

Teacher's Notes

Vocabulary Activator – Unit 8

Interface 2

Type of activity: matching, gap completion, transformations, discussion, vocabulary 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 8, Reading 1 to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 1. Ask the students to work on Task 1 individually. If you have discussed the text in Reading 1 thoroughly, ask the students to close their books when doing the task. Alternatively, let them consult the text on page 113. Let the students compare their answers with a partner and check with the whole group, eliciting or teaching the meanings as necessary.

Key: 1. f, 2. c, 3. i, 4. a, 5. g, 6. e, 7. j, 8. d, 9. b, 10. h

2. Ask the students to work individually and do Task 2. If you believe the students have a good grasp of the vocabulary in Task 1, you can ask them to fold their worksheets and complete the gaps without looking at Task 1. Check with the whole class.

Key: 1. favour, 2. outdoor/entertainment, 3. switch/save, 4. runner-up, 5. screen/effect

3. Put the students into pairs. The students ask and answer the questions in Task 2. Monitor as they do this, and then hold a feedback session.

Part 2 – Procedure:

Use Part 2 after completing Unit 8, Listening to consolidate and activate the vocabulary.

1. Distribute Student's Worksheets Part 2. The students do Task 1, transforming the sentences using the words listed. If necessary, play the recording once again before checking with the whole class. Elicit the meanings of the expressions while checking.

Key: 1. reduce, 2. domestic, 3. community, 4. throw, 5. waste, 6. organic, 7. biodegradable, 8. plant, 9. charity

2. 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 with it. Point out that the sentence should be completely new and shouldn't be a simple definition. 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, and then hold a feedback session.

Part 3 – Procedure:

Use Part 3 after completing Unit 8, 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. If you have discussed the text in Reading 2 thoroughly, ask the students to close their books when doing the task. Alternatively, let them consult the text on page 119. Check with the whole class.

Key: 1. to be in danger of extinction, 2. to help the animal survive, 3. to hunt elephants for their tusks, 4. to be made of ivory, 5. to act fast, 6. to disappear, 7. destruction of natural habitats

2. Ask the students to close their books and fold their worksheets. They should complete the text in Task 2 with the key words without looking back at Task 1. Let them compare their answers in pairs, and then check with the whole class.

Key: in, extinction, destruction, habitats, hunt, tusks, ivory, act, survive, disappear

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