

Teacher's Notes

Vocabulary Activator – Unit 1

Interface 2

Type of activity: gap-filling, matching, brainstorming, discussion

Focus: Part 1 – vocabulary from Listening;
Part 2 – vocabulary from Culture section;
Part 3 – vocabulary from Reading 2

Level: pre-intermediate

Time: 60 minutes

Preparation: one copy of the Student's Worksheet
Part 1, 2 and 3 per student

Note: Parts 1, 2 and 3 can be used separately and independently.

Part 1 – Procedure:

Use Part 1 after completing Unit 1, Listening to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 1. Ask the students to work on Task 1 individually and then compare their answers with a partner. Play the recording again if necessary and check with the whole group.

Key: 1. dream, 2. become, 3. work, 4. go, 5. have, 6. be, 7. put, 8. use/have

2. Ask the students to work individually again to do Task 2. The students complete the sentences (point out to them that they may need to add other elements to the expressions they completed in Task 1). For an extra challenge, ask them to fold their worksheets and not to refer to Task 1. Let them compare their answers with a partner before checking with the whole group.

Key: 1. become, 2. into / account, 3. tutor, 4. of, 5. as / in, 6. for, 7. to, 8. use

3. Put the students into pairs. The students ask and answer the questions in Task 3. Monitor as they do this, then hold a feedback session.

Part 2 – Procedure:

Use Part 2 after completing Unit 1, Culture to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 2. The students do Task 1, matching the pairs of words to the correct sentences. Check with the whole group, clarifying the meanings if necessary.

Key: 1. award / industry, 2. win / receive, 3. equivalent / held

2. The students work in pairs to complete Task 2 – they need to brainstorm and come up with three examples for each of the points. Monitor and help as they do this, then collect feedback, writing the ideas on the board as collocations whenever possible.

Key (suggestions): 1. (to win) a medal, a cup, some money 2. (to receive) flowers, chocolates, a card 3. (to hold) Museums at Night, St. Dominic's Fair, Przystanek Woodstock 4. (to receive) an MTV Music Video Award, a Billboard Music Award, a Grammy 5. Mam Talent, Masterchef, Taniec z gwiazdami

3. Ask the students to work individually for Task 3. They read the text and find elements whose meanings are similar to the key words from Task 1 (point out that these elements can be single words or longer expressions). They then reformulate the text using the six key words. Let them compare their answer with a partner before checking with the whole group.

Key: Have you heard about the writing competition held at the Institute for Literary Development? If you win, you receive an amazing award – you can participate in one of their yearly creative writing courses for free! It's an equivalent of \$800 in cash and it can really help you make a real start in the book industry!

Part 3 – Procedure:

Use Part 3 after completing Unit 1, Reading 2 to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 3. Ask the students to work on Task 1 individually or in pairs. They can look back to the text on p. 13 for help. Check with the whole group.

Key: 1. too much 2. of / a / as much 3. lots of 4. on 5. of / on / enough 6. for / up / in

2. Ask the students to work individually and 'collect' all the key expressions from Task 1 in Task 2, completing the phrases with the correct verbs.

Key: 1. watch 2. do 3. spend 4. sleep 5. stay

3. Put the students into pairs. The students ask and answer the questions in Task 3. Monitor as they do this, then hold a feedback session.