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**Macmillan
English Campus**

Lesson Plans
*Vocabulary: home
entertainment*



Vocabulary: home entertainment



Campus Resource Title

Home entertainment Vocabulary Activity
(British resource ID: MVA005258,
American ID: MVA011982)



Level

Level 1 (Beginner)



Aim

Present and practise vocabulary for electrical devices at home.



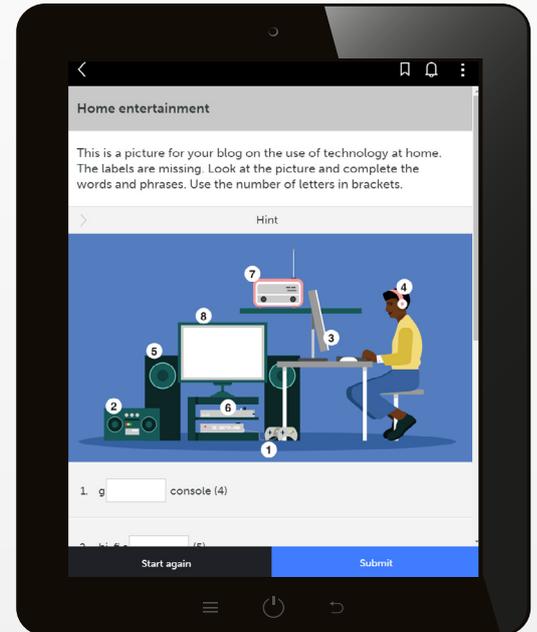
Preparation

- Make sure you have this resource bookmarked before you go into class.
- When you're ready to begin the activity, call it up on your computer, but before you project it to the whole class, complete it yourself and then cover the answers using the Hint box. It should look like the screenshot above.



Campus awareness

- You: Remind yourself of logging on procedures. Remember your password. If your learners want you to, keep a note of their passwords!
- Your learners: If this activity is not part of your course, then this is a good opportunity for you to get learners to practise their searching skills.
- Your learners: Check your learners know how to complete a 'gap-fill type in' activity.
- As they do the exercise, remind them to open the Hint box to get useful tips.



1. Presentation of new vocabulary

(Whole class activity)

- Project the activity. Ask the learners if they can name the numbered things in the picture.
- Drill the answers as appropriate.

2. Practice

(On individual workstations)

- Ask the learners to log in and complete the activity themselves.
- Here are four possible follow-up practice activities which you can choose or adapt according to the particular needs of your class.
 - a. Ask the learners to close their eyes for a second while you cover part of the right-hand side of the MEC activity. Ask the learners to open their eyes and tell you which items have been covered up.
 - b. Ask, 'What do you do with a games console?'
- You might model the first answer for them. 'I play computer games.'
- Continue with 2-7, obtaining answers along the lines of (variations are of course possible):
 - I listen to music/my CDs.
 - I do my homework/send emails/use the internet.
 - I listen to music quietly/privately.
 - I listen to music.
 - I watch films/movies.
 - I listen to the news/my favourite station.
 - I watch comedies/films/the news/soap operas.
- c. Check/introduce 'Have you got...'/ 'Yes, I have'. 'No, I haven't'.
- Get the learners to mingle and ask each other what they own, using the language from 'Home entertainment'. You could allocate one item to each learner, so that everyone is gathering information for one item, and everyone is asking and answering about all the other items.
- Have them write mini-reports on the class members' ownership. Each person/group writes a sentence about what they found – e.g. 'Most people have got a DVD...'/ '80% of the class have got a stereo system etc'.
- Compile these sentences into a report. If you have one, you could do this on the IWB.
- d. Make and distribute basic drawings or plans of a room/flat, with mini pictures of the items down the side.
- Read out instructions and the learners draw lines to show where the items should go. For example, 'Put the computer under the table. Or 'There's a TV in the bedroom.' Either focus on structures etc. (e.g. prepositions of place) for the instructions that you have studied recently, or use this activity as a way into a new structure (and link to relevant Campus material).

5. Follow-up and homework

- A. Ask the learners to record new words with example sentences in their notebooks/on their devices (these can be shared in the next lesson).
- B. Follow-up with resources which practise structures or language points which came up during the lesson. For example:
 - Animal Features / Have got (have/haven't)
 - Directions / Where's the bank? (Prepositions of place)