

Teacher's Notes

Vocabulary Activator – Unit 6

Interface 2

Type of activity: matching, categorising, gap-filling, discussion, error correction, speaking game

Focus: Part 1 – vocabulary from Reading 1; Part 2 – vocabulary from Listening; 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 6, Reading 1 to consolidate and activate the vocabulary.

1. Distribute Student's Worksheet Part 1. The students work on Task 1 individually or in pairs, matching the words and phrases in bold (which are some of the words and phrases from Reading 1) to their Polish equivalents. Note that the sentences in this task refer to the same topic as the original text. Check with the whole group.

Key:

1. *event* – wydarzenie,
 2. *focus on* – skupiać się na,
 3. *queue* – kolejka,
 4. *join* – dołączyć,
 5. *donate* – ofiarować,
 6. *objective* – cel, *access* – dostęp,
 7. *meet the needs* – spełniać potrzeby, *communities* – społeczności,
 8. *sanitation* – czystość
2. Ask the students to work individually on Task 2. The students replace the underlined words with the key words and phrases from Task 1. Draw the students' attention to the fact that in this task, the words appear in new contexts. Allow them to compare their answers in pairs before checking with the whole group.

Key

1. *queue*, 2. *communities*, 3. *event*, 4. *objective*, 5. *meet the needs*, 6. *access*, 7. *focuses*, 8. *sanitation*, 9. *join*, 10. *donate*

3. Divide the students into pairs. They should work together and invent a story using as many of the words listed in Task 3 as possible (you can establish a minimum number of words to be used, e.g. five). Ask the students not to write down the entire story, but rather to take notes and practise telling it. When they have finished, ask them to share their story with other students – this can be done with the whole class if you have a small class, or in groups of four or six with a bigger class.

Part 2 – Procedure:

Use Part 2 after completing Unit 6, Listening, to consolidate and activate the vocabulary.

1. Distribute Student's Worksheet Part 2. Ask the students to work in pairs and to categorise the expressions listed according to the part of the listening in which they appeared. To check, play the listening exercise once again. Use this time to elicit and/or explain the meanings of any unfamiliar vocabulary.

Key

about the sportsman: a competitor, a world champion, to train, to win a medal

about the nurse: a camp, to suffer

about the teacher: to explain things, to feel nervous, to give ideas, to stay after class

2. The students work individually, completing the gaps in Task 2 with the key words and expressions. Draw their attention to the fact that the necessary grammar elements have already been added. Allow the students to compare their answers in pairs before checking with the whole group.

Key

1. *feel / nervous*, 2. *stay after class*, 3. *explain*, 4. *world champion*, 5. *competitor(s)*, 6. *suffer(ed)*, 7. *camp*, 8. *win / medal*, 9. *train*, 10. *giv(ing) / ideas*

3. Ask the students to work in pairs and to take turns to ask and answer the questions. Monitor as they do this, then hold a feedback session.

Part 3 – Procedure:

Use Part 3 after completing Unit 6, Reading 2, to consolidate and activate the vocabulary.

1. Distribute Student's Worksheet Part 3. Ask the students to work on Task 1 individually or in pairs. Depending on the extent to which you have previously worked with the text, allow or disallow use of the text when completing the task. Check with the whole group.

Key

1. *rescue service*, 2. *volunteer*,
3. *common problem*, 4. *exhaustion*,
5. *high-energy food*, 6. *call for help*,
7. *keep warm*

2. Ask the students to work individually on Task 2. They have to identify the words used incorrectly in the sentences and replace them to make the sentences logical. Draw their attention to the fact that in one case they will need to adjust the form of the key word to the context of the sentence. Check with the whole group.

Key

1. *common* → *volunteer*,
2. *kept* → *called*,
3. *high-energy* → *warm*,
4. *rescue* → *high-energy*,
5. *problem* → *exhaustion*

3. Ask the students to work in groups of three. The students play the 'Banana sentences' game. They take turns to secretly choose one of the key words or phrases and think of a sentence that includes it. Point out that the sentence should not be a simple definition – you may ask the students to start their sentences with names or personal pronouns. The student who thought of the sentence then says it out loud, but replaces the key word(s) with the word "banana". The rest of the group have to guess the key word(s). Monitor and help as they play, then hold a feedback session.

NB: You can extend the scope of this exercise by asking the students to also include the words from Parts 1 and 2 in the game.