching a word from A with one from B to make ten pairs.

Example: phone message

A

(phone)
 phone play
 mobile answering
 cordless wrong
 long e-mail fax
 telephone

B

(message)
 machine machine
 number book
 phone phone kiosk
 address back
 distance

6 Complete the following sentences with an appropriate word or phrase from the previous exercises.

- 1 It must have cost you a lot to make that long- phone call to Australia.
- 2 He's not at home but we can call him on his phone.
- 3 I want to send a message to Hanneke in Leiden. Do you have her e-mail ?
- 4 The Prime Minister will hold a news in the morning.
- 5 I tried to phone the school but a policeman answered – it was the number.
- 6 He won the money on a popular show on television.
- 7 I phoned Jane but she was out so I left a message on her phone.
- 8 First, you need to put the CD ROM into the drive.
- 9 Most live sport is shown on television.
- 10 Make sure you copy your work from the computer onto a disk.

Different exercises on one topic

Choosing/ matching/fill ing

- 4 Choose *a* or *the* in the following passage. Cross out the wrong one. In some places neither is possible so cross out both.

PEOPLE IN EDUCATION

A / The professor is not *a / the* teacher in *a / the* secondary school, but has *a / the* highest academic position in *a / the* university. *A / The* lecturer is *a / the* university teacher. Lecturers – and professors – give *a / the* lectures. Students in Britain usually have *a / the* tutor who gives them *a / the* advice and teaches students in small groups. You graduate from university with *a / the* degree. If you do *a / the* postgraduate work, you will have *a / the* supervisor to help and advise you.

- 5 Match the definitions below with one of the words given.

- Someone in charge of a school.
- Someone who is still at university studying for their first degree.
- Someone who has successfully completed their first degree.
- Someone responsible for courses in a private school.
- Someone in the same class as you at school.
- Someone who teaches at a college or university.
- Someone responsible for teaching a small group of students.
- Someone with the highest academic position in a university.

tutor

lecturer

professor

undergraduate

classmate

head teacher

director of studies

graduate

- 6 Fill each gap with an appropriate word from the list.

A (1) n..... or (2) p..... is for children aged two to five. A (3) p..... includes (4) l..... and lasts from the age of five to eleven. In Britain, at the age of nine some children go to (5) m before going to (6) s..... . Bright pupils sometimes go to (7) g..... after taking an examination, but most children go to a mixed ability (8) c..... . A (9) p..... in England is 'private' and parents pay for children to attend – a (10) s..... is free.

grammar school
nursery school
state school
infant school
playschool
primary school
public school
middle school
secondary school
comprehensive school

1 Fill in the blanks in the sentences below with a word or phrase from the diagram.



- I enjoy watching football but I've never been very good it.
- At our local sports centre you can play a wide variety of sports.
- I'm not too keen sports such as boxing.
- The you need for skiing, like boots and a ski suit, can be quite expensive.
- It's a pity that most people only support during the Olympics.
- Are you fond sports like tennis?
- Which do you prefer – summer or sports?
- Is swimming an or indoor sport in your country?
- Personally, I think the should have awarded a penalty.
- Athletes have to be extremely if they want to compete successfully.

2 Fill in the blanks in the sentences below with a word or phrase from the diagram.

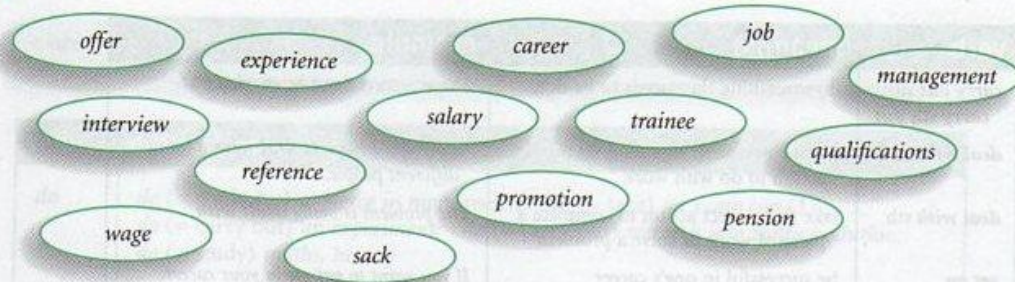


- Ronaldo took a shot goal but the goalkeeper caught the ball.
- A good basketball player must be able to the ball to other players.
- Brazil Germany 2-1.
- In table tennis, you must let the ball on the table before you hit it.
- Bergkamp plays Arsenal in England.
- How many times has Germany the World Cup?
- If he gets this game, he'll win the set and could win the
- Martina the ball over her opponent's head to the back of the court.
- Tiger Woods' shot was superb – he the ball and it rolled ten metres and fell into the hole.
- We love playing in bare feet on the beach.

Words store (exercises)

The world of work

2 Fill the gaps with an appropriate word from the list.

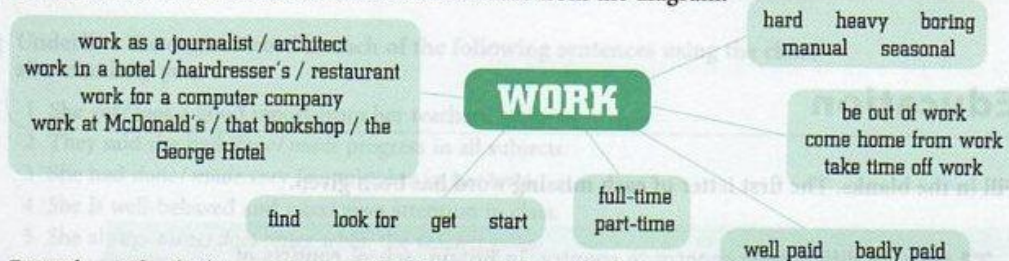


- | | |
|-----------------------------------|--|
| a choose a in computers | h to get a at sixty-five |
| b go for an | i to win |
| c go into | j to get a good from your tutor |
| d to get a as a waiter | k to have the right for the job |
| e to get the | l to have two years' relevant |
| f to earn a decent weekly | m to accept an of a job |
| g to get an annual increase | n to take a young person on as a |

3 Put the following steps in Joe Bloggs' career in the correct order.

- | | |
|--|------------------------------------|
| a He was promoted to assistant to the sales manager. | g He was out of work. |
| b He took up gardening as a hobby. | h He retired. |
| c He looked for a job. | i He went for an interview. |
| d He was appointed managing director. | j He worked as a clerk. |
| e He made an application. | k He got the job of sales manager. |
| f He was offered the job. | l He gave in his resignation. |

4 Fill in the blanks with one or more suitable words from the diagram.



Example: Why don't you go out and look for work instead of sitting around all day doing nothing?

- Jane is working a software developer for Microsoft.
- My dad worked a factory all his life.
- His wife works the local council.
- I'll talk to you about the problem when you come home work.
- Arthur has been out work ever since they closed the mine.
- Her boss gave her time work to go and see the doctor.

3 Fill in each blank with the correct form of the words listed.

- best honeymoon meet anniversary engage
 go stranger marriage christen know
 in to get fall wedding

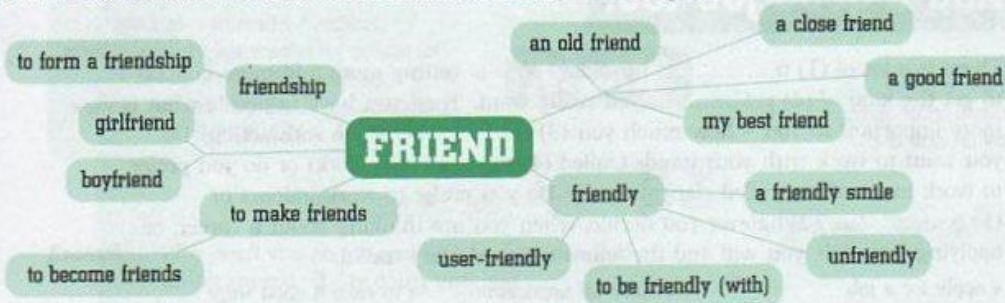
Love at first sight

Last August, Tony and Julie were complete (1) They hadn't even heard of each other. They first (2) at Michael's twenty-first birthday party and they took (3) each other immediately. As they got to (4) each other, they realised they had many things (5) common. After the party they began (6) out together. Before long, they had (7) in love. They decided to get (8) and then if all went well (9) married a year later. Julie said she didn't believe (10) was a good idea before they had both found good jobs. In the end, the (11) took place in August, on the first (12) of their meeting at Michael's party. It was held in St Martin's Church, which was where Anthony had been (13) as a baby. Their (14) man was Michael, who had invited them to his party a year before. For their (15) they went on a two week cruise of the Aegean islands.

Relationships

Friendship

1 Fill in the blanks with one or more suitable words from the diagram.



- 1 She's cheerful and the whole time.
- 2 The new student in the class is upset because we've been towards him.
- 3 Our developed quickly over the weeks that followed.
- 4 She's not a very friend – she's just an acquaintance.
- 5 The two boys friends very quickly.
- 6 I've just bought a new computer but the manual is not very – I can't understand a word it says.

Storage

4 Complete the chart below by putting the words in one of the three categories.

basement	block of flats	hall	power point	terraced house	cottage
bungalow	remote control	attic	tea towel	semi-detached	cellar
corkscrew	washing-up liquid	ground floor	study	table mat	landing
loft	detached house	bed-sit	ironing board	villa	

types of home	parts of a house	things we find in the house

5 Which household words can fill the gaps in the following sentences? More than one answer may be possible.

Example: It's dark in here – turn the **light** on.

- The has come off.
- She fell down
- The broke down yesterday.
- My was cut off.
- The batteries in my have run out. I must get some new ones.
- We have to put the back one hour tonight.

the stairs the staircase TV dishwasher

washing machine electricity

water supply tap radio

door handle power supply

Walkman clock paint

1 Write abstract nouns for the following words, using one of the following suffixes: *ance, ence, ment, ness, th*. Use your dictionary.

- | | |
|--------------------|---------------------|
| 1 inherit | 12 improve |
| 2 convenient | 13 willing |
| 3 clumsy | 14 retire |
| 4 obey | 15 silent |
| 5 invest | 16 disappoint |
| 6 develop | 17 excite |
| 7 kind | 18 polite |
| 8 effective | 19 argue |
| 9 fair | 20 punish |
| 10 prefer | 21 selfish |
| 11 innocent | 22 sixty |

2 Complete each of these common expressions with an appropriate form of an abstract noun from the list. You will need to use one of the nouns twice.

business silent absent accident ignorant appear patient

- | | |
|--------------------------------------|----------------------------------|
| 1 are deceptive. | 5 is bliss. |
| 2 makes the heart grow fonder. | 6 of the law is no excuse. |
| 3 will happen. | 7 is a virtue. |
| 4 before pleasure. | 8 is golden. |

3 Are the meanings of the underlined nouns countable (C) or uncountable (U)? Circle C or U.

- | | | |
|---|---|---|
| 1 This medicine is available in various <u>strengths</u> . | C | U |
| 2 It will take time for you to regain your <u>strength</u> . | C | U |
| 3 There has been a significant <u>movement</u> towards organic food. | C | U |
| 4 There has been no significant <u>movement</u> in the peace talks, I'm afraid. | C | U |
| 5 The <u>width</u> of the Dome is more than two hundred metres. | C | U |
| 6 It's more than two metres in <u>width</u> . | C | U |
| 7 Our <u>achievement</u> of economic stability has been painful. | C | U |
| 8 You'll get a great sense of <u>achievement</u> when you pass. | C | U |
| 9 I've never known such <u>kindness</u> before. | C | U |
| 10 Which particular <u>kindness</u> are you referring to? | C | U |
| 11 Nurses sterilise all the <u>equipment</u> after an operation. | C | U |
| 12 A computer is a very complex piece of <u>equipment</u> . | C | U |

Vocabulary and grammar

Word formation

4 Make adjectives from the following nouns.

- | | |
|----------------------|--------------------|
| 1 intelligence | 6 ugliness |
| 2 carelessness | 7 width |
| 3 patience | 8 emptiness |
| 4 depth | 9 confidence |
| 5 arrogance | 10 million |

5 Make nouns from the following verbs.

- | | |
|--------------------|-----------------|
| 1 disturb | 6 insure |
| 2 correspond | 7 annoy |
| 3 emerge | 8 empty |
| 4 sleep | 9 defend |
| 5 resist | 10 commit |

6 Use the word given at the end of each line to form a word that fits the gap in the same line.

A FORMAL LETTER

Dear Sir or Madam,

I read your (1) in International Business magazine and I am writing for more information concerning entry (2) for the course in English Language (3). Could you tell me what language (4) are required? I do not possess the First Certificate and would like to know if (5) on the course depends on having the FCE? In fact, as I am an (6) for an international (7) company I would be interested in a course which focuses on language (8) for both social and (9) purposes. I would also like to know the (10) from the college to London and if (11) at all classes is obligatory, or whether an occasional (12) for purposes of travel is acceptable. I look forward to hearing from you.

- ADVERTISE
- REQUIRE
- IMPROVE
- QUALIFY
- ACCEPT
- ACCOUNT
- INVEST
- DEVELOP
- BUSY
- DISTANT
- ATTEND
- ABSENT

Yours faithfully,

Nelson Fernandez

1 Match a first part (1–10) with a second part (a–j) to make correct sentences.

- | | |
|---|--|
| 1 Why do I always get | a a good haircut? |
| 2 I'm still in shock – I got | b me some groceries. |
| 3 Is there anywhere I can get | c socks for Christmas? |
| 4 My son's just popped out to get | d a shiny bald head. |
| 5 In the sales, I got | e a cold off one of the kids at school. |
| 6 He's in bed because he got | f to the camp tired and hungry. |
| 7 They finally got | g a Diploma in Business Studies. |
| 8 How on earth are you going to get | h such a surprise when I opened the door this morning. |
| 9 Apart from a degree, he's got | i that piano down the stairs? |
| 10 Mr Jones is still handsome though now he's got | j a great CD player for less than £200. |

2 Complete these sentences with an appropriate word or phrase from the list.

cold the idea the joke those wet clothes silly the kids to the end going the car

Example: This game is getting *silly* – let's stop it.

- | | |
|---|--|
| 1 It's getting outside. Let's go in. | 6 You'd better get off or you'll catch a cold. |
| 2 I can't get to start. | 7 When you get of the test, tell me. |
| 3 Let's get – we're already late as it is. | 8 I can use e-mail now but it took time to get of how to use it. |
| 4 I still don't get Must be my sense of humour. | |
| 5 She's just gone to get from school. | |

3 Fill each space with an appropriate word from the list. The first (0) is given as an example.

letter one channels snowed hobbies chance warmer surprise stamps satellite cold

Dear Charlotte,

Thanks for writing. I got your *letter* (0) a couple of days ago. It's nice having a new pen-friend. I got a real (1) when I learnt that you have got almost the same (2) as me. How many (3) have you got, by the way? Yesterday, I got a really rare (4) from a friend – it's a Penny Pink – I got it for £10. If you get the (5), can you send me some old English stamps?

So you like TV as well? How many (6) have you got? Do you get any (7) TV stations?

It snowed a lot this year and we got (8) in and just watched hours of TV. What's the weather like in London? Does it ever get really (9)? It's been a long winter here, but the weather's getting a bit (10) now.

Justine

Sentence making

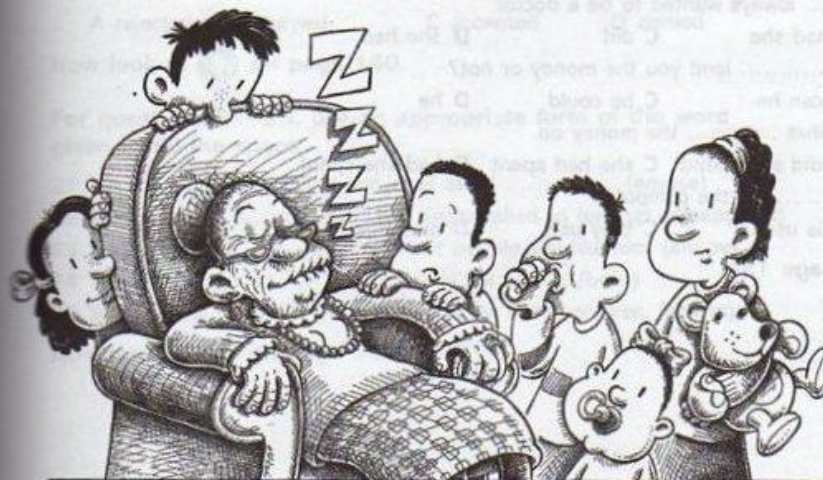
Filling the words

5 Fill in each space with an appropriate word from the list, forming a compound noun. The first (0) is given as an example.

word table ~~worker~~ washing piece meal time wife book up
electrical washer computer sitter house

A house husband

My wife is a social^{worker}..... (0) and she works for the local council and has a very busy time..... (1) every day. She obviously can't be in full-..... (2) work and be a house..... (3) at the same time. This means I've been a (4) husband for many years now, because my job as a text..... (5) writer for students of English can be done from home working on a personal (6). As we can't afford a baby-..... (7) I'm in charge of the baby as well as having to do all the cooking and washing-..... (8). My job is made much easier by the variety of (9) goods available - I just put all the dirty plates in the dish..... (10) and the baby's clothes in the (11) machine and away I go. I'm free to produce yet another master..... (12) for students on my (13) processor. When my wife comes home at three she has a ready-made (14) to look forward to. Not bad, eh?



Grandma loved acting as baby-sitter for her grandchildren, but would always fall asleep in the armchair before they did. Once her five-year-old grandson woke her up, saying 'Wake up, Granny, it's past my bedtime'.

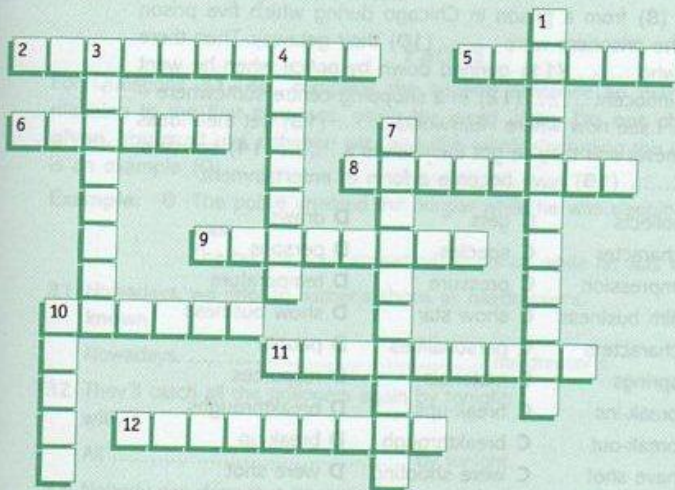
4 Complete the following sentences using an appropriate *-ed* or *-ing* adjective. Write about your own feelings.

Example: I find science fiction stories *very interesting*.

- 1 I find computers such machines.
- 2 People who like computer games are really
- 3 The thought of going to the moon is
- 4 It's easier to teach students.
- 5 I wouldn't be if the economy collapsed.
- 6 I find lying on the beach on a hot summer's day
- 7 I agree that television is
- 8 Football couldn't be more

5 Complete the crossword using an *-ed* or *-ing* adjective. Use the verbs in the list to help you.

arm heat build interest humiliate amuse collect touch age captivate
freeze reward trust



Across

- 2 I hear you want to buy a car. Would you be in a second-hand Honda?
- 5 What began as a friendly discussion, soon became a argument.
- 6 Would you keep the baby while I hang out the washing?
- 8 His truck was loaded up with bricks, sand and other materials.
- 9 Take a thick coat – the weather can be in Britain, even in spring.
- 10 Are aircraft, say those older than ten years, safe to fly in?
- 11 Nursing can be a very career, can't it?
- 12 It's important to stay cool, calm and during your interview.

Down

- 1 The Countess of Wessex won over the nation with her smile.
- 3 You shouldn't have believed him – you're far too
- 4 My family were deeply by your offers of help and sympathy.
- 7 I felt utterly when you criticised me in front of my friends.
- 10 The army, navy and air force are known as the forces.

Crosswords

That was the question!

4 Read the text below. Use the word given in capitals at the end of each line to form a word that fits the space in the same line. The first (0) is given as an example.

How to learn vocabulary

Students are under enormous *pressure* (0) to learn huge amounts of vocabulary but they are rarely given (1) as to how to go about it. They have a (2) to try and learn long lists by heart, but this is hardly the most (3) approach to the problem. The golden rule is to do lots of (4) at regular intervals. Secondly, students should concentrate on words with the highest (5), particularly everyday words which also improve the students' spoken (6). They should also take every (7) to use the words in communication – there is considerable (8) evidence that learners who like using the foreign language improve their oral (9) and their overall (10) of the language much more rapidly than students who are (11) to practise the language in real situations.

PRESS
GUIDE
TEND
EFFICIENCY
REVISE
FREQUENT
FLUENT
OPPORTUNE
PSYCHOLOGY
PERFORM
ACQUIRE
RELUCTANCE

