

Teacher's Notes

Vocabulary Activator – Unit 9

Interface 2

Type of activity: matching, gap completion, speaking

Focus:

Part 1 – vocabulary from Reading 1;

Part 2 – vocabulary from Culture;

Part 3 – vocabulary from Reading 2

Level: pre-intermediate

Time: 60 minutes

Preparation:

One copy of 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 9, Reading 1, to consolidate and activate the vocabulary.

1. Ask the students to close their books. Distribute Student's Worksheet Part 1. Put the students into pairs and ask them to answer the questions in Task 1 from memory. They make take short notes of their answers. If the students are having trouble remembering the text, let them take a look at it again before checking with the whole class. As you check their answers, make sure that the students understand the vocabulary in bold.

Key: 1. *backgammon* 2. *backgammon, Go* 3. *Go* 4. *playing cards* 5. *the modern board game/ Monopoly* 6. *the USA* 7. *there isn't direct competition between the players and no one is eliminated* 8. *German-style board games* 9. *American games* 10. *all apart from playing cards*

2. Ask the students to work individually and do Task 2, completing the gaps with some of the words in bold from Task 1. Draw their attention to the role of the prepositions that appear next to the gaps. Let the students compare their answers with a partner, then check with the whole class.

Key: 1. *strategy* 2. *appeared* 3. *in* 4. *born* 5. *introduced* 6. *became* 7. *from* 8. *board* 9. *interact* 10. *competition*

3. Put the students into pairs again. They should read the information about the Mancala game in Task 3 and prepare a description of the game using the vocabulary from Task 1. This can be done as a speaking exercise, with the students taking turns to create the description, or as a collaborative writing task. When the students have finished, collect the answers and give feedback.

Part 2 – Procedure:

Use Part 2 after completing Unit 9, Culture, to consolidate and activate the vocabulary.

1. Ask the students to close their books. Distribute Student's Worksheet Part 2. The students complete the gaps with prepositions using only their memory. Let them check their answers with the text in the book after they have finished.
2. Ask the students to work in pairs and complete the key expressions in Task 2. Check with the whole class.
Key: 1. *at* 2. *with* 3. *for* 4. *to* 5. *in, of* 6. *on* 7. *in* 8. *about, from*
3. The students work in pairs answering the questions and completing the sentences in Task 3. Monitor, help and collect feedback as they do this. Give feedback to the whole class.

Part 3 – Procedure:

Use Part 3 after completing Unit 9, Reading 2, to consolidate, activate and expand the vocabulary.

1. Distribute Student's Worksheet Part 3. Ask the students to work on Task 1 individually, completing the gaps with the pairs of verbs given, without looking back at the text in the book. Check with the whole class.
Key: 1. *go/stay* 2. *finish/wait* 3. *celebrate/have* 4. *work/earn*
2. Ask the students to work in pairs and come up with more ways to complete the sentences, as in the examples. Check with the whole class, accepting all answers that are grammatical and make sense.
3. The students work in pairs and play the 'Banana sentences' game, making sentences and guessing key words. Monitor as they do this, then give feedback to the whole class.