Bumper vocabulary quiz

1 Fill in the gaps below by unscrambling the words/phrases in brackets.

1 I used to _____ ___ _________ with Harry, but since he went to college, we always seem to argue (etg no llew).
2 She left a message on her sister’s answerphone asking her to _____ ___ _________ with her to arrange a night out (gte ni houtc).
3 He used to be a very _______ __________, but now he’s given up, he’s much healthier (yvaeh rekmos).
4 My parents tell me I should always _______ _______________ if I’m worried about exams or friendships (khint ylevitisop).
5 She’ll _____ _ _______ at a law firm as soon as she leaves college (teg a boj).
6 When he was a little ____________ (ddotrel), he was full of energy, and he still is as an ___________ (dalut).
7 When they ____________ (eritre), they are going to go on lots of lovely long holidays.
8 When we moved from the country to London, we _____ _________ (ostl htcou) with lots of our old school friends.
9 All our family tries to _____ _______________ (tae ylhtlaeh), and avoid eating _____ ___________ (kunj dofo) if we can.
10 She often ______ ______ (soeg tou) with her ___________ (seugealloc) after work on a Friday.
11 When he ____________ (setuadrag), he wants to _____ _ _______ (teg a ecapl) of his own.
12 They _____ ___________ (tog dierram) and _____ ________ (dah nerdllhc) in their twenties.
Bumper vocabulary quiz

TEACHER’S NOTES:

Aim: to consolidate the unit’s key vocabulary. This worksheet is designed to be used in conjunction with unit 5.

Time: 30 minutes maximum

Materials: photocopies of the worksheet for each student.

1 Explain students need to unscramble the words/phrases in the brackets first. They then have to use these words/phrases to complete the sentences 1-12. If necessary do the following example with the students.

I had so much fun last weekend when I met up with an ____ ________ ________ (dlo olsohc derinf). We laughed a lot because we remembered stories from our days at school.
(Answer: old school friend)

Allow students time to compare their answers with a partner before checking them with the class.

<table>
<thead>
<tr>
<th>Answers:</th>
<th>1 get on well</th>
<th>2 get in touch</th>
<th>3 heavy smoker</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4 think positively</td>
<td>5 get a job</td>
<td>6 toddler/adult</td>
</tr>
<tr>
<td></td>
<td>7 retire</td>
<td>8 lost touch</td>
<td>9 eat healthily/junk food</td>
</tr>
<tr>
<td></td>
<td>10 goes out/colleagues</td>
<td>11 graduates/get a place</td>
<td>12 got married/had children</td>
</tr>
</tbody>
</table>

If you have time, ask students to look at the key vocabulary box in the Students’ Book page 53 and choose four other words/phrases. Using their chosen words/phrases students write sentences using Ex. 1 as a model. Then pair students so that they can test each other using their sentences. Go around the class monitoring and give assistance where necessary. Get feedback from the class.