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VOCABULARY UNITS AND ACTIVITIES FOR INTERMEDIATE STUDENTS

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INTRODUCTION

Since language exists, vocabulary has become one with it. We cannot talk about language without vocabulary, or, conversely, about vocabulary without language; therefore, this seminar is focused on the selection and organization of language items aiming the facilitation of the learning for students of English.

In the year 1993 a group of undergraduate students of the English Teaching program at Bio-Bio University created "Vocabulary units for classroom work and selftraining" (Cortes,P 1993) which consisted of a series of units and activities for second-year- student to work with. The objective of this seminar is to select four units of previously mentioned project and update them.

The criterion for selecting the units is their degree of difficulty and the usefulness of them in the second year of the English Teaching Program. The vocabulary in each unit is organized under a main topic and in a way that retention is easily accomplished. During the seminar is also intended to create multimedia material for each unit which consists of activities where students can exercise the new vocabulary.

The current project is divided in two chapters: the first chapter containing the theoretical basis where the objectives and the theoretical background can be found and the second chapter containing the units and the activities to learn and practice vocabulary.

ABSTRACT

Vocabulary is an important part of language and this project is focused mainly in the easy and quick learning of it. For that purpose four units were selected from "Vocabulary units for classroom work and selftraining" (Cortes, P 1993), a pre-existing seminar at Bio-Bio University. The units "Social Occasions", "Interacting Socially", "Police, Crime and Delinquency" and "Having a Good Time" were updated in order to incorporate new words and dismiss the ones that are not longer in use; in addition multimedia material was created to exercise the new vocabulary. The easy learning of the vocabulary is accomplished by organizing the words into lexical units with a main topic. The vocabulary of each lexical unit was concatenated; hence the proper retention of vocabulary was expected to be achieved.

Key words:

Vocabulary, language, learning, concatenated units, lexical units.

RESUMEN

El vocabulario es una parte importante del lenguaje y este proyecto está principalmente enfocado en que el aprendizaje de él sea fácil y rápido. Para este propósito se seleccionaron cuatro unidades, “Social Occasions”, “Interacting Socially”, “Police, Crime and Delinquency” and “Having a Good Time” de “Vocabulary units for classroom work and selftraining” (Cortes, P 1993), un seminario pre-existente en la Universidad del Bío-Bío. Las unidades fueron actualizadas con el fin de incorporar palabras nuevas y remover aquellas que están en desuso. Adicionalmente se creó material multimedia para ejercitar el nuevo vocabulario. El fácil entendimiento del vocabulario es logrado por la organización de las palabras en unidades con un tema principal. El vocabulario de cada unidad léxica fue concatenado, de este modo se esperó que la debida retención pueda ser lograda.

Palabras Claves:

Vocabulario, lenguaje, aprendizaje, unidades concatenadas, unidad léxica.

Chapter I: Theoretical Basis

1. BACKGROUND

In the English Teaching Program at Bio-Bio University vocabulary has always been an important part of the course. Vocabulary is especially emphasized in the first four semesters of the program. Therefore, learning large amounts of vocabulary has always been a problem for the students of this program. As a consequence of this, in the year 1993 the students Pamela Cortés, Paulina Retamales, and Paulina Rivera created “Vocabulary units for classroom work and selftraining”. From this work on, students could study and learn vocabulary in a more organized way.

The project these three students made in order to get their degree as Teachers of English had as general objectives “to design learning units of vocabulary based on topics, functions, and situations relevant for students of first and second years of the English Teaching Programme” (Cortes, P 1993) and also “to provide vocabulary units that constitute an efficient tool for teaching and self-training” (Cortes, P 1993). The objectives were fully reached. Language Teachers and students have been using “Vocabulary units for classroom work and selftraining” during the second year of the program, the first semester as complementary readings in their syllabuses, and the second semester as an important source for learning vocabulary.

2. IMPORTANCE OF THE PROBLEM

The bases for this study are settled in the necessity to know the changes English its publication: Is English Changing? “As long as the needs of Language users continue to change, so will the language” (Linguistic Society of America, 2008). Language is very dynamic and changes through time; this is why the updating of the former work is so important.

Taking into account what has been said before, the following research question is stated:

“Has the English vocabulary changed since the lexical units “Social Occasions”, “Interacting Socially”, “Police, Crime and Delinquency” and “Having a Good Time”, of “Vocabulary Units for Classroom Work and Self-Training” was created?”

3. OBJECTIVES

3.1 General Objectives:

- To update “Vocabulary Units for Classroom Work and Self-Training”.
- To contribute to the teaching and learning language process of the English language.

3.2 Specific Objectives:

- To update the lexical units “Social Occasions”, “Interacting Socially”, “Police, Crime and Delinquency” and “Having a Good Time”.
- To provide a renewed source of updated vocabulary units to learn from.
- To produce multimedia material for each unit with the format of a webpage.
- To contribute to the effectiveness of learning the English vocabulary independently.

4. THEORETICAL BASIS

4.1 Vocabulary

“The largest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way” (McCarthy, M; 1990) . But this affirmation was not always known by teachers of English whom in the period between the years 1940 to 1970 neglected any form of teaching vocabulary since it had been emphasized too much in language classrooms during the years before that time. Another reason to neglect vocabulary was the different meanings that just one word might have in another language, english teachers thought that this fact could affect learning. After that period came another in which vocabulary was reintroduced as an important part in teaching since according to some scholars’ research “communication breaks down when people do not use the right words” (French, V. 1983). The recognition of the importance of vocabulary is present in many scholars’ studies such as the ones made by Tracy Terrel in his book Natural approach he says: “ The learning of vocabulary is the key to comprehension and speech production. With a large enough vocabulary the student(s) can comprehend and speak a great deal of L2 even if (their) knowledge of structure is for all practical purposes non-existent” (Hashemipour, Peggy; 1994).

Vocabulary refers to words; these words are a fundamental tool for communication and acquiring knowledge. The English vocabulary consists of several hundred thousand words, which are freestanding items of a language that have meaning. Words are formed by morphemes (the smallest unit of meaning that a word can be divided into). A word must be formed of at least one freestanding morpheme.

Vocabulary in any language is formed by lexical items (McCarthy, M. 1990), which can be single words or words that are grouped in the lexicon of language. Lexical items are those which can be generally understood to convey a single meaning, but are not limited to single words.

4.1.1 Changes in vocabulary

Languages change and so do English; there are two linguistic disciplines concerned with the study of language changes: historical linguistics and sociolinguistics.

Historical linguists examine how a language was spoken in the past and seek to determine how present languages derive from it and are related to one another; on the other hand, sociolinguists are interested in the origins of language changes and want to explain how society and changes in society influence language; As the Linguistic Society of America affirms: "Language is always

changing, evolving, and adapting to the needs of its users". (Linguistic Society of America, 2008).

There are several reasons why a language changes; for instance, social, economic, political pressures, invasions, colonization, migrations (Mahoney, N. 2008), and the needs of the speakers, as new technology appears is logical that new words come out with them; another reason is that not all the people has the same language experience depending on the age, job, region of the country and education level, and so on. In the same way, there are groups of people in the society that use language as a way of marking their group identity; subsequently, we encounter with words that are only used by young people, some have a short life, while others have a permanent effect on society. The sociolinguist Jennifer Coates describes linguistic change as occurring in the context of linguistic heterogeneity. She explains that "linguistic change can be said to have taken place when a new linguistic form, used by some sub-group within a speech community, is adopted by other members of that community and accepted as the norm." (Coates, J. 1993).

Other languages also serve as a source for new vocabulary, as well as the shortening of words and the combination of them.

Changes in language do not make today's English language worse or better than Shakespeare's English; it is just different and newer.

4.2 Teaching vocabulary

4.2.1 The lexical approach

This approach was presented by Lewis (1993), whose controversial, thought-provoking ideas have been shaking the ELT world since its publication. His most important contribution was to highlight the importance of vocabulary as being basic to communication. If learners do not recognize the meaning of keywords they will be unable to participate in a conversation, even if they know the morphology and syntax. On the other hand, grammar is equally important in teaching; and therefore, it is not the case to substitute grammar teaching with vocabulary teaching, but that both should be present in teaching a foreign language (Allen, V. 1983).

Lewis himself insists that his lexical approach is not simply a shift of emphasis from grammar to vocabulary teaching, as 'language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks' (Lewis, 1997). Chunks include collocations, fixed and semi-fixed expressions and idioms, and according to him, occupy a crucial role in facilitating language production, being the key to fluency (Moras, S. 2001).

An explanation for native speakers' fluency is that vocabulary is not stored only as individual words, but also as parts of phrases and larger chunks, which can be retrieved from memory as a whole, reducing processing difficulties. On the other

hand, learners who only learn individual words will need a lot more time and effort to express themselves. (McCarthy, M 1990).

Consequently, it is essential to make students aware of chunks, identifying chunks is not always easy, and at least in the beginning, students need a lot of guidance.

Finally, the Lexical Approach and Task-Based Learning have some common principles, which have been influencing foreign language teaching. Both approaches regard intensive, roughly-tuned input as essential for acquisition, and maintain that successful communication is more important than the production of accurate sentences. (Lewis, M. 1993).

4.3 Techniques to teach vocabulary

Teachers, can use different and interesting techniques, which make English lessons more exciting and motivating for students:

4.3.1 Direct Intuition: this word refers to the use of real objects (realia) in the classroom. These objects help to make the meaning of word clear. The teacher may also use classroom environment. Things in the classroom can also be “touched “, what is important to V. Allen (1983), who claims that success in learning depends on the number of senses involved in the learning process and, however, realia is a vital part in presenting vocabulary at the beginners level, where pupils learn words using concrete objects.

4.3.2 Indirect Intuition: may be the most useful “aids” in language teaching, since it consists in showing the meaning of words by means of representations of them: pictures, blackboard drawings, wall pictures, charts, photos from magazines, cut outs and others. These “aids” are used to explain the meaning of words and to create a situation or context.

4.3.3 Mental Intuition: this technique is useful for explaining meanings through mime, actions and gestures (body language).

4.3.4 Inclusion in a category: it consists of placing the new word in a larger class; for example: ‘clothes’ is a class or category and so the new word is included in this group of words. “Duffle coat is a piece of clothes”. This technique gives an idea of the meaning, but not the exact one.

4.3.5 Simple Definition: through this technique the teacher illustrates the meaning of new words providing a short and basic definition of them.

4.3.6 Synonyms: this technique relies on explaining the meaning of new words by giving an equivalent word, which students know and understand.

4.3.7 Antonyms: in this technique the teacher explains the meaning of a new word, by giving its opposite, on the condition that the students know the antonymous.

4.3.8 Translation: in this method the teacher gives the equivalent of the new word in L1. The translation is the quickest way of demonstrating the meaning of vocabulary items.

When presenting vocabulary, the teacher is obliged to have in mind these techniques and also the fact that words are learnt better if introduced in groups (when one word can be associated with another). Teachers should not ignore these facts, but present the vocabulary and then enable students to practice the language in meaningful ways.

It is also important to remember that a word does not have one single and specific meaning; its real meaning is given by the context in which it is used; so, when dealing with vocabulary a teacher must not teach words in isolation he/she should always provide a context.

4.4 Select and organize what to teach

The Lexical approach suggests that it is better to use authentic material to expose students to rich, contextualized, naturally-occurring language (Lewis, M. 1993).

Additionally, there are some criteria for selecting vocabulary to be taught, for instance: frequency, range, learnability, and learner's needs.

When organizing vocabulary in order to be presented in a comprehensive way, it is a good idea to select a topic to contextualize the lexical items and also decide the order of presentation (grading).

4.5 Learning vocabulary

Learners adopt a number of strategies for coping with new vocabulary, but not all learners are equally good at maximizing their strategic resources. Medani (1989) studied the vocabulary learning strategies of both good and under-achievers (McCarthy, Michael; 1990). The results were the following from the most used strategies to the least used ones:

1. Ask classmates
2. Guessing
3. Ask teacher
4. Overlook
5. Ask about meaning by demanding English paraphrase or synonym
6. Ask for the L1 equivalent
7. Ask for a sentence showing word usage
8. Group work
9. Dictionary

It is said that when students learn and remember words they do not do so in alphabetical order but linking words with their meanings, sounds and or spelling; in the same way, learning vocabulary that is presented catenized has mnemonic value (i.e. it may facilitate memorization). (Allen, V. 1983).

4.6 Recognition, Retention, Retrieval: the three Rs of vocabulary use.

This proposal about the use of vocabulary maintains that there are three steps for each person to understand and use vocabulary. The first one is recognition which stands that every person needs to recognize the words and their meanings for later use. The recognition is made by the use of associations with the native language, the use of cognates or by using the procedures of “topping and tailing (cutting off prefixes and suffixes to find the nucleus of the word, so each unfamiliar looking word is not considered to be an impenetrable new experience)” (Hashemipour, P 1994), and also by inferring the meaning from the context. Although students may be confused by the false cognates or the multiple meanings of words they need to remember that “The effort of figuring out meaning circulates the words through the cognitive system, thus increasing the probability of its being retained” (Hashemipour, P 1994).

The second step is retention which has to do with memory, and the networks humans construct in their minds. There are kinds of organization of words that facilitate the retention such as “Alliteration, for instance, links words beginning

with a particular sound” (Hashemipour, P 1994). or by “chunking information, that is, by grouping items according to some common feature or semantic link” (Hashemipour, P 1994). It is important to know that as long as the words to be learned are related with each other it will be easier to students to learn them than if they have no relation at all, “Vocabulary, it has been found, is learned more easily when there is some collocational link among items” (Hashemipour, P 1994).

Finally, the third step is retrieval in which the student has to appeal to his or her memory in order to get appropriate answer or response to the asked word. There are some strategies that are described by Hashemipour, Peggy in Schouten-van Parreren’s book, which are: “ (1) drawing on recollections of the situation in which a word had occurred in the text; (2) recalling images that formed in the student’s mind during the reading process; (3) recalling the literal word group or sentence in which the word occurred or the position of the word in the text, (4) recollection of the fact that the word had occurred more than once in the text or (5) that a word with the same root had also appeared; (6) thinking back to the emotions or experiences that the word or text had evoked while they were reading”. (Hashemipour, P 1994).

5 DESIGN

The research was developed in several steps that were developed though out the first and second semester of the year 2009.

First of all, the selection of units was made based on the unit presented in ““Vocabulary units for classroom work and selftraining”” (Cortes, P 1993) and the vocabulary unit from the teaching programs of “Inglés intermedio I y II”.

Immediately after the decision of the units was made, the process of finding the right information to use it as background for this project began. The sources used were mainly found through the internet, and books from the Bio-Bio and Adventista de Chile Universitites’ libraries.

Simultaneously with the search of information for the background, the looking up for new words in order to update the previously selected units was started. The units were looked through to check vocabulary, new words were added and the others no longer in use were dismissed; additionally, a new order was given to the categories in each unit and also a new one (collocations) was created. For this selection the use of internet, the Oxford Dictionary, Oxford Collocations Dictionary for students of English, were used.

In the process of constructing the units the new vocabulary included was checked first by the guide teacher and later by a North American teacher

assistant of MINEDUC that was working in the English Teaching Program at Bío-Bío University during the second semester of 2009.

As soon as the units were finished the next step was to construct the activities for them. The activities were presented in two formats: written and in a CD room as a web page. As for the written exercises a grammar book (Schramfer Azar, B 1999), Dictionary (), and the software “Vocabulary Worksheet Factory 4” were used. And for the CD ROM activities apart from the dictionary the software “Macromedia Dreamweaver 8”, and “Wondershare QuizCreator 3.1” were also needed to accomplish this work.

6 MULTIMEDIA MATERIAL

The multimedia material presented is a CD ROM that contains a webpage with lexical units and activities. The aim of this material is to give the students another source to practice these lexical units.

Chapter II: Units

Unit I

Interacting Socially

Interacting Socially

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Greetings & Farewells	<p>Morning Afternoon Evening Night</p>	<p>Courteously Politely Warmly Fine Very well Excellent Tired Awful Exhausted Horrible Terrific Upset Worried</p>	<p>To greet To say hello To say good-bye To introduce. I'm fine. I'm very good. To bow To shake hands To wave To smile</p>	<p>To be I am (I'm) He, she, it is (he's, she's, it's) You, we, they are (you're, we're, they're)</p> <p>Are you...? Is he ...? How are you ...? How is he ...?</p>	<p>Formal Hello Good morning Good afternoon Good evening Good night Good-bye Bye I'd like to introduce myself. How do you do? How are you? It's a pleasure to meet you. Nice to meet you. Nice to meet you, too. See you soon. See you later.</p> <p>Informal Hi How are you doing? How are things? How's it going? What's new? How are things? How's it going?</p>	
Apologizing	<p>Apology</p>	<p>Abject Humble Profuse</p>	<p>To apologize To excuse To convey</p>	<p>To be</p>	<p>Excuse me Pardon me (I'm) Sorry</p>	<p>Do somebody courtesy</p>

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	<p>Politeness Impoliteness</p> <p>Polite request</p>	<p>Heartfelt Profound Deep Sincere Full Formal Public Written</p> <p>Polite Common Conventional Natural Social</p> <p>Impolite Rude</p>	<p>To give (sb) To issue To make To offer (sb))To publish To send (sb) To accept To reject</p> <p>To thank</p> <p>to ask</p>	<p>Could you please...? May I ...?</p>	<p>Thank you Thanks I appreciate it. Thank you very much You're welcome</p> <p>A venner of politeness</p>	<p>Have/Show courtesy</p>
<p>Personal Identification</p>	<p>The alphabet Name</p>	<p>First Second Middle Family Last Maiden Full Pet Pen</p> <p>Double-barreled hyphenated</p>	<p>To spell To be To repeat</p>	<p>Formal My name is ...</p> <p>Informal I am ...</p> <p>Can you spell your name? Could you repeat that, please? Can you spell it, please? Did you say M or N?</p>	<p>What's your name? Do you have a nickname?</p> <p>My nickname/surname is ...</p> <p>Please, repeat your name</p>	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	<p>Titles Nationality Place of birth City Town State</p> <p>Address</p> <p>Age Date of birth Birthday</p> <p>Numbers</p> <p>Mother tongue Language</p> <p>Profession Occupation Job</p>	<p>Male Female Feminine Masculine Rural Cosmopolitan Big Small Modern Old Interesting Beautiful</p> <p>underage overage elderly young Middle-aged</p> <p>First Native Foreign Second</p> <p>Manual Stressful Technical</p>	<p>To be from To live To be born To come from</p> <p>To be born</p> <p>To speak To understand</p> <p>To work</p>	<p>Is it with ... or ...? I said N / That's N as in Nancy</p> <p>Mr. (Gentleman) Mrs. (Married Lady) Miss, (Young Unmarried Lady) Ms. (uncertain of a woman's marital status) I am from Chile. To Be + from +country</p> <p>I am Chilean. To Be + Nationality</p> <p>How old are you? I am ... years old.</p> <p>I was born on April 11th, 1992 When is your birthday? My birthday is on the ... of ...</p> <p>I speak...</p>	<p>Mr. and Mrs. (husband's surname) Mrs. (husband's surname) Where are you from? Where do you live? I'm from...(city, town, country) I live in... (city, town, country) I come from... I was born in...</p> <p>To be of age. To be under age. in his teens in his early thirties in his mid thirties in his late thirties Come of age</p> <p>English French Spanish Etc.</p> <p>I work for I work with</p>	<p>Be known by the name of... Go by... In somebody's name Under a/the name Name for/of</p> <p>At a/the age Between the ages (of 5 and 11)</p> <p>To feel/look one's age To act one's age</p> <p>About (thirty, forty) As old as the hills</p>

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Marital status Marriage Fiancé Fiancée Boyfriend Girlfriend Partner Husband Wife	Married Single Separated Divorced	To get married To get divorced	What do you do? I am a ... Where do you work? I work at ... Are you married / single? Do you have a boyfriend / girlfriend? What is your partner's name? My partner's name is ...	I'm on the business of... Do you like your job?	
<p>Talking about the family</p>	Family Parents Mother Mom Mommy Father Dad Daddy adulthood Man, men Woman, women youngster adolescence Sister Brother Siblings	Young Old Adult Adolescent teenager young middle-aged elderly		This is my father/mother/sister I want to introduce you to my father/mother/sister What are their names? Do you have any children?	How many brothers and sisters do you have? I have ... brother and ... sisters.	Only child first-born

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Kid Orphan Twin childhood Child, children Boy Girl Baby Toddler Aunt Uncle Cousin Nephew Niece					

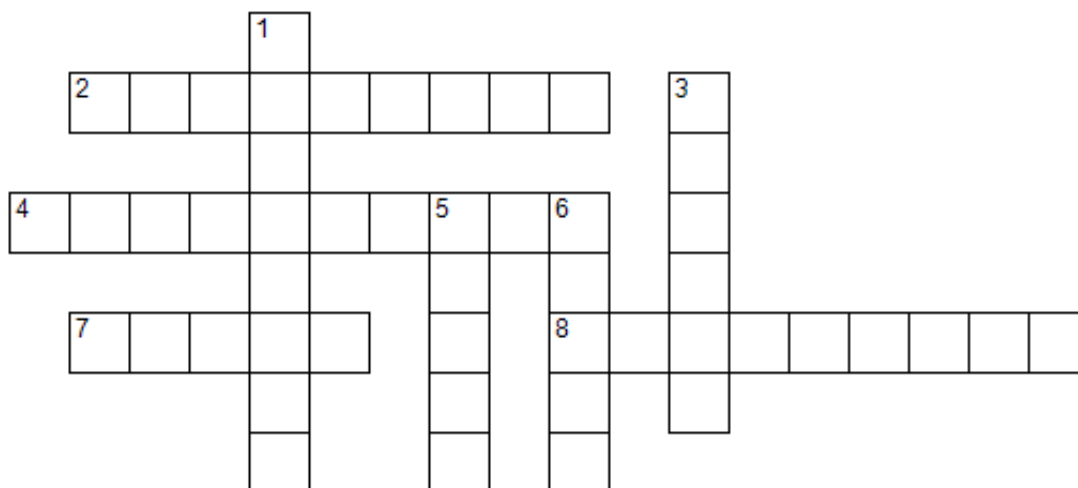
Activities Interacting Socially

Name: _____

Date: _____

Crossword Greetings and Farewells

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

2. Very tired
4. To take somebody's hand and move it up and down as a greeting or to show that you agree about something
7. To say hello to somebody or to welcome them
8. To tell two or more people who have not met before what each others' names are; to tell somebody what your name is

DOWN

1. The act of saying goodbye to somebody
3. Having or showing good manners and respect for the feelings of others
5. The time of darkness between one day and the next, usually when people sleep
6. The expression that you have on your face when you are happy, amused, etc. in which the corners of your mouth turn upwards

Name: _____

Date: _____

Word Jumble Apologizing

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided.

1. KNAHT _____

4. ESUCXE _____

2. ETILOP _____

5. ETILOPMI _____

3. YGOLOPA _____

1. To tell sb that you are grateful for sth

4. To forgive

2. Courteous

5. Rude

3. A word or statement saying sorry for sth that has been done wrong or that causes a problem

Name: _____

Date: _____

Word Search Personal Identification

At the bottom of the page is a list definitions. The words corresponding to the definitions are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

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

1. Work for which you receive regular payment
2. A young girl or woman who is not married
3. A word in front of a person's name to show their rank or profession, whether or not they are married, etc
4. In or from a country that is not your own
5. The legal relationship between a husband and wife
6. To come out of your mother's body at the beginning of your life
7. Connected with the place where you were born and lived for the first years of your life
8. The system of communication in speech and writing that is used by people of a particular country

Name:

Date:

Polite requests with would you mind.

Pair up and make dialogues

Speaker A: Make polite request using would you mind.

Speaker B: give typical response.

Example: You have a library book. You want the other person to take it back to the library for you.

Speaker A: Are you going to the library?

Speaker B: yes.

Speaker A: This book is due. Would you mind taking it back to the library for me?

Speaker B: Not at all. I'd be glad to.

1. One of you says that you're going to a particular store. The other one wants something from that store, too, but doesn't have time to go there.
2. You've finished dinner. You are about to wash the dinner dishes. You want the other person to dry them.
3. You are in a computer lab at a language school. One of you know how to run the computers, and the other doesn't. The one who doesn't wants to see a CD-ROM program.
4. One of you wants to ask the other a personal question.
5. You are watching TV together. One of you has the remote control and wants to turn up the volume.

Name: _____

Date: _____

Possessive nouns

Correct the mistakes in the use of possessive nouns by adding apostrophes and final –s/-es as necessary.

1. I enjoy visiting friend houses. Correct answer: friends'
2. Five astronauts were aboard the space shuttle. The astronaut safe return to earth was a welcome sight to millions of television viewers.
3. My uncle is my father brother.
4. The children favorite part of the circus was the trapeze act.
5. When the chils toy broke, I fixed it.
6. I have four aunts. All of my aunt homes are within walking distance of my mother apartment.
7. Quite a few diplomats are assigned to our city. Almost all the diplomat children attend a special school.
8. I borrowed the secretary pen to fill out the application form.
9. It is the people right to know what the city is going to do about the housing problem.
10. When I was in Chicago, I stayed at a friend house

Name: _____

Date: _____

Word Links Talking about family

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

1. FAM _____ ●
2. SIBL _____ ●
3. PARE _____ ●
4. ELDE _____ ●
5. TEEN _____ ●
6. TW _____ ●
7. TODD _____ ●

- NTS
- IN
- ING
- AGER
- ILY
- LER
- RLY

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. A group consisting of one or two parents and their children 2. A brother or sister 3. A person's father or mother 4. Used as a polite word for 'old' | <ol style="list-style-type: none"> 5. A person who is between 13 and 19 years old 6. One of two children born at the same time to the same mother 7. A child who has only recently learnt to walk |
|--|--|

Name: _____

Date: _____

Information questions

Make an appropriate question for the answer given.

1. The teacher. The teacher opened the door. / Who did open the door?

2. Herb tea. I'd like som herb tea.

3. Coffe. I usually drink coffe with my breakfast.

4. Chapters 2 and 3. the test will cover Chapters 2 and 3

5. Florida. I grew up in Florida.

6. By taxi. I got to the airport by taxi.

7. The soap bubbles. The soap bubbles made me sneeze.

8. My friend. That letter is from my friend.

9. Ten minutes. It usually takes me ten minutes to eat breakfast.

10. Four. I have four brothers and sisters.

Unit II

Special Days in Life

Special Days in Life

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Birth					
Special days in life (reporting past and future events)	Birth child Pregnancy Staff doctor staff nursing staff hospital staff delivery staff baby parents mother father relatives cradle umbilical cord Birth certificate	Normal Breech Caesarean Premature Multiple Legitimate Illegitimate home Pregnant Little Small Young Good Obedient Well-behaved Delinquent Difficult Disobedient Fractious Mischievous Naughty Problem Sulky Unruly Wayward Wilful	To be born To grow To have a family To be pregnant To get pregnant To have a baby To give birth	The baby was placed in	Baby boy Baby girl Congratulations on the birth of your baby girl / boy.	Bring somebody up Grow up At birth (The baby weighted 7 pounds at birth) At/ during a/ the birth (the child's father was present at the birth) By birth (He was American by birth)

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Baptism					
	Infant Font Godparents Godmother Godfather Godchild Godson goddaughter Holy water Candle Oil Church Priest Hail Mary Lord's prayer	Responsible Reverent Ceremonial Traditional	To baptize To sponsor To sprinkle To water To immerse To pray To dip	The infant was baptized in/on/at		To give somebody baptism
	Engagement					
	Fiancé Fiancée Engagement rings	Happy Jolly Merry Diamond Gold Silver	To propose To break off To bless To exchange (rings) To engage To ask To bless	To ask your girlfriend's parent their daughter's hand in marriage	Fall in love Would you marry me? May I take your daughter's hand in marriage?	To become engaged
	Wedding					
	Bride Bridegroom bridal couple pageboy best man maid of honour		To marry		Newly-wed Newly-married Just married Marriage: a once in a life-time affair	To get marry

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	bridesmaid wedding gown Flower girl veil headpiece bouquet orange blossoms suit bow tie wedding day wedding ceremony wedding cake church vows wedding ring floral arrangements wedding party reception invitations guests guest list cocktails champagne wedding presents wedding gifts toast registry office witnesses Honeymoon	White Black Legal	To wear To cut To decorate To read To send/ receive To display To witness To spend To ask (for an appointment) To travel		With this ring I thee wed. To give away the bride To give in marriage To throw rice To throw the garter To throw the bouquet Wedding toast To carry the bride over the threshold To love, honour and respect until death do us part To love, honour and respect until death do us apart. With this ring I thee wed.	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Death					
Expressing sympathy	<p>Corpse Dead body Coffin Casket Wake Prayers Funeral Funeral service flowers Funeral procession</p> <p>Mourners Graveyard Grave Grave stone Crematorium Ashes pall Hearse Wreath Condolences Widow Widower orphan will testament heir (m) heiress (f) inheritance death duties death tax executors</p>	<p>Dead Old Young</p> <p>Mournful Upset Gloomy</p> <p>Serious</p>	<p>To die To attend a funeral To bury To inter To inhumate To cremate To sympathize</p> <p>To attend</p> <p>To read To execute To inherit To bequeath</p>	<p>The corpse was placed in</p> <p>I'm sorry for your loss</p>	<p>To lie on state To make the funeral Funeral oration To be in mourning Burial service RIP (rest in peace) To stand for To kick the bucket. RIP (rest in peace)</p> <p>To accept condolences Estate-fortune</p> <p>I'm so sorry to hear that. Please accept my sincere condolences</p>	<p>To get ill</p> <p>To lay out the body</p> <p>To pass away (on)</p> <p>To lay out</p> <p>At a/ the funeral (he gave the address at her funeral)</p>

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	bequest accident suicide	Tragic Horrendous Awful	To commit			
	Parties					
	Party	Formal Informal Engagement Bachelor's Birthday Welcome Farewell Bridal-shower Baby-shower Wedding anniversary Christmas New year Cocktail Dinner Happy Farewell House-warming House-leaving Garden Surprise	To celebrate To dress To dress up To congratulate To party To hold To rock	Let's go to the... Why don't we go to...?	Hangover Wet blanket Congratulations! Party pooper All night long	For your birthday (What do you want for your birthday?) On your birthday (She'll be 34 on her next birthday) Hang out

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Gift Present Host (m) hostess (f) Friends Guests Guest list Cocktail Dinner Cake Candle Sweet Candy Horn Whistle Sandwich Cookie Biscuit Sweets Cupcake Lollipops Ice cream Chocolate Confetti Hat Clown		To blow out To make a wish To cut To set up To blow To clap To sing To open To give To eat To invite To join To have To organize To throw To dance		Wallflower	Party for somebody At a party

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Balloon Cocktails Champagne Toast Reception Floral arrangements Music Band Dj Banner					
Inviting						
	Invitation card	formal informal	To invite To come To go	Please come to a <u>birthday</u> party Request the pleasure of... Would you like to <u>come to</u> ... Yes, I'd love to That would be lovely thank you It's a wonderful idea Thank you. I'd like to come very much I'm sorry. I can't I'm afraid I can't	To send congratulations Happy birthday! RSVP (please answer)	At somebody's invitation (He is here to give a concert at the invitation of the British Council) By invitation (Membership of the club is by invitation only) From – (we got a wedding invitation from Shashi and Len) To – (Have you received your invitation to the party?) To invite somebody to do something

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
						To invite somebody along
	Prom					
	Corsage (flower for the girls' wrist) Flower Limo Tuxedo Bow tie Prom Queen and King Date Dinner Party	Formal	To dance To invite To ride (in a limo)			
	Gown Date Invitation Band Punch High school					
Holidays	Thanks giving					
The fourth Thursday of November	Pumpkin pie Turkey Corn Cranberry sauce Beans Parade Pilgrims Indians/Native Americans Church Feast Mashed potatoes Harvest festival Cornucopia Sweet potatoes	Thanks giving Grateful	To pray To thank To give thanks To celebrate	Thankfulness for peace	Family reunion	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Halloween					
31st October	Witch Cauldron Hat Ghost Spider Bat Pumpkin (Jack-o'-Lanterns) Cat Broomstick Vampire Haunted house Costume Mask	Scary Eerie Festive	To carve To scare		Go trick-or-treating Trick or treat	To Dress up
	Scarecrow Skeleton Warlock Sweets/money					
	St. Patrick's day					
17th March The patron saint of Ireland	St. Patrick Fairy Horse shoe Ireland Irish flag Rainbow Shamrock Pipe Pot of gold Harp Flute Hat Cane 4-leaf-clover Leprechaun	Lucky	To wear			

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Fiddle Green Luck	Aloof				
	Christmas					
25th December	Snow Advent Carol Carol singers Santa Claus Father Christmas Chimney Christmas Christmas Tree Gift Toys Sleigh Reindeer Turkey Mistletoe Holly Ornament Tinsel Wreath Snowflake Candy cane	Christmas White Warm	To sing To eat To give To decorate To open To kiss	Merry Christmas! Did you have a good Christmas? I celebrate Christmas at/in... What did you get for Christmas?	Merry Christmas to you! Season's greetings	Stores are closed over Christmas To ask for a kiss under the mistletoe
	Independence Day					
July 4th (USA) September 18th (CI)	National Anthem Flag Liberty Patriot Fireworks Barbecue Cueca Kite	Traditional Patriotic	To sing To eat To dance To fly			

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	New year					
1ST January	New year's eve Resolution		To celebrate To carry out To adopt To toast	Happy new year!		New year's resolutions

Activities
Special Days in Life

Name: _____

Date: _____

Word Jumble Birth

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided.

1. ELDARC _____

4. HTRIB _____

2. YREVILED _____

5. EMOH _____

3. DROCLACILIBMU _____

6. TNANGERP _____

1. A small bed for a baby which can be pushed gently from side to side
2. The process of giving birth to a baby
3. a long tube of tissue that connects a baby to its mother before it is born and is cut at the moment of birth

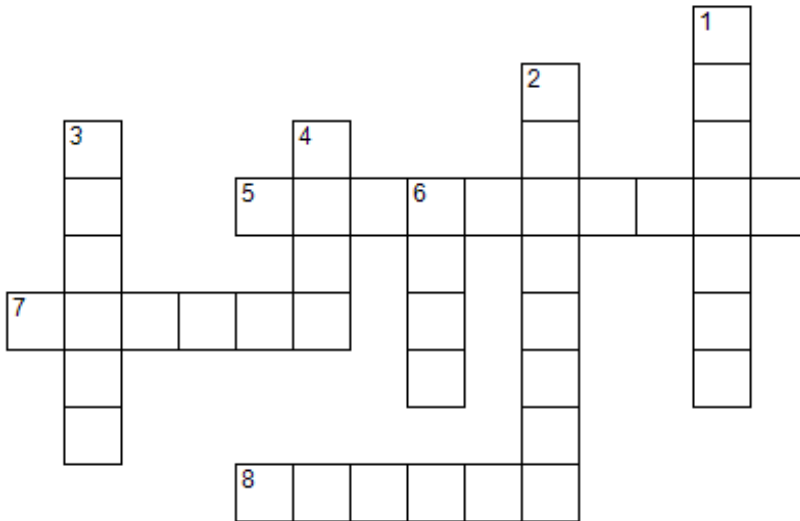
4. The time when a baby is born; the process of being born
5. The house or flat/apartment that you live in, especially with your family
6. Having a baby or young animal developing inside her/its body

Name: _____

Date: _____

Crossword Baptism

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

5. A person who promises at a Christian baptism ceremony to be responsible for a child and to teach them about the Christian religion
7. A person who is qualified to perform religious duties and ceremonies in churches
8. A round stick of wax with a piece of string through the middle which is lit to give light as it burns

DOWN

1. A Christian ceremony in which a few drops of water are poured on somebody or they are covered with water, to welcome them into the Christian Church and often to name them
2. To throw small pieces of sth or drops of a liquid on something
3. A building where Christians go to worship
4. A large stone bowl in a church that holds water for the ceremony of baptism
6. To speak to God, especially to give thanks or ask for help

Name: _____

Date: _____

Forming the passive

Change the active to passive

1. Shakespeare wrote that play --> That play was written by Shakespeare

2. Alex is preparing that report.

3. Bill will invite Ann to the party.

4. Kathy had returned the book to the library.

5. The teacher is going to explain the lesson

6. His tricks won't fool me.

7. Shirley has suggested a new idea.

8. I didn't write that note. Jim wrote it

9. Two horses were pulling the farmer's wagon.

10. Waitresses and waiters serve customers.

Name: _____

Date: _____

Word Search Wedding

At the bottom of the page is a list definitions. The words corresponding to the definitions are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

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

1. A man on his wedding day, or just before or just after it
2. A young woman or girl who helps a bride before and during the marriage ceremony
3. A marriage ceremony, and the meal or party that usually follows it
4. A French sparkling white wine that is drunk on special occasions
5. A holiday/vacation taken by a couple who have just got married
6. A woman on her wedding day, or just before or just after it
7. A small boy who helps or follows a bride during a marriage ceremony
8. A bunch of flowers arranged in an attractive way so that it can be carried in a ceremony
9. A formal and serious promise, especially a religious one
10. A male friend or relative of the bridegroom at a wedding, who helps him during the wedding ceremony

Name:

Date:

Wedding

Organize a wedding with a budget of \$5.000.000 pesos. Take into account the date, guests, food, place, music, wedding gowns, etc.
Search on the internet for real prices.

Name: _____

Date: _____

Word Links Death

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

- | | |
|-----------------|---------|
| 1. DE _____ ● | ● NER |
| 2. MOUR _____ ● | ● ATH |
| 3. WRE _____ ● | ● PSE |
| 4. COF _____ ● | ● RAL |
| 5. COR _____ ● | ● LL |
| 6. WI _____ ● | ● EYARD |
| 7. FUNE _____ ● | ● ATH |
| 8. GRAV _____ ● | ● FIN |

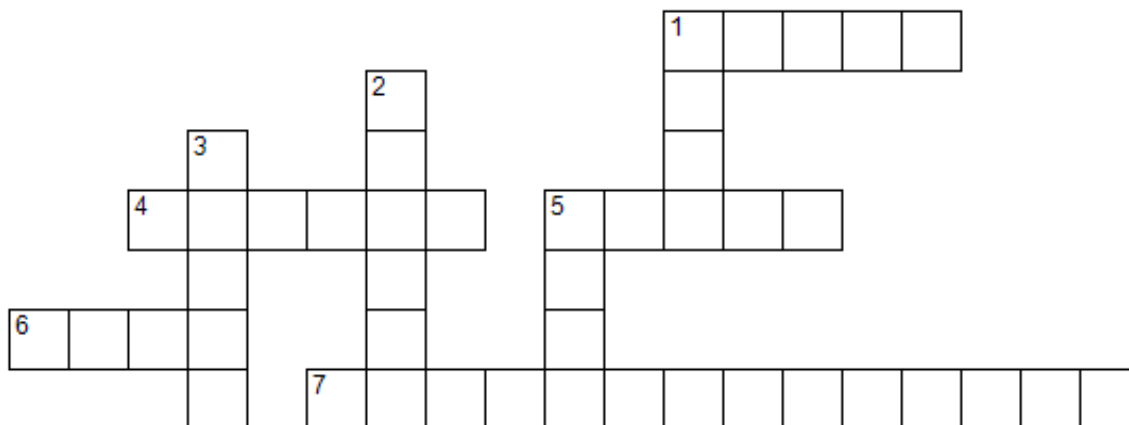
- | | |
|---|---|
| 1. The end of life | 5. An area of land, often near a church, where people are buried |
| 2. A ceremony, usually a religious one, for burying a dead person | 6. A person who attends a funeral, especially a friend or a relative of the dead person |
| 3. A box in which a dead body is buried | 7. An arrangement of flowers and leaves, especially in the shape of a circle, placed on graves, etc. as a sign of respect for sb who has died |
| 4. A dead body, especially of a human being | 8. Testament a legal document that says what is to happen to somebody's money and property after they die |

Name: _____

Date: _____

Crossword Parties

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

1. Sweet food made of sugar and/or chocolate, eaten between meals
4. A round stick of wax with a piece of string through the middle which is lit to give light as it burns
5. A person that you have invited to your house or to a particular event that you are paying for
6. A person who invites guests to a meal, a party, etc.
7. A card or piece of paper that you use to invite somebody to something

DOWN

1. A sweet food made from a mixture of flour, eggs, butter, sugar, etc. that is baked in an oven.
2. A small bag made of very thin rubber that becomes larger and rounder when you fill it with air or gas. Balloons are brightly coloured and used as decorations or toys
3. A social occasion, often in a person's home, at which people eat, drink, talk, dance and enjoy themselves
5. A thing that you give to sb, especially on a special occasion or to say thank you

Name:

Date:

Parties Essay

Write an essay on your favourite kind of party or holiday. Including time of the year, the food that you eat, if you have to wear special clothes or accesories, etc. (300 words)

Name: _____

Date: _____

Word Jumble Prom

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided.

1. ETAD _____

4. ODEXUT _____

2. NWOG _____

5. EITWOB _____

3. EGASROC _____

1. A meeting that you have arranged with a boyfriend or girlfriend or with sb who might become a boyfriend or girlfriend
2. A woman's dress, especially a long one for special occasions
3. A small bunch of flowers that is worn on a woman's dress
4. A dinner jacket and trousers/pants, worn with a bow tie at formal occasions in the evening
5. A man's tie that is tied in the shape of a bow and that does not hang down

Name: _____

Date: _____

Multiple Choice Thanks Giving

A number of definitions are listed. Below each definition are 4 words that may match the definition. Print the letter of the word which matches the definition in the space provided by each definition.

- ___ 1. Decorative object shaped like an animal's horn, shown in art as full of fruit and flowers
A. Cornucopia B. Thanks giving C. Feast D. Pilgrim
- ___ 2. A large or special meal, especially for a lot of people and to celebrate something.
A. Feast B. Parade C. To celebrate D. Cornucopia
- ___ 3. A public holiday in the US (on the fourth Thursday in November) and in Canada (on the second Monday in October), originally to give thanks to God for the harvest and for health.
A. Pilgrim B. Cornucopia C. Thanks giving D. Feast
- ___ 4. A person who travels to a holy place for religious reasons.
A. Thanks giving B. Pilgrim C. Cornucopia D. Feast
- ___ 5. a public celebration of a special day or event, usually with bands in the streets and decorated vehicles.
A. Pilgrim B. To celebrate C. Cornucopia D. Parade
- ___ 6. To show that a day or an event is important by doing sth special on it.
A. Cornucopia B. To celebrate C. Feast D. Thanks giving

Name: _____

Date: _____

Word Links Halloween

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

1. HALL _____ ●
2. SCAR _____ ●
3. TO _____ ●
4. WI _____ ●
5. COST _____ ●
6. GH _____ ●
7. TRICK _____ ●

- OST
- OR TREAT
- UME
- CARVE
- ECROW
- OWEEN
- TCH

1. The night of 31st October when it was believed in the past that dead people appeared from their graves, and which is now celebrated in the US, Canada and Britain by children who dress as ghosts, witches, etc.
2. A figure made to look like a person that is dressed in old clothes and put in a field to frighten birds away.
3. To make objects, patterns by cutting away material from wood or stone.
4. a woman who is believed to have magic powers, especially to do evil things. In stories, she usually wears a black pointed hat and flies on a broomstick.
5. The clothes worn by somebody to make them look like something else.
6. The spirit of a dead person that a living person believes they can see or hear.
7. Said by children who visit people's houses at Halloween and threaten to play tricks on people who do not give them sweets/candy.

Name: _____

Date: _____

Word Challenge St. Patrick's day

For each word listed, write your own definition. You may use your text book to look up any unfamiliar word, but you must write a definition in your own words.

1. SHAMROCK _____

2. FAIRY _____

3. LUCK _____

4. ALOOF _____

5. LEPRECHAUN _____

6. RAINBOW _____

Name: _____

Date: _____

Word Search Christmas

At the bottom of the page is a list definitions. The words corresponding to the definitions are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

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

1. Small soft white pieces, (called FLAKES), of frozen water that fall from the sky in cold weather.
2. A large deer with long antlers.
3. A plant with small shiny white berries that grows on other trees and is often used as a decoration at Christmas.
4. A vehicle that slides over snow.
5. Singers who visit people's houses at Christmas to sing carols and collect money for charity.
6. An arrangement of flowers and/or leaves in the shape of a circle, traditionally hung on doors as a decoration at Christmas.
7. Strips of shiny material like metal, used as decorations, especially at Christmas.
8. a Christian religious song sung at Christmas.

Name: _____

Date: _____

Essay Christmas

Write an essay about your best christmas ever. (300 words)

Name: _____

Date: _____

Word Links Independence Day

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

1. PATR _____ ●
2. NATIONAL _____ ●
3. FL _____ ●
4. BARB _____ ●
5. KI _____ ●

- TE
- IOT
- ANTHEM
- ECUE
- AG

1. A person who loves their country.
2. The official song of a nation that is sung on special occasions.
3. A piece of fabric with a special coloured design on it that may be the symbol of a particular country or organization. A flag can be attached to a pole or held in the hand.
4. An outdoor meal or party when food is cooked in a metal frame for cooking food on over an open fire.
5. A toy made of a light frame covered with paper or fabric, that you fly in the air at the end of one or more long strings.

Name:

Date:

New Year's Eve Dinner

When the years come to an end you want to celebrate all the happy moments lived with a special dinner party.

1. Make a list of five celebrities you would invite.
2. Design the invitation cards you will send. Don't forget to include time and place.
3. Prepare the sitting arrangement. You will be the host, so you take the head of the table. How and where will you seat your guests?
4. What will you wear? Describe the outfit you'll choose.
5. What will you eat? Think of the menu: starter, main course, dessert and drinks. Design and write the menu on a piece of cardboard.
6. A good host is entertaining, so think of an interesting question for each of your guests.
7. At the end of the party, you want to give the celebrities a present as a souvenir. What would you give them?

Unit III

Police, Crime and Delinquency

Police, Crime and Delinquency

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
<p>Police</p> <p>Give description</p>	<p>Police officer Policeman Policewoman Police chief Police constable Police department Handcuffs Police dog Police escort Police force Police presence Police station Police car Riot car Riot police Police uniform Cap</p> <p>Helmet Night stick (US) Riot shield Bulletproof vest Truncheon (GB) Secret police Bobby (US cop) Constable uk Sergeant Detective</p> <p>Mounted police</p>	<p>Armed Protective Just</p> <p>Trained</p> <p>Store Private</p>	<p>To arrest To chase To track down To follow up clues To patrol To search To protect To bite To wear To evacuate To alert To hold up To investigate To interrogate To take finger prints To question To catch To sue To free</p>	<p>He/ she was...</p> <p>He/she wore...</p>	<p>On duty Off duty To place under arrest On his beat To keep watch To keep order Laughing gas Tear gas Resisting arrest Full face and profile Hands up Spread your legs</p>	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Crime	Burglar	Dangerous	To burgle		Burglar alarm	To break into
	Burglary	Dishonest	To break			
Talking about different kinds of crimes	Criminal	Unfair	To commit	He committed a...		
	Crime	Violent	To steal			
	Crook	Cruel	To rob			
	Thief	Aggressive				
	Theft	Rough				
	House breaker	Rude				To break in
	House breaking					
	Pick-pocket		To pick pocket	I had my pocket picked		
	Pick-pocketing					
	Bag-snatcher (GB)		To snatch			
	Mugger					
Reporting a loss or theft	Mugging					
	Murderer	Deliberately	To murder			
	Murder	On purpose	To assassinate			
	Assassin	Intentionally	To kill			
	Assassination					
	(serial) Killer					
	Robber		To rob	I was robbed...	"To rob Peter to pay Paul"	
	Robbery					
	embezzler		To embezzle			
	Embezzlement					
	Rapist		To rape	She suffered a...		To have sex
Rape		To assault				
Sex crime		To force				
		To be sexually assaulted/attacked				
Kidnapper		To kidnap				
Kidnapping		To ransom				
Kidnap						
Prisoner						
Shoplifter						
Shoplifting						

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Smuggler Smuggling Terrorist Terrorism Hijacking Hijacker Vandal Vandalism Hooligan Hooliganism Delinquent Delinquency Thug Gang Gangster Gang-leader Swindler Forger Forgery Arsonist Arson Blackmailer Blackmail Fraudster Fraud		To smuggle To hijack To catch a gang To swindle To forge To fire To demand To reveal To deceive To trick		Take control of (a plane) A gang of robbers Set a house on fire To demand money To reveal a secret	To take a person away To get away with To get away

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Libel Slander Manslaughter Forger Forgery Bribery Bribe Corruption Drug Drug dealer Drug trafficker Drug trafficking Drug addict Hit and run Car accident Looting Natural disaster Misconduct Authority Pilfering Slander Offence Terrorism Treason Betrayal Trespassing Vandalism	False Counterfeit Hard Soft Abuse Unprotected Desolate Devastated Improper Small Violent Political demands Public (building, place)	To kill To copy To give To take To persuade To take To smoke To use To still To offend To betray To enter To damage To amuse		drugged up to the eyeballs	To be on drugs To be under the influence O do drugs Pushing drugs Trespass on land

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
<p>Justice</p>	<p>Court of law Court case Low court High court Judge Jury Juror Lawyer Defence Attorney Defendant Witness Justice Hammer Victim Culprit evidence Alibi Trial verdict Appeal Barrister Offence Sentence Probation prosecution punishment Capital punishment corporal punishment home solicitor Caution Community service Convict</p>	<p>Guilty Long/ short term sentence Solid Good Perfect Cast-iron</p>	<p>To acquit To sue To sentence To give evidence To prove To release To Admit To provide To supply To establish To have To adjourn</p>	<p>He was released He was sentenced He/she was found guilty Acquitted He was</p>	<p>Show evidence Enough evidence Insufficient- evidence All raised Silence in the court</p>	<p>To be on probation To be set free</p>

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Prisoner Cell Prison Gaol (GB) (Jail) Penitentiary Search warrant Warden Warder (prison guard) alibi					
Weapons	Gun Revolver Rifle knife		To shoot To stab			

Activities

Police, Crime and Delinquency

Name: _____

Date: _____

Word Links Police

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

1. SU _____ ●
2. LAUGHING _____ ●
3. POLICE _____ ●
4. ON _____ ●
5. TO _____ ●
6. TRUN _____ ●
7. HAND _____ ●
8. RIOT _____ ●
9. ARR _____ ●
10. RI _____ ●

- OT
- EST
- CHEON
- OFFICER
- FOLLOW STH UP
- / OFF DUTY
- SHIELD
- GAS
- E
- CUFFS

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. To make a claim against sb in a court of law about sth that they have said or done to harm you 2. A gas used especially in the past by dentists to prevent you from feeling pain 3. A member of the police 4. Working/not working at a particular time 5. To find out more about sth that sb has told you or suggested to you | <ol style="list-style-type: none"> 6. A short thick stick that police officers carry as a weapon 7. A pair of metal rings joined by a chain, used for holding the wrists of a prisoner together 8. A piece of equipment made from strong plastic, used by the police to protect themselves from angry crowds 9. To take a person to a police station and keep him/her there because the police believe he/she may be guilty of a crime 10. A situation in which a group of people behave in a violent way in a public place, often as a protest |
|--|--|

Name: _____

Date: _____

The verb to be and adjectives

Fill in the blanks with the right form of the verb "to be" and a suitable adjective

1. _____ you _____ of mice? No, I _____ but Linda _____. The other day she jumped onto the table when she saw one.
2. Look at Susan! Don't you think she _____ a very _____ woman. Yes, she _____, but beauty is not everything you should care about.
3. Frank _____ a real gentleman. He always helps people, especially women. He _____ the most _____ guy I've ever met.
4. Alan met a guy on the plane. He _____ sitting next to him and he _____ didn't stop talking till the plane landed.
5. Yesterday Amanda's mum _____ very angry because after playing in the mud Amanda's clothes _____ very _____.
6. Danny often refuses to eat. He _____ an obedient child. His mother says he _____ so _____ that nobody can convince him.
7. Look how _____ my car _____! I've just washed it. my wife and I V going to town and I wanted my car to look as if it _____ new.
8. Why _____ Tim so _____?
He misses his father who _____ abroad on a business trip and won't come back till next week.

Name: _____

Date: _____

Order of adjectives

Put the adjectives in the correct order

1. Mr. Pitt invited his wife to a/an (Italian, romantic, modern) _____ restaurant.
2. Mike likes solving (long, math, difficult) _____ equations.
3. Jake works in a/an (trading, big, Canadian, important) _____ company.
4. This is a/an (antique, red, usual) _____ car.
5. In such weather, Peter wears his (comfortable, nylon, rain, yellow) _____ coat.
6. Roy finally married his (Greek, beautiful, young) _____ girlfriend.
7. Bob likes going out in (hot, sunny, long, summer) _____ days.

Name: _____

Date: _____

Word Jumble Crime

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided.

- | | |
|-------------------|-------------------|
| 1. REDRUM _____ | 6. REBBOR _____ |
| 2. FEIHT _____ | 7. RALGRUB _____ |
| 3. GNIGGUM _____ | 8. YRALGRUB _____ |
| 4. REGGUM _____ | 9. TFEHT _____ |
| 5. REREDRUM _____ | 10. YREBBOR _____ |

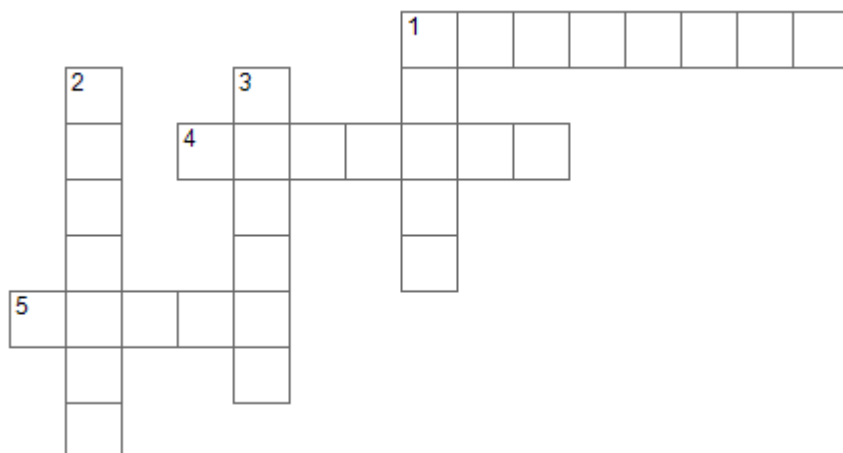
- | | |
|---|---|
| 1. The crime of killing somebody deliberately. | 6. A person who steals from a person or place, especially using violence. |
| 2. A person who steals sth from another person or place. | 7. A person who enters a building illegally in order to steal. |
| 3. The crime of attacking sb violently, or threatening to do so, in order to steal their money, especially in a public place. | 8. The crime of entering a building illegally and stealing things from it. |
| 4. A person who threatens or attacks sb in order to steal their money, especially in a public place. | 9. The crime of stealing sth from a person or place. |
| 5. A person who has killed somebody deliberately and illegally. | 10. The crime of stealing money or goods from a bank, shop/store, person, etc., especially using violence or threats. |

Name: _____

Date: _____

Crossword Justice

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

1. A lawyer, especially one who can act for sb in a court of law
4. A warning that is given by the police to sb who has committed a crime that is not too serious
5. A person in a court of law who has the authority to decide how criminals should be punished or to make legal decisions

DOWN

1. Evidence that proves that a person was in another place at the time of a crime and so could not have committed it
2. To stop a meeting or an official process for a period of time, especially in a court of law
3. A person who is responsible for taking care of a particular place and making sure that the rules are obeyed

Unit IV

Entertainment

Entertainment

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Going to a disco, nightclub, party	Music	Loud Deafening Deafeningly Extremely	To be To sound		Grab a drink Grab a bite to eat	
	Drink Toast	Cold Cool Iced Refreshing Low-alcohol Non-alcoholic Reduced-alcohol Soft Alcoholic Stiff Strong Diet Low-calorie (Celebratory) Welcome Thirsty Excellent Good Favourite Corner Nearest Local Nearby Crowded Friendly Welcoming Cosy	To drink To have To go for To sip To swig To feel To go To go down (to)	Would you like a drink? No thank you, I'm driving	One for the road A round of... To you	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	<p>Thirst Pub Bistro Bar Club Barman Barmaid (barwoman)</p>	<p>Exclusive Private Top Social Night</p>	<p>)</p>			<p>At the pub In a pub</p>
<p>Concert</p>	<p>Concert Concerto</p> <p>Singer</p>	<p>Pop Rock Classical Choral Jazz Folk Terrific Superb Accomplished Fine Good Great Talented Famous Chart-topping Popular Well-known Amateur Professional Backing Lead</p>	<p>To listen to To attend To make reservations To book To have fun</p> <p>To sing To perform</p>	<p>That was the most exciting... I've ever...</p>		

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
		Touching Moving				
	Player Concert grand Concert hall Concert-goer Music Composer Conductor Pianist Guitar Guitar-player Violinist Orquestra pit Wings Stalls (orquestra seats) Balcony	Gifted Outstanding Bass Horn Guitar Keyboard Sax, etc. Minor Established Leading Successful Prolific Classical Avant-grade Modern Contemporary Living Opera Chief Principal Orchestra	To play To compose something To write something		The conductor's baton	

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Band					in a/the band with a/the band
	Quartet Plot Script Set Foyer Aisle Row Applause Stage Interval	Big Brass String Wind	To form To join To play in To sing in To applaud		A member of the band	at intervals in the interval intervals between
	Rehearsal	Short Brief Long	To rehearse To do To have To hold To attend To go To study		At fixed Frequent Periodic Regular	at (a/the) rehearsal during (a/the) rehearsal in rehearsal for rehearsals
	Ballet Ballet dancer Ballet skirt Ballerina Leotard					

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Restaurant and cafes	Dish	Main Side Favourite Delicious Tasty Wonderful Elaborate Simple Classic Traditional Savoury Sweet Spiced/spicy Cold Hot Local International Vegetarian Breakfast Lunch Supper	To eat To cook To make To prepare To serve To recommend	I'm starving	The dish of the day	
	Starter Main course Vegetables Dessert Helping Cuisine	Big Generous Large Small Extra Second Huge Italian Haute Nouvelle				Help yourself to a sandwich

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Asking for the bill	Bill		To pay To ask for	Could I have the bill please? Can you bring me the bill, please? The bill, please	Here you are	
Asking for orders	Restaurant Cafe Cafeteria Coffee Snack bar Menu Wine list Chef Cook Waiter Waitress	Comfortable Nice Agreeable Diverse Delicious Personable Friendly	To go	What would you like to have? What do you want to have? Do you want something to drink or to eat? What would you prefer.... or...? I would like to have... I want... Can you bring me..., please? Bring me... please A ..., please		
Ordering	Customer client	Important Loyal Regular Current	To have To deal with To serve			

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Asking for prices				How much is it? How much is this altogether?		
Television and radio	Television set Telly TV Film TV TV program Children's program Documentary News Event Show Broadcast Serial Chat show (talk show) Soap opera Documentary Commercial Advertisement Radio Wave Series	Bloody Violent Documentary Cultural Sport Educational Food Music Nature Travel Entertaining Comedy Detective Drama	To watch To see To listen to			

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
Cinema	Film Movie	Juvenile Science fiction War Disaster Action Adventure Western Foreign Thriller Musical Suspense Comedy Drama Love story Fantasy Cartoon Horror Bad Awful Boring Interesting Amusing Fascinating Absorbing Horror Disappointing Terrifying	To see To watch To go to (see) To take somebody to (see)	Would you like to go...? Do you want to...?		
Making invitations						
Accepting invitations				Yes, I'd love to. Yes, It's a wonderful idea. Yes, It's a great idea.		
Refusing invitations				Sorry but I can't I have to...		
Ordering tickets	Tickets		To buy To get To obtain To purchase To have hold	I'd like two tickets for... (date) How much are they? Tickets are... each		By ticket (admission by ticket only) Ticket for ... Ticket to ...

FUNCTION	NOUNS	ADJECTIVES & ADVERBS	VERBS	GRAMATICAL CATEGORY*	EXPRESSIONS / POLYWORDS*	COLLOCATIONS
	Screen Film star Usher Audience Character Hero Heroine Villain Script Writer Director	Select Small Appreciative Enthusiastic Receptive Sympathetic Hostile	To act To captivate		To star	Before an/the audience In front of an/the audience

Activities

Entertainment

Name: _____

Date: _____

Matching Going to a disco, nightclub, party

Clues are listed below. Print the word that matches the clue on the blank line by the clue.

1. _____ A man who works in a bar, serving drinks
2. _____ Making you feel less tired or hot
3. _____ To take a quick drink of sth, especially alcohol
4. _____ Alcohol or an alcoholic drink; sth that you drink on a social occasion
5. _____ A last alcoholic drink before you leave a party, etc.
6. _____ The act of a group of people wishing sb happiness, success, etc. by drinking a glass of sth, especially alcohol, at the same time.
7. _____ A small informal restaurant
8. _____ To drink sth, taking a very small amount each time.

TOAST	ONE FOR THE ROAD	BARMAN	DRINK
SIP	REFRESHING	BISTRO	SWIG

Name: _____

Date: _____

Word Search Concert

At the bottom of the page is a list definitions. The words corresponding to the definitions are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

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

1. A group of four musicians or singers who play or sing together.
2. To practise or make people practise a play, piece of music, etc. in preparation for a public performance.
3. A piano of the largest size, used especially for concerts.
4. A person who stands in front of an orchestra, a group of singers etc., and directs their performance, especially sb who does this as a profession.
5. A person who takes part in a sport or other activity for enjoyment or interest, not as a job.
6. A passage between rows of seats in a church, theatre, train, etc.
7. To arrange with a hotel, restaurant, theatre, etc. to have a room, table, seat, etc. on a particular date.
8. A person who regularly goes to concerts, especially of classical music.
9. A person who sings, or whose job is singing, especially in public.
10. A large open space inside the entrance of a theatre or hotel where people can meet or wait.
11. Known about by a lot of people.

Name: _____

Date: _____

Word Links Restaurant and cafe

The words on the list are split, with the first part of the word listed on the left-hand side of the worksheet and the second part listed somewhere on the right-hand side of the worksheet. Draw lines to connect the two parts of each word. Then write the complete word on the blank line.

- | | |
|------------------|--------|
| 1. TA _____ ● | ● SH |
| 2. CO _____ ● | ● OMER |
| 3. WAI _____ ● | ● TER |
| 4. SE _____ ● | ● RVE |
| 5. STAR _____ ● | ● INE |
| 6. CUST _____ ● | ● ERT |
| 7. BI _____ ● | ● TER |
| 8. HELP _____ ● | ● OK |
| 9. CUIS _____ ● | ● LL |
| 10. DI _____ ● | ● STY |
| 11. DESS _____ ● | ● ING |

- | | |
|--|--|
| 1. Having a strong and pleasant flavour | 7. A piece of paper that shows how much you owe sb for goods or services |
| 2. A person who cooks food or whose job is cooking | 8. An amount of food given to sb at a meal |
| 3. a person whose job is to serve customers at their tables in a restaurant, etc | 9. A style of cooking |
| 4. To give sb food or drink, for example at a restaurant or during a meal | 10. Food prepared in a particular way as part of a meal |
| 5. A small amount of food that is served before the main course of a meal | 11. Sweet food eaten at the end of a meal |
| 6. A person or an organization that buys sth from a shop/store or business | |

Name: _____

Date: _____

Offers and requests at a restaurant

Write sentences with some

1. (Ask for coffee) Could I have _____

2. (Offer bread) Would you like _____

3. (Ask for tomatoes) _____

4. (Ask for salad) _____

5. (Offer rice) _____

6. (Ask for more milk) _____

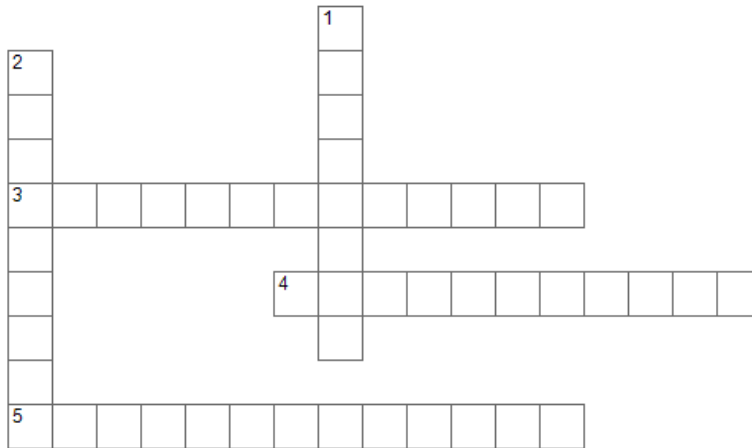
7. (Offer more wine) _____

Name: _____

Date: _____

Crossword Television and radio

Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

3. A notice, picture or film telling people about a product, job or service
4. Film or a radio or television programme giving facts about something
5. A piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds

DOWN

1. A television or radio programme in which people are asked questions and talk in an informal way about their work and opinions on various topics
2. A radio or television programme

Name: _____

Date: _____

Word Jumble Cinema

The letters of the words below are all mixed up. Figure out what the word is and write it on the blank line provided.

1. ESAHCRUP _____

5. MLIF _____

2. NOITCIFECNEICS _____

6. LUFWA _____

3. RELLIRHT _____

7. ELITSOH _____

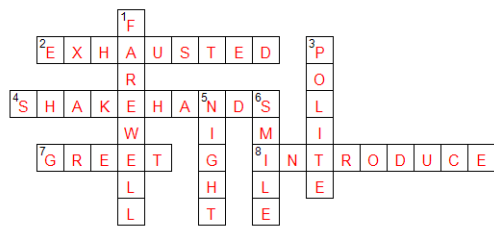
4. GNISUMA _____

- | | |
|---|---|
| 1. The act or process of buying something | 5. A series of moving pictures recorded with sound that tells a story, shown on television or at the cinema/movie theater |
| 2. A type of book, film/movie, etc. that is based on imagined scientific discoveries of the future, and often deals with space travel and life on other planets | 6. Very bad or unpleasant |
| 3. A book, play or film/movie with an exciting story, especially one about crime or spying | 7. Very unfriendly or aggressive and ready to argue or fight |
| 4. Funny and enjoyable | |

Answers

Unit 1 Interacting Socially

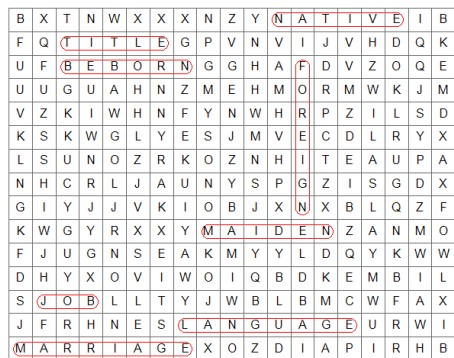
Crossword Greetings and farewells.



Word Jumble Apologizing.

1. KNAHT THANK
2. ETILOP POLITE
3. YGOLOPA APOLOGY
4. ESUCXE EXCUSE
5. ETILOPMI IMPOLITE

Word search Personal Identification



Word Links Talking about family

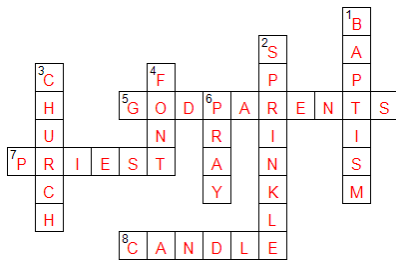
1. FAM FAMILY
 2. SIBL SIBLING
 3. PARE PARENTS
 4. ELDE ELDERLY
 5. TEEN TEENAGER
 6. TW TWIN
 7. TODD TODDLER
- NTS
 IN
 ING
 AGER
 ILY
 LER
 RLY
-

Unit II Special Days in Life

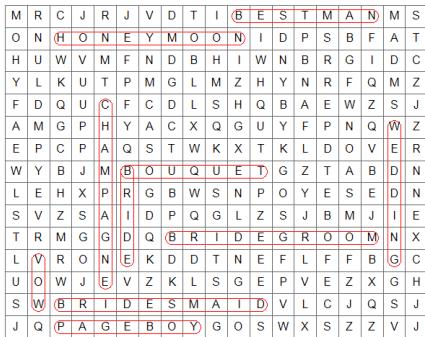
Word Jumble Birth

1. EL DARC CRADLE
2. YREVILED DELIVERY
3. DROCLACILBMU UMBILICAL CORD
4. HTRIB BIRTH
5. EMOH HOME
6. TNANGERP PREGNANT

Crossword Baptism



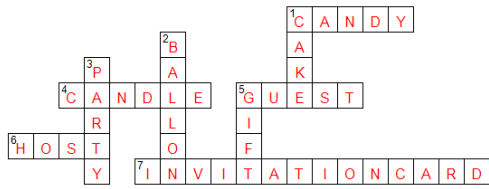
Word Search Wedding



Word Links Death

1. DE DEATH ————— ATH
2. FUNE FUNERAL ————— PSE
3. COF COFFIN ————— FIN
4. COR CORPSE ————— EYARD
5. GRAV GRAVEYARD ————— LL
6. MOUR MOURNER ————— NER
7. WRE WREATH ————— ATH
8. WI WILL ————— RAL

Crossword Parties



Word Jumble Prom

- 1. ETAD DATE
- 2. NVOG GOWN
- 3. EGASROC CORSAGE
- 4. ODEXUT TUXEDO
- 5. EITWOB BOWTIE

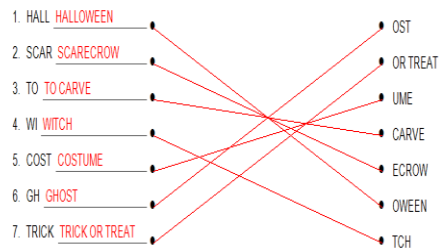
Multiple Choice Thanks Giving

A 1. B 4.

A 2. D 5.

C 3. B 6.

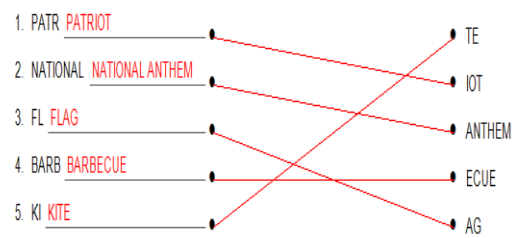
Word Links Halloween



Word Search Christmas

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

Word Links Independence Day



Unit III Police, Crime and Delinquency

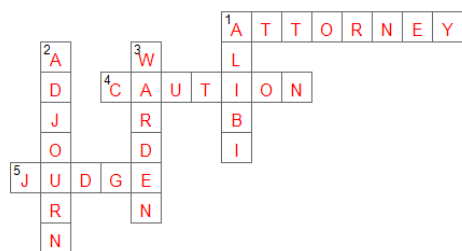
Word Links Police



Word Jumble Crime

- | | |
|-----------------------------|-----------------------------|
| 1. REDRUM MURDER | 6. REBBOR ROBBER |
| 2. FEHT THIEF | 7. RALGRUB BURGLAR |
| 3. GNIGGUM MUGGING | 8. YRALGRUB BURGLARY |
| 4. REGGUM MUGGER | 9. TFEHT THEFT |
| 5. REREDRUM MURDERER | 10. YREBBOR ROBBERY |

Crossword Justice



Word Jumble Cinema

- | | |
|---|---------------------------|
| 1. ESAHCRUP <u>PURCHASE</u> | 5. MLIF <u>FILM</u> |
| 2. NOITCIFEENECS <u>SCIENCE FICTION</u> | 6. LUFWA <u>AWFUL</u> |
| 3. RELLIRHT <u>THRILLER</u> | 7. ELITSOH <u>HOSTILE</u> |
| 4. GNISUMA <u>AMUSING</u> | |

CONCLUSION

The principal motivation for the seminar was to update four units from “Vocabulary units for classroom work and selftraining” (Cortes,P 1993) and provide multimedia material to practice the new vocabulary. The selected units were “Interacting Socially”, “Social Occasions”, “Police, Crime and Delinquency” and “Having a Good Time” yet two of them had a change of name. The new names of the units are “Interacting Socially”, “Special Days in Life”, “Police, Crime and Delinquency” and “Entertainment”.

During the process of this seminar it was noted the changes vocabulary has faced from 1993 until 2009 because several words were included in the lexical units. The organization of vocabulary under main topics was also an important part of the research since the new category included (collocations) gave the members of the seminar the possibility of giving back more complete lexical units for self-training than the already existent research.

A contribution of this seminar was the inclusion of a CD ROM which contains a webpage with lexical units and activities. The activities are mainly of three kinds: words and their definitions and words in context.

The members of the research are quite satisfied with the work and results since it was not only the last goal to accomplish, but also an amazing method of learning new vocabulary and reinforce previous knowledge.

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