

# Teacher's Notes

## Vocabulary Activator – Unit 2

# Interface 2

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

**Focus:**

Part 1 – vocabulary from Reading 1;

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 Parts 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 2, Reading 1 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. Check with the whole group.

**Key:** 1e, 2b, 3f, 4d, 5a, 6c

2. Do Task 2 together with the group, asking them to provide the correct words to complete the phrases and eliciting or explaining the meanings of the extra collocations given.

**Key:** 1. get back, 2. use, 3. stay, 4. make, 5. learn, 6. offer

3. Ask the students to work individually and complete the sentences in Task 3. Then check with the whole group.

**Key:** 1. make, 2. learn, 3. use, 4. get, 5. offer, 6. stay, 7. make

4. Ask the students to decide whether the sentences in Task 3 are true or false for them. Then put the students into pairs and ask them to share their decisions and explain them, giving more details. Monitor as they do this, then hold a feedback session.

### Part 2 – Procedure:

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

1. Distribute Student's Worksheets Part 2. The students do Task 1, completing the collocations looking back at the text on page 25. Draw their attention to the fact that they may need to put the expressions they find in their basic forms. Check with the whole group, clarifying meanings if necessary.

**Key:** 1. speciality, adventure 2. to play baseball and football, to play musical instruments, about the environment 3. swimming in the sea, hiking in the mountains

2. Students work in pairs, asking and answering the questions in Task 2. Monitor as they do this, then collect and give feedback.
3. Assign new pairs and ask the students to come up with their own idea for a camp, answering the questions in Task 3 and adding more details. Monitor and help them as they do the task. When the ideas are ready, ask the pairs to share them with the rest of the class and see which of the camps would be the most popular.

### Part 3 – Procedure:

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

1. Distribute Student's Worksheets Part 3. Ask the students to work on Task 1 individually, using the text on page 26 to find the words or phrases for the definitions. Check with the whole group.

**Key:** 1. daily life 2. isolation 3. tribe 4. the wild 5. brand-new 6. rise 7. pleased

2. Students work individually to complete the sentences. Ask them to compare their answers with a partner before checking with the whole group.

**Key:** 1. pleased 2. isolation 3. brand-new 4. daily life 5. tribes 6. rise 7. the wild

3. Put the students into groups of three to play the 'Banana sentences' game.