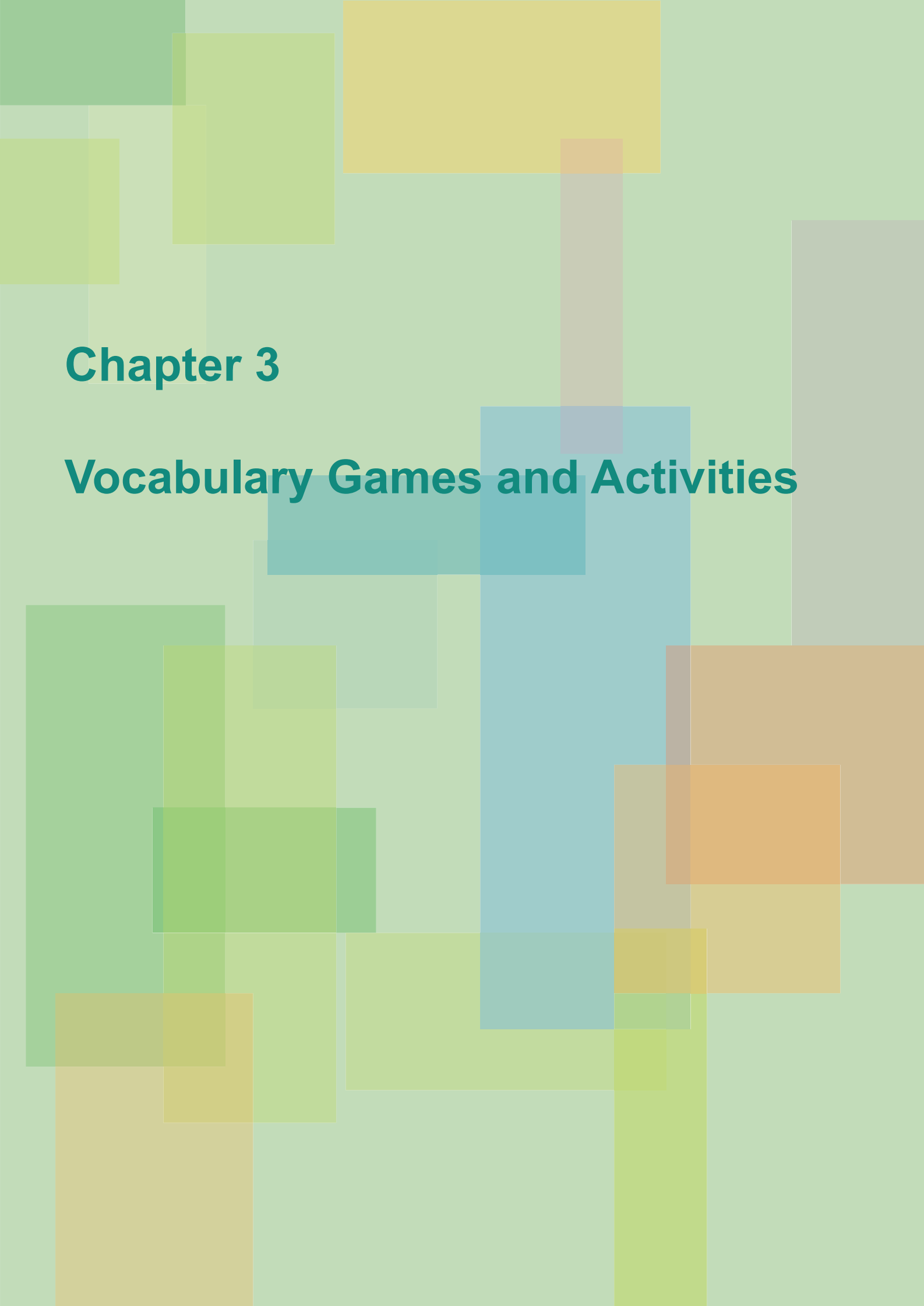




Chapter 3

Vocabulary Games and Activities

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* GA 6, 7, 8 & 16 were specifically developed for the three units included in Chapter 2.

GA 1 A Trip to Nature – Compound Uno

Vocabulary Item	<i>Things to take for a trip:</i> air ticket, backpack, credit card, first aid kit, guidebook, identity card, netbook, passport, raincoat, suitcase, sunblock, sunglasses, sunhat, swim goggles, swimsuit <i>Life in the sea:</i> clownfish, coral reef, seahorse, sea lion, seaweed, starfish, swordfish <i>Travel-related sickness and discomfort:</i> air sickness, headache, jet lag, sea sickness, stomach ache <i>People working in the tourist industry:</i> cabin crew, tour guide, travel agent
Vocabulary Building Strategy	Using knowledge of word formation – compounding

Activity Description

This activity aims to consolidate students' understanding of compound nouns. Students have to get rid of all the cards they have by making compound nouns related to travel. The first student who gets rid of all the cards is the winner.

Materials for Each Group

A set of word cards on compound nouns

Procedures

1. Students are divided into groups of four. Each group is given a set of word cards.
2. One student shuffles the pack of cards, deals five cards to each person and puts the remaining cards on the desk.
3. The dealer takes one card from the pack of cards and puts it on the desk. Then the dealer starts first by putting one of his/her cards next to the word card to form a compound noun.

4. If the dealer does not have an appropriate card, he/she has to take one card from the pack. The turn will then go to the student on his/her left.
5. There are several function cards. Students can place any one of the function cards they have when their turn comes. Then the instruction on the function card should be followed.
6. The first student who gets rid of all the cards is the winner.

Word Cards – Compound Nouns



air	ticket	back	pack
credit	card	first aid	kit
guide	book	identity	card
net	book	pass	port
rain	coat	suit	case
sun	block	sun	glasses
sun	hat	swim	goggles
swim	suit	clown	fish
coral	reef	sea	horse
sea	lion	sea	weed
star	fish	sword	fish

air	sickness	head	ache
jet	lag	sea	sickness
stomach	ache	cabin	crew
tour	guide	travel	agent
The next person has to pick up two cards .	You can use this card to represent any word .	You can use this card to skip over the next person.	You can use this card to reverse the direction of play.
The next person has to pick up two cards .	You can use this card to represent any word .	You can use this card to skip over the next person.	You can use this card to reverse the direction of play.

GA 2 A Trip to Nature – Simulation

Vocabulary Item	<i>Things to take:</i> army knife, backpack, blanket, boots, bottled water, canned food, compass, first aid kit, hand-held fan, mobile phone, sandals, sleeping bag, snacks, sunblock, sunglasses, sunhat, tent, torch, wet wipe, windbreaker
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to help students retain the vocabulary in the same lexical field, i.e. things to take for a camping trip, through a ranking activity. Students imagine that they have just survived a plane crash in a desert and there are twenty items left in the plane. They have to decide on which five items they would keep for their survival in the desert and rank them in order of importance.

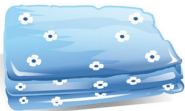
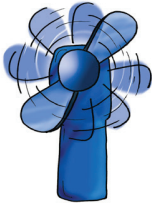
Materials for Each Group

A set of word cards for simulation

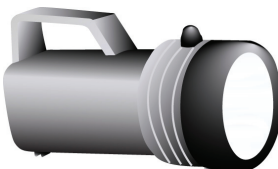
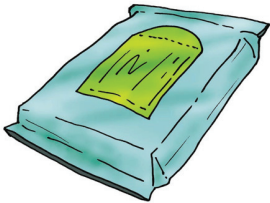
Procedures

1. Students play the game in groups of four and each group is given a set of twenty word cards.
2. Students imagine that they have just survived a plane crash and they are in a desert. The group of survivors managed to salvage twenty items as shown on the word cards.
3. Students have to decide on which five items they would keep for their survival in the desert. They discuss and rank the five items in order of importance.
4. After the discussion, each group reports on the five items they would take and their ranking. They have to provide reasons for their choice.
5. The whole class votes to determine which group gives the best reasons. The group that gets the most votes wins the game.

Word Cards – Simulation

 army knife	 backpack
 blanket	 boots
 bottled water	 canned food
 compass	 first aid kit
 hand-held fan	 mobile phone

Word Cards - Simulation

 sandals	 sleeping bag
 snacks	 sunblock
 sunglasses	 sunhat
 tent	 torch
 wet wipe	 windbreaker

GA 3 Crime – Charade

Vocabulary Item	<i>Types of crime:</i> blackmail, burglary, drug-trafficking, kidnapping, murder, pickpocket, robbery, shoplifting, smuggling, theft <i>Criminals:</i> blackmailer, burglar, drug-trafficker, kidnapper, murderer, pickpocket, robber, shoplifter, smuggler, thief <i>Verbs of crime:</i> blackmail, burgle, deal/traffic in drugs, kidnap, murder, rob, shoplift, steal, smuggle <i>Possible tools for crime:</i> backpacks, bags, blindfolds, choppers, cutters, knives, skeleton keys, soft toys, suitcases, telephones
Vocabulary Building Strategy	Using knowledge of lexical relations – word families

Activity Description

This activity aims to enhance students' vocabulary knowledge about crime-related words in their different parts of speech. Students play the game in groups. Two representatives from each group mime a crime which involves the use of a tool for committing it. The other group members then guess what the crime and the tool are, and write down the words for the crime, the criminal, the action and the tool on the blackboard.

Materials

Blank cards

A stopwatch/timer

Procedures

1. Students play the game in four big groups. Each group comes up with a crime, the criminal, the action of the crime and the tool for committing it, and writes them on a blank card for another group to guess, e.g. 'murder, murderer, murder, choppers'.

2. Students can come up with different tools for committing the crime. Examples of the tools used can be 'suitcases' for 'smuggling', 'cutters' for 'pickpocket', 'knives' for 'robbery', 'backpacks' for holding things from 'shoplifting' or 'theft', etc.
3. Two representatives take the card prepared by another group and mime the crime. Their group members can call out guesses but the representatives can only indicate 'yes' or 'no' by nodding or shaking their heads.
4. Once the answers are confirmed, one of the group members writes them down on the blackboard. Each group has to write down as many correct answers as possible within five minutes.
5. The group who writes down the most correct answers within the given time wins the game.

Suggested Vocabulary Items:

Crime	Criminal	Action	Tool
blackmail	blackmailer	blackmail	telephones
burglary	burglar	burgle	skeleton keys
drug-trafficking	drug-trafficker	deal/traffic in drugs	soft toys
kidnapping	kidnapper	kidnap	blindfolds
murder	murderer	murder	choppers
pickpocket	pickpocket	steal	cutters
robbery	robber	rob	knives
shoplifting	shoplifter	shoplift/steal	backpacks
smuggling	smuggler	smuggle	suitcases
theft	thief	steal	bags

(The answers above are for reference only. Teachers may accept any reasonable answers.)

GA 4 Describing People – Crossword Puzzle

Vocabulary Item	<i>Adjectives describing qualities and personalities:</i> adventurous, boring, chatty, cheerful, courageous, curious, energetic, humorous, mature, moody, naive, playful, sociable, selfish, troublesome
Vocabulary Building Strategy	Using knowledge of lexical relations – antonyms and synonyms

Activity Description

This activity is designed to provide opportunities for students to negotiate meanings through the use of antonyms and synonyms in the context of a crossword puzzle. Students need to listen to their partners for clues to complete the crossword puzzle together. This activity can easily be adapted for practising antonyms and synonyms of other adjectives.

Material for Each Pair of Students

A set of crossword puzzles on personality

Procedures

1. Students work in pairs, with one being Student A and the other Student B.
2. Students get their own worksheet and take turns to ask questions about the missing words, like 'What's A1?' ('A' for 'Across') or 'What's D12?' ('D' for 'Down'). Then their partners can explain the target words in one of the following ways:
 - It is the opposite of ...
 - It shares the same meaning as ...
 - It describes someone who ...
3. The activity continues until students have filled in all the boxes in the crossword puzzle.

Crossword Puzzle – Personality (Student A)

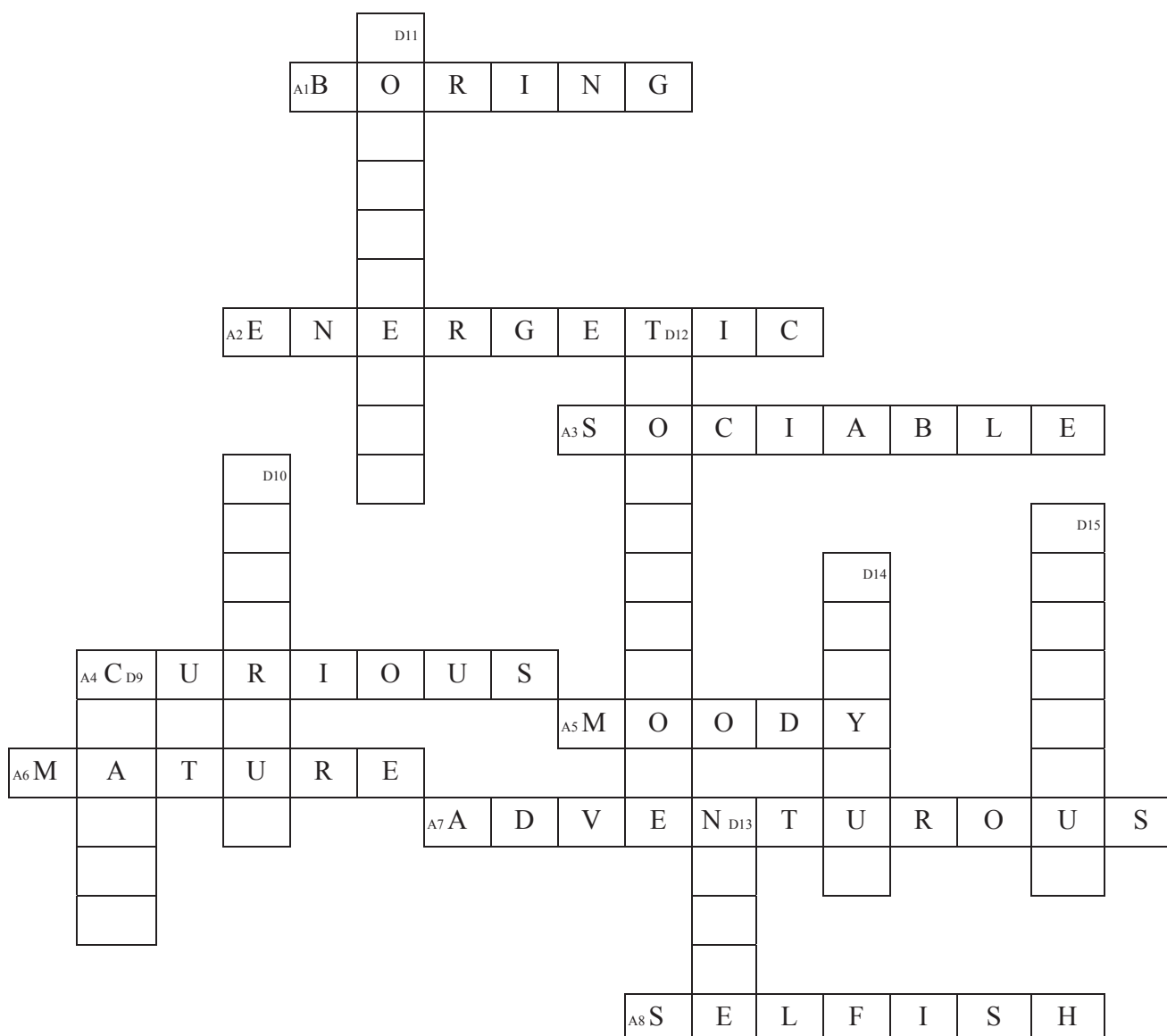
Work in pairs and complete the crossword puzzle by providing clues for your partner in the following way:

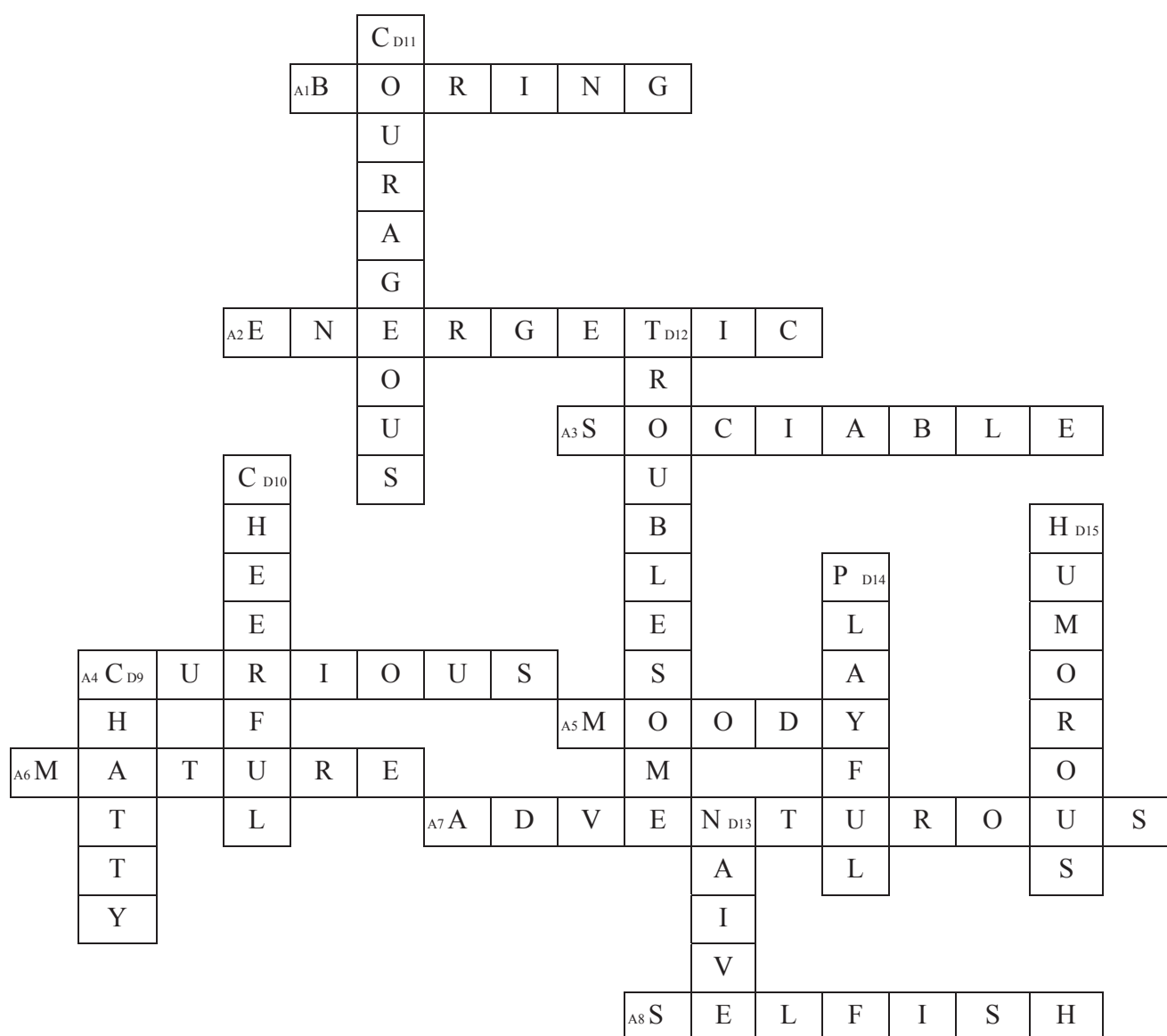
Student A/B: *What is the word for D9/A1?*

Student B/A: *It is the opposite of _____.* /

It shares the same meaning as _____. /

It describes someone who _____.





Across

1. BORING
2. ENERGETIC
3. SOCIABLE
4. CURIOUS
5. MOODY
6. MATURE
7. ADVENTUROUS
8. SELFISH

Down

9. CHATTY
10. CHEERFUL
11. COURAGEOUS
12. TROUBLESOME
13. NAIVE
14. PLAYFUL
15. HUMOROUS

GA 5 Describing People – Word Jeopardy

Vocabulary Item	<i>Adjectives describing appearance:</i> plain/ugly, plump/obese, slender/skinny <i>Adjectives describing qualities and personalities:</i> ambitious/greedy, average/mediocre, childlike/childish, clever/cunning, confident/arrogant, determined/stubborn, innocent/naive, unusual/weird, thrifty/stingy
Vocabulary Building Strategy	Using knowledge of lexical relations - connotation

Activity Description

This activity aims to consolidate students' understanding of the underlying meanings associated with words. Students compete in groups and answer the chosen questions by identifying the appropriate words for the stated category. The group that gets higher points wins the game.

Materials

PowerPoint slides – Word Jeopardy

Procedures

1. Students play the game in two groups. Each group takes turns to choose a question they want to answer from the PowerPoint slides.
2. There are two categories (i.e. words with 'positive' and 'negative' connotations) with different point values to choose from. The higher the point value is, the more challenging the question will be. Students choose a point value and a category, study the words as indicated and identify which word belongs to the chosen category.
3. The point value of the questions will be awarded for correct answers and deducted for wrong answers. No points will be deducted if students choose to pass.
4. The group that gets more points is the winning team.

PowerPoint Slides – Word Jeopardy

<i>Word Jeopardy</i> <table border="1"> <thead> <tr> <th>Positive</th><th>Negative</th></tr> </thead> <tbody> <tr> <td><u>100</u></td><td><u>100</u></td></tr> <tr> <td><u>100</u></td><td><u>100</u></td></tr> <tr> <td><u>200</u></td><td><u>200</u></td></tr> <tr> <td><u>200</u></td><td><u>200</u></td></tr> <tr> <td><u>300</u></td><td><u>300</u></td></tr> <tr> <td><u>300</u></td><td><u>300</u></td></tr> </tbody> </table>	Positive	Negative	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	Positive - 100 ■ clever ■ cunning ■ <u><i>Back to Game</i></u>
Positive	Negative														
<u>100</u>	<u>100</u>														
<u>100</u>	<u>100</u>														
<u>200</u>	<u>200</u>														
<u>200</u>	<u>200</u>														
<u>300</u>	<u>300</u>														
<u>300</u>	<u>300</u>														
Positive - 100 ■ childish ■ childlike ■ <u><i>Back to Game</i></u>	Positive - 200 ■ slender ■ skinny ■ <u><i>Back to Game</i></u>														
Positive - 200 ■ arrogant ■ confident ■ <u><i>Back to Game</i></u>	Positive - 300 ■ stingy ■ thrifty ■ <u><i>Back to Game</i></u>														
Positive - 300 ■ innocent ■ naive ■ <u><i>Back to Game</i></u>	Negative - 100 ■ plain ■ ugly ■ <u><i>Back to Game</i></u>														

 Negative - 100 ■ ambitious ■ greedy ■ <u><i>Back to Game</i></u>	 Negative - 200 ■ weird ■ unusual ■ <u><i>Back to Game</i></u>
 Negative - 200 ■ stubborn ■ determined ■ <u><i>Back to Game</i></u>	 Negative - 300 ■ plump ■ obese ■ <u><i>Back to Game</i></u>
 Negative - 300 ■ mediocre ■ average ■ <u><i>Back to Game</i></u>	

Points	Words with Positive Connotation
100	clever
100	childlike
200	slender
200	confident
300	thrifty
300	innocent

Points	Words with Negative Connotation
100	ugly
100	greedy
200	weird
200	stubborn
300	obese
300	mediocre

GA 6* Helping out in Our Mini-restaurant – Bingo (1)

Vocabulary Item	<i>Food-related words:</i> broccoli, cake, cauliflower, dish, fish, ice, milkshake, pea, potato, rice, tea, tomato, vegetable <i>'Cooking' verb:</i> bake <i>Adjectives to describe food and dishes:</i> crunchy, delicious, famous, healthy, popular, spicy, sour, tasty, wonderful, yummy <i>Adjectives to describe the environment of a restaurant:</i> comfortable, peaceful, tidy, wonderful <i>Adjectives to describe the staff of a restaurant:</i> friendly, helpful
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields Using knowledge of letter-sound relationships – rhymes

* This activity was developed for the unit 'Helping out in Our Mini-restaurant' in Chapter 2.

Activity Description

This activity aims to facilitate the retention of words through identifying the rhyming words under the same lexical field about 'restaurants'. Students cross out the words that rhyme with those read out by their teacher. The first student who has crossed out three words in a row, got the correct answers and shouted 'bingo' wins the game.

Materials

A Bingo Card on rhyme for each student
A set of Word Cards for Teachers on rhyme
A bag

Procedures

1. Each student is given a Bingo Card with nine words on it.
2. Teacher picks out one Word Card from the bag each time and reads out the word.
3. On their Bingo Cards, students cross out words that rhyme with those read out.
4. Students shout 'Bingo' when they have crossed out three words in a row, either horizontally, vertically or diagonally.
5. The first student who gets the correct answers and shouts 'Bingo' wins the game.

Bingo Cards – Rhyme

vegetable	rice	tidy
fish	sour	peaceful
tomato	tea	cake

spicy	famous	fish
sour	milkshake	peaceful
tomato	rice	yummy

fish	rice	cauliflower
cake	vegetable	crunchy
tea	famous	tomato

helpful	vegetable	rice
cauliflower	tomato	tea
milkshake	fish	tasty

Word Cards for Teachers – Rhyme

broccoli	bake	comfortable
delicious	dish	friendly
healthy	ice	pea
popular	potato	wonderful

Answer Keys:

bake: cake, milkshake

broccoli: crunchy, spicy, tasty, tidy, yummy

comfortable: vegetable

delicious: famous

dish: fish

friendly: crunchy, spicy, tasty, tidy, yummy

healthy: crunchy, spicy, tasty, tidy, yummy

ice: rice

pea: tea

popular: cauliflower, sour

potato: tomato

wonderful: helpful, peaceful

GA 7* Helping out in Our Mini-restaurant – Bingo (2)

Vocabulary Item	<i>Food-related words:</i> bean, beef, carrot, curry, fruit, grape, lamb, lobster, melon, mint, mushroom, pasta, pudding, pumpkin, rice, salad, salmon, tea, tomato <i>‘Cooking’ verbs:</i> bake, fry, grill, roast <i>Adjectives to describe food and dishes:</i> crispy, creamy, fresh, healthy, sour, spicy, sweet, tasty <i>Adjectives to describe the environment of a restaurant:</i> clean, comfortable, peaceful, tidy <i>Adjectives to describe the staff of a restaurant:</i> friendly, helpful, pleasant, professional
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields Using knowledge of letter-sound relationships – alliteration

* This activity was developed for the unit ‘Helping out in Our Mini-restaurant’ in Chapter 2.

Activity Description

This activity aims to facilitate the retention of words through identifying the alliterative words under the same lexical field about ‘restaurants’. Students cross out the words that alliterate with those read out by their teacher. The first student who has crossed out three words in a row, got the correct answers and shouted ‘bingo’ wins the game.

Materials

- A Bingo Card on alliteration for each student
- A set of Word Cards for Teachers on alliteration
- A bag

Procedures

1. Each student is given a Bingo Card with nine words on it.
2. Teacher picks out one Word Card from the bag each time and reads out the word.
3. On their Bingo Cards, students cross out words that alliterate with those read out.
4. Students shout 'Bingo' when they have crossed out three words in a row, either horizontally, vertically or diagonally.
5. The first student who gets the correct answers and shouts 'Bingo' wins the game.

Bingo Cards – Alliteration

beef	professional	friendly
sweet	carrot	rice
sour	lobster	mushroom

helpful	salmon	tomato
rice	creamy	pudding
crispy	fresh	beef

tidy	rice	lobster
mint	bake	grape
fresh	comfortable	peaceful

mushroom	lobster	fruit
tasty	rice	spicy
bake	pumpkin	curry

Word Cards for Teachers – Alliteration

bean	clean	fry
healthy	grill	lamb
melon	pasta	pleasant
roast	salad	tea

Answer Keys:

bean: bake, beef

clean: carrot, comfortable, crispy, creamy, curry

fry: fresh, friendly, fruit

healthy: helpful

grill: grape

lamb: lobster

melon: mint, mushroom

pasta: peaceful, professional, pudding, pumpkin

pleasant: peaceful, professional, pudding, pumpkin

roast: rice

salad: salmon, sour, sweet, spicy

tea: tasty, tidy, tomato

GA 8* Heritage Conservation - Unscramble

Vocabulary Item	<i>Adjectives describing architecture and buildings:</i> opinion: graceful, majestic, original, peaceful, tranquil shape: circular, oval, pointed, rectangular, triangular colour: brown, crimson, green, grey, white material: brick, marble, steel, stone, wooden
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms

* This activity was developed for the unit 'Heritage Conservation' in Chapter 2.

Activity Description

This activity aims to strengthen students' understanding of lexical relations. Students have to re-arrange the letters of the given words to form adjectives describing architecture or buildings on the activity sheets.

Materials for Each Pair of Students

A set of activity sheets for the game 'Unscramble'

Procedures

1. Students work in pairs to unscramble the letters of the words on the activity sheets. All the words are adjectives for describing architecture or buildings.
2. Students study the adjectives, identify which groups of adjectives they belong to and circle the correct answers.
3. The first pair who gets the correct answers for all the four groups of adjectives wins the game.

Activity Sheet – Unscramble

Unscramble (1)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first three letters of each scrambled word have been provided as hints.

1. fcule pea _____
2. lnuiq tra _____
3. isetc maj _____
4. fceul gra _____
5. agnli ori _____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)



Unscramble (2)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. idnte po _____
2. graulain tr _____
3. cuarlr ci _____
4. atnularcg re _____
5. la ov _____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (3)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. tie wh _____
2. won br _____
3. ene gr _____
4. osnim cr _____
5. ye gr _____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)



Unscramble (4)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. lrbe ma _____
2. deno wo _____
3. ikc br _____
4. noe st _____
5. ele st _____

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (1)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first three letters of each scrambled word have been provided as hints.

1. fcul peaceful
2. lnuiq tranquil
3. iset majestic
4. fceul graceful
5. agnli original

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (2)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. idnte pointed
2. griaulan triangular
3. cuarrl circular
4. atnularcg rectangular
5. la oval

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (3)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. tie white
2. won brown
3. ene green
4. osnim crimson
5. ye grey

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

Unscramble (4)

Can you write the correct words? All the words are adjectives for describing architecture and buildings. The first two letters of each scrambled word have been provided as hints.

1. lrbe marble
2. deno wooden
3. ikc brick
4. noe stone
5. ele steel

Which group of adjectives do they belong to? Circle the correct answer.

(opinion, dimension, shape, age, colour, religion, origin, material)

GA 9 Meeting Friends for Fun – Word Pair Race

Vocabulary Item	<i>Verb phrases about what friends may do/have together:</i> do: do gymnastics, do lunch, do the cooking, do shopping go: go shopping, go sightseeing, go swimming, go surfing have: have a drink, have a good time, have a party, have fun, have lunch make: make a drink, make friends, make lunch play: play badminton, play golf, play tennis
Vocabulary Building Strategies	Using knowledge of collocation – verb + noun collocation Using word recording strategies

Activity Description

This activity focuses on students' awareness of collocation and aims to help them retain the target vocabulary through the use of graphic organisers. Students play the game in groups of four. In three minutes, they write as many correct pairs of 'verb + noun/noun phrases' as possible and organise them in word forks.

Materials for Each Group

An activity sheet for the game 'Word Pair Race'

A piece of A3 paper

A marker

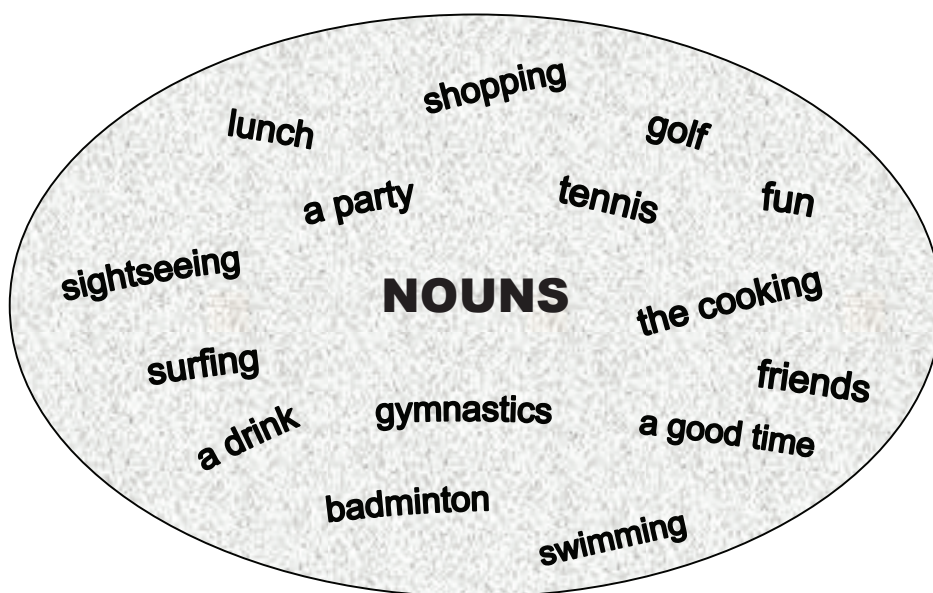
Blu-tack

Procedures

1. Students play the game in groups of four.
2. Students are introduced to what a word fork is.
3. Students discuss and make as many pairs of 'verb + noun/noun phrases' as possible using the given words in the Activity Sheet in three minutes. They have to organise and present them using word forks on the A3 paper.
4. Students put their work on the blackboard using blu-tack for their teacher's comments. One mark will be awarded for each correct pair and one mark deducted for each wrong answer.
5. The group with the highest marks wins the game.

Activity Sheet – Word Pair Race

In three minutes, make as many phrases as possible using the verbs and nouns/noun phrases below. Use word forks to organise your answers.



do	gymnastics
	lunch*
	the cooking
	shopping

have	a drink
	a good time
	a party
	fun
	lunch*

go	shopping
	sightseeing
	swimming
	surfing

make	a drink
	friends
	lunch*

play	badminton
	golf
	tennis

- * 'Do lunch' has the same meaning as 'have lunch' while 'make lunch' means 'prepare lunch'.

GA 10 Movement and Feelings – Coffee Pot

Vocabulary Item	<i>Action Verbs:</i> Eye: blink, glance, stare, wink Mouth: scream, shout, stutter, whisper Hand: clap, point, punch, seize Leg: dash, hop, jump, stroll
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to deepen students' understanding of some action verbs. Students play the game in groups. One student draws a 'verb' card. Then, his/her group members ask him/her questions in order to find out what the mystery word is. Whenever a question is asked, the words 'coffee pot' are used to represent the mystery word.

Materials

A set of 'verb' cards

Procedures

1. Students are divided into four big groups. Each student takes turns to be the representative to take his/her group members' questions.
2. The representative from one group draws a 'verb' card from the teacher. He/she should not let his/her group members see the word on the card.
3. The group members can ask the representative yes/no questions using 'coffee pot' to represent the mystery word. For example, they may ask 'Do you coffee pot with your mouth?', 'Do you coffee pot loudly?', etc. The representative can answer only 'yes' or 'no'.
4. Each group is given three minutes to play the game. The group who gets the most correct guesses within the time limit wins the game.

'Verb' Cards



blink	glance
stare	wink
scream	shout
stutter	whisper
clap	point
punch	seize
hop	dash
jump	stroll

GA 11 Movement and Feelings – Synonym Array

Vocabulary Item	<i>Adjectives of feelings:</i> Anger: angry, annoyed, furious Fear: alarmed, frightened, petrified Surprise: amazed, shocked, surprised Tiredness: drained, exhausted, tired
Vocabulary Building Strategy	Using a dictionary Using knowledge of lexical relations - synonyms of different degrees of intensity

Activity Description

This activity aims to familiarise students with the use of dictionaries and heighten students' awareness of the subtle differences between near-synonyms. With the help of a dictionary, students categorise previously learnt synonyms according to their degrees of intensity on the Synonym Array Board. The first group that gets the correct answers is the winner.

Materials for Each Group

A Synonym Array Board

A set of word cards on synonyms

A dictionary

Procedures

1. Students are divided into groups of four. Each group is given a Synonym Array Board, a dictionary and a set of word cards which include 12 adjectives under the four kinds of emotions - 'Anger', 'Fear', 'Surprise' and 'Tiredness'.
2. With the help of a dictionary, students put the words into three different levels according to their degrees of intensity on the Synonym Array Board.
3. The first group that gets the correct answers is the winner.

Word Cards (Synonyms)

<i>ANGER</i>	<i>FEAR</i>	<i>SURPRISE</i>	<i>TIREDFNESS</i>
angry	alarmed	amazed	drained
annoyed	frightened	shocked	tired
furious	petrified	surprised	exhausted

Synonym Array Board

Strongest

(Answer Keys)

Intensity Feeling	Strongest →		
Anger	annoyed	angry	furious
Fear	alarmed	frightened	petrified
Surprise	surprised	shocked	amazed
Tiredness	tired	drained	exhausted

GA 12 My Favourite Food – Fruit Chain

Vocabulary Item	<i>Fruits:</i> apples, avocados, bananas, blackberries, cherries, coconuts, dragon fruit, durians, figs, grapes, grapefruit, guavas, kiwi fruit, lemons, limes, longans, lychees, mangoes, nectarines, papayas, passion fruit, peaches, pineapples, plums, raspberries, rock melons, rose apples, star fruit, strawberries, watermelons
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms

Activity Description

This activity aims to consolidate students' vocabulary about fruits. Students take turns to make sentences which include different kinds of fruit. They should build on the sentence made by the preceding students by adding a different fruit. This game can be easily adapted by changing the topic, e.g. 'Meat Chain', 'Vegetable Chain', 'Country Chain'.

Materials

Nil

Procedures

1. Students form groups of eight. One student from each group makes a sentence which includes a kind of fruit, e.g. 'I like apples.'
2. The next student should expand the sentence by adding another kind of fruit, e.g. 'I like apples and peaches.'
3. A student is out when he/she cannot repeat the exact sequence or add another fruit.
4. The last student to stay in a round is the winner.

GA 13 My Favourite Food – Hig Pig

Vocabulary Item	<i>Food-related phrases that rhyme:</i> bake cake fish dish goose mousse green bean hot pot lamb ham my pie pea tea plum gum red bread yam jam
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields Using knowledge of letter-sound relationships – rhyme

Activity Description

This activity aims to facilitate the retention of words through heightening students' awareness of lexical relations and rhyme. Students guess the answers to riddles by studying some pictures. The answers must be a pair of monosyllabic rhyming words.

Materials for Each Pair of Students

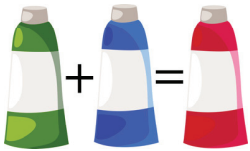
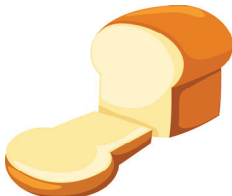
An activity sheet on the game 'Hig Pig'

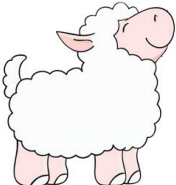
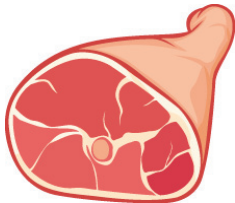
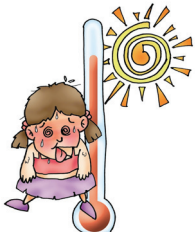
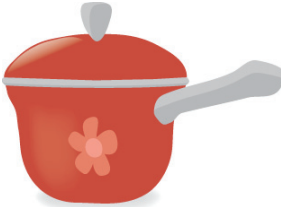
PowerPoint slides on the game 'Hig Pig'

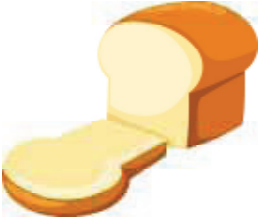
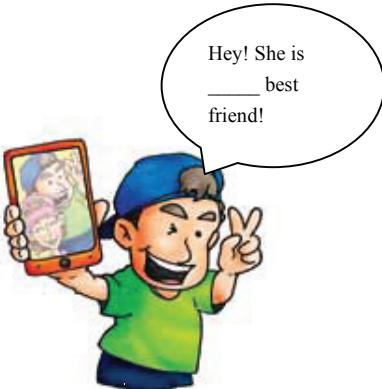
Procedures

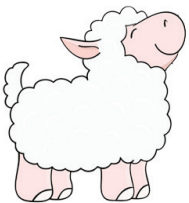
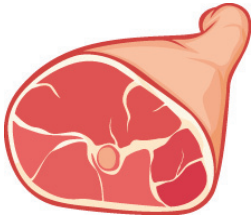
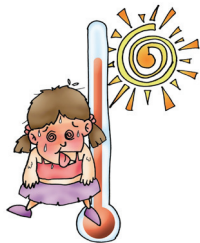
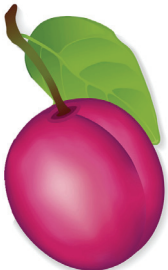
1. Students play the game in pairs.
2. Students study the pictures in each row and think of the words that the pictures represent. Each word must be monosyllabic and the pairs of words must rhyme.
3. The first pair who gets the most correct answers is the winning team.

Activity Sheet – Hig Pig

	Riddle	Answer
e.g.		 goose mousse
1.	 green blue ?	
2.	 yellow blue ?	
3.		
4.		

	Riddle		Answer
5.			
6.			
7.			
8.			
9.			
10.			

	Riddle		Answer
e.g.			goose mousse
1.	 green blue ?		red bread
2.	 yellow blue ?		green bean
3.			fish dish
4.			my pie

	Riddle		Answer
5.			<i>pea tea</i>
6.			<i>lamb ham</i>
7.			<i>hot pot</i>
8.			<i>bake cake</i>
9.			<i>yam jam</i>
10.			<i>plum gum</i>

GA 14 Our Body – Pelmanism

Vocabulary Item	<i>Idioms based on parts of the body:</i> Head: keep a cool head/bury one's head in the sand Face: have a long face/lose face Eye: catch one's eye/turn a blind eye Ear: turn a deaf ear/lend an ear Nose: have one's nose in the air/stick one's nose into Mouth: have a big mouth/make one's mouth water Hand: give (someone) a hand/go hand in hand Feet: get cold feet/stand on one's own feet
Vocabulary Building Strategy	Using knowledge of word combination – multi-word units and idiomatic use of words

Activity Description

This activity aims to help students retain better the idioms based on parts of the body. Students match the idioms of parts of the body with their meanings. After they have got a correct pair, students make sentences using the idiom.

Materials for Each Pair of Students

Two sets of word cards:

1. Set 1 – Idioms based on Parts of the Body
2. Set 2 – Meanings

Procedures

1. Students play the game in pairs. Each pair is given two sets of word cards – one on the idioms based on parts of the body and the other on their meanings.
2. Students have to put both sets of cards face down on the desks before they start.
3. Students take turns to turn over the cards. They can keep the cards if the two cards match and they can make a sentence using the idiom, e.g. 'Peter is getting cold feet about marrying Susan.'
4. The student with more cards wins.

Word Cards - Idioms based on Parts of the Body



keep a cool head	bury one's head in the sand	have a long face
lose face	catch one's eye	turn a blind eye
turn a deaf ear	lend an ear	have one's nose in the air
stick one's nose into	have a big mouth	make one's mouth water
give (someone) a hand	go hand in hand	get cold feet
stand on one's own feet		

Word Cards - Meanings



stay calm and think clearly in a difficult situation	ignore an unpleasant situation and escape from dealing with it	look unhappy
lose status or people's respect	attract one's attention and interest	ignore something that one knows should not be happening
ignore someone when they complain or ask for something	listen to what someone is saying sympathetically	be too proud of oneself
show too much interest in private matters that do not concern oneself	talk too much, especially about things that should be kept secret	make one want to eat the food
help someone do something	be closely connected	suddenly feel that one is not brave enough to do something one plans to do
be independent and not rely on other people		

Idioms based on Parts of the Body	Meanings
keep a cool head	<i>stay calm and think clearly in a difficult situation</i>
bury one's head in the sand	<i>ignore an unpleasant situation and escape from dealing with it</i>
have a long face	<i>look unhappy</i>
lose face	<i>lose status or people's respect</i>
catch one's eye	<i>attract one's attention and interest</i>
turn a blind eye	<i>ignore something that one knows should not be happening</i>
turn a deaf ear	<i>ignore someone when they complain or ask for something</i>
lend an ear	<i>listen to what someone is saying sympathetically</i>
have one's nose in the air	<i>be too proud of oneself</i>
stick one's nose into	<i>show too much interest in private matters that do not concern oneself</i>
have a big mouth	<i>talk too much, especially about things that should be kept secret</i>
make one's mouth water	<i>make one want to eat the food</i>
give (someone) a hand	<i>help someone do something</i>
go hand in hand	<i>be closely connected</i>
get cold feet	<i>suddenly feel that one is not brave enough to do something one plans to do</i>
stand on one's own feet	<i>be independent and not rely on other people</i>

GA 15 Sports – Match and Slap

Vocabulary Item	<i>Names of sports:</i> baseball, basketball, boxing, motor-racing, football, golf, gymnastics, ice-hockey, ice-skating, skiing, surfing, swimming, tennis <i>Places for playing sports:</i> beach, course, court, field, gymnasium, pitch, pool, ring, rink, slope, track
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This activity aims to help students retain vocabulary under the same lexical field, i.e. sport-related words. Students match one of the four word cards on the desk with the word they hear. The first student who slaps on the correct card can get the card. The student who gets the most cards wins.

Materials for Each Group

Two sets of word cards:

1. Set 1 – names of sports
2. Set 2 – places for playing sports

A set of answer keys

Procedures

1. Students play the game in groups of four. Each group is given a copy of the answer keys and two sets of word cards – one on the names of sports and the other on the places for playing sports.
2. Students choose one set of word cards to start with. One of them will be the dealer who draws at random four cards from the card set and places them on the desk with the words facing upward.

3. The dealer refers to the answer keys and reads out the name of a sport which is related to one of the word cards on the desk. For example, the four word cards 'course', 'rink', 'ring' and 'pitch' are put on the desk. The dealer reads out the word 'football'. Then, the other three students have to compete to slap on the correct card.
4. There may be more than one correct answer to match the word. For example, the word 'court' can match with 'basketball' and 'tennis'. However, only the first student who slaps on the correct card can get the card. He/she becomes the dealer who draws another four cards and reads out a word.
5. The game continues until all cards are gone. The student who gets the most cards is the winner.

Word Cards – Match and Slap



Name of Sports

Baseball

Boxing

Motor-racing

Football

Golf

Gymnastics

Ice-skating

Ice-hockey

Skiing

Surfing

Swimming

Tennis

Basketball

Place for Playing Sports

Beach

Course

Court

Field

Gymnasium

Pitch

Pool

Ring

Rink

Slope

Track

(Answer Keys)

<i>Name of Sports</i>	<i>Place for Playing Sports</i>
Baseball	Field/Pitch
Boxing	Ring
Motor-racing	Track
Football	Field/Pitch
Golf	Course
Gymnastics	Gymnasium
Ice-skating	Rink
Ice-hockey	Rink
Skiing	Slope
Surfing	Beach
Swimming	Pool/Beach
Tennis	Court
Basketball	Court

GA 16* The Internet – Word Search

Vocabulary Item	<i>Words related to the cyberworld:</i> blog, cybercrimes, cybercops, hacker, infotainment, netiquette, netizen, phishing, spamming, surf, virus
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields and recently coined words (neologisms)

** This activity was developed for the unit 'The Internet' in Chapter 2.*

Activity Description

This activity aims to strengthen students' understanding of lexical relations. Students have to fill in the blanks with words related to the Internet in Activity Sheet A. They then identify the words from the grid in Activity Sheet B.

Materials

Activity Sheets A and B for the game Word Search

Procedures

1. Students refer to the magazine editorial entitled 'Should the Internet be Censored?' from the unit 'The Internet' in Chapter 2.
2. Students fill in the blanks with Internet-related words from the editorial in Activity Sheet A.
3. Students then identify the words from the grid in Activity Sheet B. The words can appear horizontally, vertically, diagonally or backward.
4. The activity can be assigned as a take-home activity.

Activity Sheet A

Fill in the blanks with appropriate words from the magazine editorial 'Should the Internet be Censored?'.

1. This programme is a good form of _____. It reports fun facts from different parts of the world.
2. Jessica has already uploaded her itinerary and pictures of her trip to Korea onto her _____. I have just left comments on some of her pictures.
3. I am confident about the e-banking service, as the bank has its own _____ to protect users from cybercrimes.
4. The most common form of _____ is emails pretending to be from a bank or a government agency asking for personal information from people.
5. 'Stop _____ me! It is irritating to receive so many useless emails every day.'
6. I like going to cybercafes because I can relax, enjoy a drink and _____ the Internet at the same time.
7. To protect ourselves from being victims of _____, we have to handle our personal data carefully when shopping online.
8. A _____ is someone who hacks into other people's computer systems.
9. To avoid being offensive or rude, we have to pay attention to our _____ when writing an email or talking to people in a chatroom.
10. A _____ is someone who uses the Internet.
11. My computer is infected with a super _____. Could you fix it for me?

Activity Sheet B

Identify and circle the eleven words from Activity Sheet A in the grid below. The words may appear horizontally, vertically, diagonally or backwards.

P	H	I	S	H	I	N	G	P	Y	K	R	H	I	T
I	C	U	X	B	N	G	O	R	Y	E	E	N	H	W
H	E	Z	O	S	N	W	L	U	K	V	F	G	Y	Z
S	D	J	L	E	G	M	B	C	F	O	I	N	C	M
N	P	G	N	M	E	X	A	I	T	R	O	R	O	V
E	S	J	E	I	F	H	E	A	Y	O	I	J	U	E
S	S	I	T	R	R	L	I	P	Y	S	R	Y	F	S
R	P	K	I	C	I	N	O	N	M	U	W	Z	A	E
O	A	D	Z	R	M	C	Y	B	E	R	C	O	P	S
C	M	U	E	E	E	T	F	B	A	F	Z	A	G	F
H	M	L	N	B	N	E	T	I	Q	U	E	T	T	E
G	I	T	T	Y	T	T	A	Z	O	W	U	B	R	O
U	N	J	Y	C	F	T	T	Z	D	D	E	C	R	J
A	G	A	B	C	E	D	F	G	G	F	Z	D	N	G
R	O	F	M	H	R	A	O	O	O	N	R	E	C	D

Activity Sheet A

Fill in the blanks with appropriate words from the magazine editorial ‘Should the Internet be Censored?’.

1.	This programme is a good form of <u>infotainment</u> . It reports fun facts from different parts of the world.
2.	Jessica has already uploaded her itinerary and pictures of her trip to Korea onto her <u>blog</u> . I have just left comments on some of her pictures.
3.	I am confident about the e-banking service, as the bank has its own <u>cybercops</u> to protect users from cybercrimes.
4.	The most common form of <u>phishing</u> is emails pretending to be from a bank or a government agency asking for personal information from people.
5.	‘Stop <u>spamming</u> me! It is irritating to receive so many useless emails every day.’
6.	I like going to cybercafes because I can relax, enjoy a drink and <u>surf</u> the Internet at the same time.
7.	To protect ourselves from being victims of <u>cybercrimes</u> , we have to handle our personal data carefully when shopping online.
8.	A <u>hacker</u> is someone who hacks into other people's computer systems.
9.	To avoid being offensive or rude, we have to pay attention to our <u>netiquette</u> when writing an email or talking to people in a chatroom.
10.	A <u>netizen</u> is someone who uses the Internet.
11.	My computer is infected with a super <u>virus</u> . Could you fix it for me?

Activity Sheet B

Identify and circle the eleven words from Activity Sheet A in the grid below. The words may appear horizontally, vertically, diagonally or backwards.

P	H	I	S	H	I	N	G	P	Y	K	R	H	I	T
I	C	U	X	B	N	G	O	R	Y	E	E	N	H	W
H	E	Z	O	S	F	W	L	U	K	V	F	G	Y	Z
S	D	J	L	E	R	M	B	C	F	O	I	N	C	M
N	P	G	N	M	I	X	A	I	T	R	O	R	O	V
E	S	J	E	I	N	H	E	A	Y	O	I	J	U	E
S	S	I	T	R	G	L	I	P	Y	S	R	Y	F	S
R	P	K	I	C	E	N	O	N	M	U	W	Z	A	E
O	A	D	Z	R	M	C	Y	B	E	R	C	O	P	S
C	M	U	E	E	E	T	F	B	A	F	Z	A	G	F
H	M	L	N	B	N	E	T	I	Q	U	E	T	T	E
G	I	T	T	Y	T	T	A	Z	O	W	U	B	R	O
U	N	J	Y	C	F	T	T	Z	D	D	E	C	R	J
A	G	A	B	C	E	D	F	G	G	F	Z	D	N	G
R	O	F	M	H	R	A	O	O	O	N	R	E	C	D

GA 17 Weather – Sound Maze

Vocabulary Item	<i>Adjectives describing weather:</i> cloudy, foggy, frosty, icy, snowy, stormy, windy
Vocabulary Building Strategy	Using knowledge of lexical relations – hyponyms Using knowledge of letter-sound relationships – rhyme

Activity Description

This game aims to facilitate the retention of words through identifying rhyming words related to weather. The letter-sound relationship between the adjective ending ‘-y’ and the ‘short i’ sound will be revisited.

Materials for Each Student

A copy of activity sheet for the game ‘Sound Maze’

Procedures

1. Students have to find a path from the entrance at the top left corner of the maze (i.e. the word ‘stormy’) to the exit at the bottom right corner (i.e. the word ‘windy’).
2. Students can only move from one box to another if the words in the boxes rhyme with each other. The move can only be made horizontally or vertically, but not diagonally.
3. Students have to complete the sentence below the maze by identifying the letter sound of the rhyming words and the relationships among these words.
4. The first student who goes out of the maze and completes the sentence correctly wins the game.

Activity Sheet — Sound Maze

- Find a path from the entrance at the top left corner of the maze to the exit at the bottom right corner.
- You can move from one box to another only if the words in the boxes rhyme with each other. The move can only be made horizontally or vertically, but not diagonally.

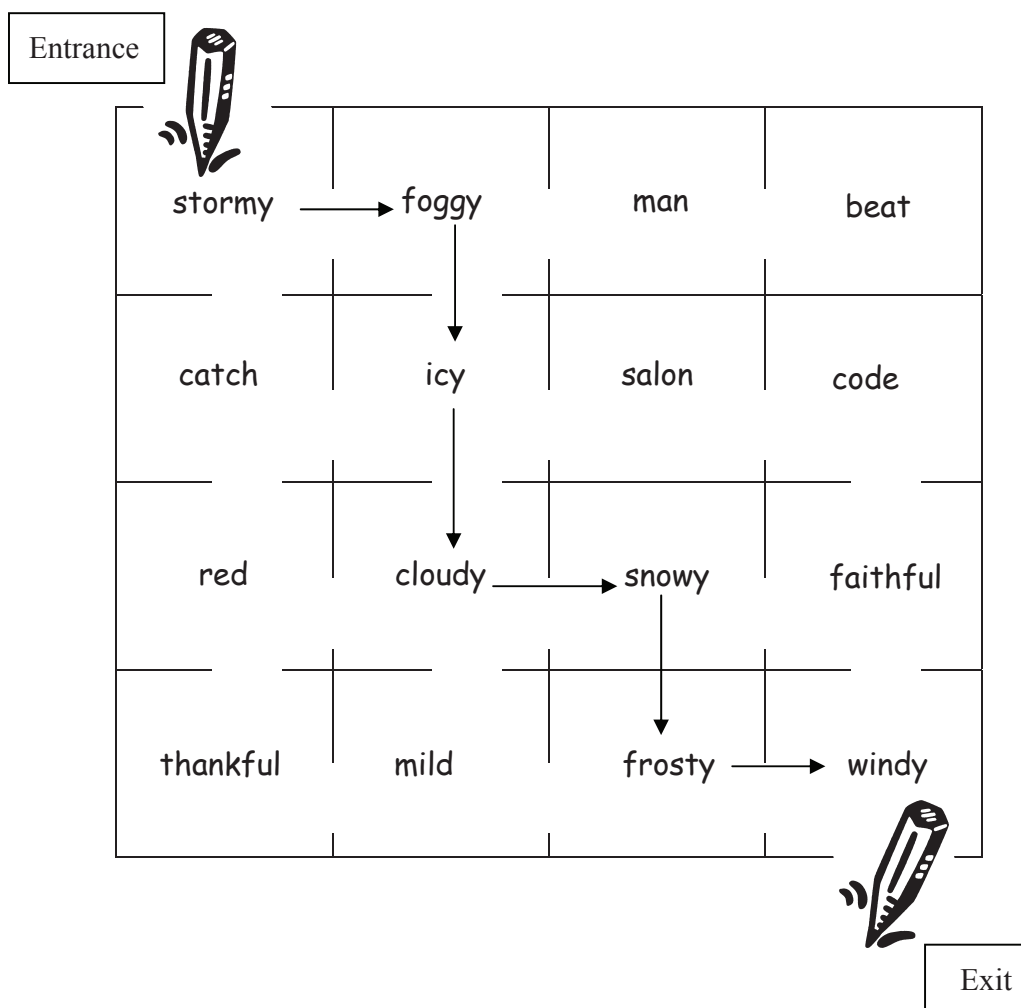
Entrance

stormy	foggy	man	beat
catch	icy	salon	code
red	cloudy	snowy	faithful
thankful	mild	frosty	windy

Exit

These rhyming words all share the letter sound _____.

They are adjectives to describe _____.



These rhyming words all share the letter sound short 'i'.

They are adjectives to describe the weather.

GA 18 Where do You Come from? – Pictionary

Vocabulary Item	<i>Names of cities, countries and jobs</i>
Vocabulary Building Strategy	Using knowledge of lexical relations – lexical fields

Activity Description

This game aims to consolidate students' vocabulary for the names of cities, countries and jobs. Students need to guess the names of jobs through making use of pictorial clues.

Materials for Each Group

An activity sheet for the game Pictionary

Blank cards

Procedures

1. Students brainstorm as many city/country names as they can and decide on a job that begins with the same letter as that city/country, e.g. *Bangkok* (city) & *bus driver* (job).
2. Students write down their ideas in the table in the activity sheet, and compare their ideas with their neighbours.
3. Students form four big groups. Each group writes a city/country name and a job on a blank card for another group to guess.
4. Each group chooses a representative to read the card prepared by another group. His/her group members then ask him/her questions as indicated in the 'Activity' part of the worksheet.
5. The representative answers the questions by saying aloud the city/country name and by drawing a picture on the blackboard for the group members to guess what the job is.
6. Each group can make a maximum of three guesses and receive one point if the guess is correct.
7. The group that gets the highest points wins the game.

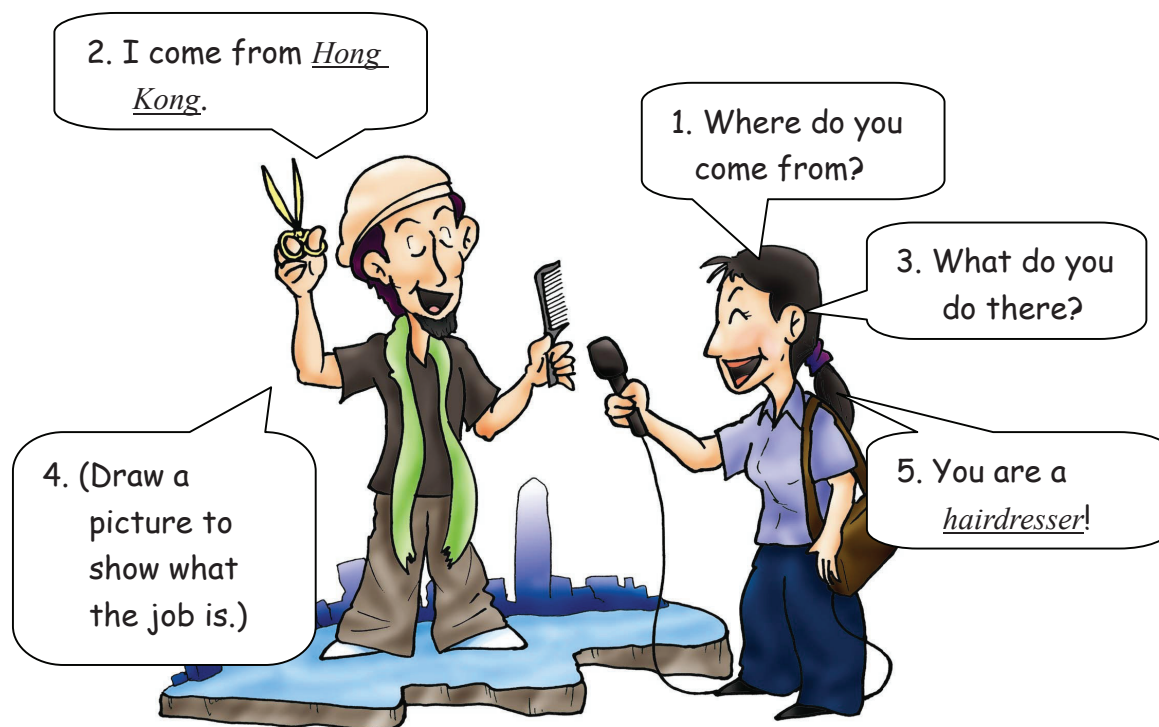
Activity Sheet — Pictionary

Preparation

Brainstorm as many city/country names as you can and decide on a job that begins with the same letter as each of the cities/countries. The first one has been done for you as an example. Compare your answers with your neighbour.

City/Country	Job
Australia	Accountant

Activity



Group Members: Where do you come from?

Representative: I come from Hong Kong.

Group Members: What do you do there?

Representative draws a picture to show what his/her job is (e.g. *Hairdresser*).

Group Members: You are a hairdresser!

City/Country	Job
• Australia/Austria	• Accountant/Actor/Actress/Architect/Author
• Bangkok/Beijing	• Baker/Banker/Bus Driver/Butcher
• Canada/China	• Carpenter/Caretaker/Chef/Cook/Computer Programmer/Clerk
• Denmark	• Dentist/Designer/Doctor
• Egypt	• Editor/Electrician/Engineer
• Finland/France	• Farmer/Fashion Designer/Fireman/ Fisherman/Flight Attendant
• Germany/Great Britain/ Greece	• Gardener/Golf Player/Guitar Player
• Hong Kong/Holland	• Hairdresser/Headmaster/Housekeeper
• India/Indonesia	• Illustrator/Interpreter/Inspector/Instructor
• Japan	• Jeweller/Journalist/Judge
• Kuala Lumpur/Kyoto	• Karate Instructor/Kindergarten Teacher
• London	• Lawyer/Lecturer
• Malaysia/Mexico/Moscow	• Make-up Artist/Manager/Model
• New York/New Zealand	• Nanny/Novelist/Nurse
• Osaka	• Office Manager/Operator/Optician

City/Country	Job
• Paris/Philippines	• Painter/Photographer/Pilot/Policeman/ Professor
• Russia	• Receptionist/Referee
• Shanghai/Singapore/South Korea/Sydney	• Sailor/Sales Assistant/Secretary/Surgeon
• Taiwan/Thailand/Taipei/ Tokyo	• Tailor/Taxi Driver/Teacher/Travel Agent
• United Kingdom/United States of America	• University Professor/Urban Planner
• Vietnam/Vienna	• Vet/Violinist/Vocalist
• Washington D.C.	• Waiter/Waitress/Writer

* Country/city names starting with the letters 'q', 'x', 'y' and 'z' (e.g. Qatar, Xian, Yemen, Zurich) may not be familiar to students and the jobs beginning with these letters are rare. Therefore, the answers to these letters are not provided here. It should be noted that the game is to consolidate students' existing vocabulary about the names of countries, cities and jobs, and that they are not expected to learn every country/city name and type of job listed in the table. The answers above are for reference only. Teachers may accept any reasonable answers.