

# Teacher's Notes

## Vocabulary Activator – Unit 5

# Interface 2

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**Type of activity:** matching, gap-filling, discussion, role play, dominoes, memory game

**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 Student's Worksheet Part 1 per student
- one copy of Student's Worksheet Part 2 per student
- one cut-up copy of Student's Worksheet Part 3 Collocation Dominoes per pair of students
- one copy of Student's Worksheet Part 3 per pair of students

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

#### Part 1 – Procedure:

Use Part 1 after completing Unit 5, Reading 1, to consolidate and activate the vocabulary.

1. Working individually, without looking at the text on page 67, the students match the phrases from the two columns to make expressions. They can self-check the task in pairs, using the text (the phrases come in the same order).

**Key:**

1. c, 2. g, 3. f, 4. a, 5. i, 6. h, 7. d, 8. b, 9. e

2. The students work individually, completing the text in Task 2 with the words in the box. When they have finished, let them compare their answers with a partner and then check with the whole group.

**Key:**

1. receive, 2. initiative, 3. part-time, 4. looks, 5. walks, 6. washes, 7. second-hand, 8. memory

3. The students work in pairs and discuss the questions. Monitor and help as they do this, then hold a feedback session.

#### Part 2 – Procedure:

Use Part 2 after completing Unit 5, Culture, to consolidate and activate the vocabulary.

1. The students work individually and use the texts on page 71 to find the words and phrases for the definitions in Task 1.

**Key**

1. to throw away, 2. to donate, 3. a volunteer, 4. a donation, 5. a member of the public, 6. unusual

2. The students work individually and complete the sentences with the phrases from Task 1. Let them check in pairs before checking with the whole group.

**Key**

1. donation, 2. unusual, 3. volunteer, 4. throw away, 5. members of the public, 6. donate

3. Divide the students into two large groups. The groups read their instructions and work on arguments to support their opinion. Monitor and help as they do this. Make sure that every member of the group notes down the ideas.

4. Pair up students from the two groups. They should discuss and try to convince their partners that their way of helping others is better (volunteering vampires. donating). Allow a few minutes for this, monitor, then collect and give feedback.

#### Part 3 – Procedure:

Use Part 3 after completing Unit 5, Reading 2, to consolidate and activate the vocabulary.

1. Give out sets of cut-up dominoes to pairs of students. Without looking at the texts on page 72, the students match the sentences and form complete collocations. Check with the whole group.

2. Ask the students to put the dominoes face down and distribute the Student's Worksheets for Part 3 (one per pair). The students complete the collocations from memory. Let them compare their answers with another pair and then check by looking at the dominoes again.

3. Take away the dominoes. Ask the students to fold their worksheets in half along the line. One student holds up the worksheet, looking only at the verbs, and tries to remember and say the entire phrases. The other student checks, helps and corrects. Then they change roles. Next, they repeat the activity, this time looking at the second part of each collocation and trying to remember the verbs.