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**Macmillan  
English Campus**

**Lesson Plans**  
*Vocabulary:  
everyday things*



## Vocabulary: everyday things



### MEC Resource Title

*Useful Things* Vocabulary Activity  
(British resource ID: MVA004427,  
American ID: MVA011038)



### Level

Level 3 (Pre-Intermediate)



### Aim

Present and practise words for everyday objects.



### Preparation

- Prepare a 'worksheet' with pictures of the following 10 items. This can be a file in Word which can be projected onto the whiteboard from the teacher's computer or a prepared IWB page. Make sure they're large enough for all the learners in the class to see.

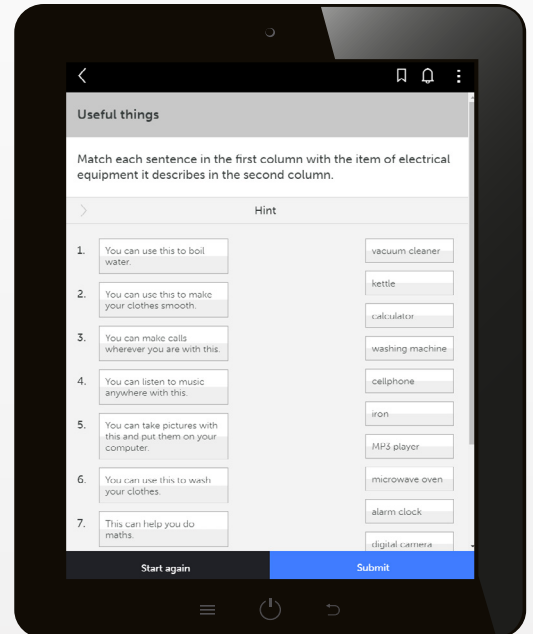
- Kettle
- Mobile phone
- Vacuum cleaner
- Washing machine
- Calculator
- Microwave oven
- Video cassette recorder
- Digital camera
- Personal stereo
- Alarm clock

- Find a picture of a TV to show or project.



### Campus awareness

- You: Remind yourself of logging on procedures. Remember your password. If your learners want you to, keep a note of their passwords!



## 1. Lead into topic

(Using the IWB in class)

- Project each item one by one and elicit / give the name. The learners repeat the word then write the name beside the picture. The learners shouldn't be writing anything down themselves – keep them focused on the task. Once all the pictures are displayed point to each one at random and get the learners to call out the words. Start to delete the words one by one but continue pointing until the learners know the names of all the pictures without the words.
- Choose a learner and ask them to rewrite the name of one of the items. Continue until 10 learners have been up and written the words. Encourage the learners to peer correct the spelling as much as possible – don't correct anything until they all think it's all OK.
- Allow the learners now to record the new words in their notebooks.
- Elicit the number of syllables for each word and which syllable is stressed. Mark a square above the stressed syllable. For example:

□ □  
Kettle.

- The learners repeat the words emphasizing the stressed and weak syllables.

## 2. Lead into Campus activity

(Using the IWB in class)

- Project a picture of a TV. Ask the learners if it's useful or not. Why is it useful? Try and elicit various ideas: *You can watch interesting programmes / You can enjoy good films / You can learn about other countries / You can find out the weather for tomorrow.* Put a good example up on the board.
- Open **Useful Things** in Campus and introduce the activity, reading and explaining, or asking someone to read and explain the rubric.

## 3. Campus activity

(Using individual workstations)

- Ask the learners to open **Useful Things** and, working in pairs, match a statement with an item of electrical equipment. Encourage the learners to work out the meaning of unknown words from Column 1 and also to use *Macmillan English Dictionary Online*.
- The learners who finish early can record all the new words in their notebooks/on their devices; otherwise they can do this for homework. Suggest that the learners write the sentence from Column 1 as the Comment rather than translating the word into their own language.

## 4. Pairwork testing

- Ask Learner B to either turn away from the screen or close their eyes. Learner A reads out a sentence from column 1 – can Learner B name the item? Then Learner B reads out some sentences.
- If stronger learners have finished first ask Learner A to name an item and Learner B to remember the definition.

## 5. Speaking

- Tell the learners they are newly married couples! (Or maybe that they are two friends or family members about to move into a new flat.) They have enough money to buy 6 of the items – they must choose together which 6 items they can have.
- Once they have chosen get them to compare their lists with another couple – have they chosen the same items? Can they agree on the same 6 items?

## 6. Homework

- Ask the learners to:
  - A. Repeat the activity for homework – it should be easy to do now.
  - B. Write the new words in their wordlist if they haven't done this yet.
  - C. Write definitions for the following words:
    - Dishwasher
    - Toaster
    - Fridge
    - Coffee pot/ Teapot
  - D. (optional) They write definitions for other items of their choice. These can be read out to the class the next lesson – who can be the first one to guess the correct item?
- Why not give the learners the following websites: [www.marksandspencer.com](http://www.marksandspencer.com); [www.ikea.com](http://www.ikea.com) and [www.johnlewis.com](http://www.johnlewis.com) – who can find the cheapest items or even the most expensive? Learners record the costs and compare shopping lists the next day. (Cheapest kettle from Ikea at £11.99, most expensive from John Lewis at £82!) Or perhaps give the learners a budget of £500 – who can buy the most items?