

Teacher's Notes

Vocabulary Activator – Unit 7

Interface 2

Type of activity: gap and chart completion, matching, categorising, transformations, 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 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 7, Listening 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. Play the recording once again and check with the whole group.

Key: 1. *travel*, 2. *work*, 3. *have*, 4. *train*, 5. *be*, 6. *travel*, 7. *work*, 8. *work*

2. Ask the students to work in pairs and do Task 2. They have to complete the expressions (following the information in Task 1) and come up with more examples of their own to complete the phrases. Check with the whole group, eliciting the meanings of, and differences between, the expressions.

Key (suggestions): *to work in public relations, sales, education; to work as a DJ, a dentist, an engineer; to work for a film company, an international company, Google; to travel around the world, Asia; to travel to lots of different countries, Australia; to have lots of children, money, success; to train as a dentist, a teacher, a mechanic; to be really famous, successful, ambitious*

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 7, Culture to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 2. The students do Task 1, matching the phrases from the two columns to make expressions from the Culture section on p. 103. Depending on the extent to which you have discussed the text,

allow or disallow students to refer back to it while doing the task. Check with the whole group.

Key: 1f, 2e, 3d, 4a, 5g, 6c, 7h, 8b

2. Ask the students to fold their worksheets as shown and only look at Task 2. They have to complete the gaps with the correct words. Let them check with a partner after they finish. Then let them unfold the worksheet and check against Task 1. Elicit the answers from the whole group.

Key: 1. *against*, 2. *practise / play*, 3. *play / forming*, 4. *private*, 5. *competition*, 6. *choir*, 7. *orchestra*

3. Put the students into pairs for Task 3. They should silently choose one of the expressions in Task 1 and try to draw a picture to represent it. Their partner's job is to guess the collocation.

Part 3 – Procedure:

Use Part 3 after completing Unit 7, Reading 2 to consolidate, activate and expand 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. 104 for help. Check with the whole group, making sure the students understand the three expressions.

Key: 1. *have what it takes*, 2. *an image to make you different*, 3. *the next big thing*

2. Ask the students to work in pairs and categorise the words in phrases in Task 2 depending on which of the three questions in Task 1 they could be answers to. Ask the students to disregard any unfamiliar vocabulary at this stage. Monitor and help as they do this. Then check with the whole group, eliciting or explaining the meanings of the unfamiliar phrases. Notice some of the expressions and which question they answer may be down to interpretation.

Key: *Question 1: ambitious, intelligent, patient, determined, outgoing, confident, hard-working, creative, responsible, Question 2: good photo shoots, eye-catching hairstyles, heavy make-up, customised instruments, interesting CD cover, Instagram account with private photos, Question 3: computers without hard disks (all data 'in the cloud'), Google glasses, 3D computer games*

3. Put the students into groups of three or four. They discuss the questions from Task 1 using the expressions from Task 2 and their own ideas. Monitor as they do this. Then collect feedback from group representatives.