

## Compounds around you – Teacher’s notes

**Level:** Pre-intermediate

**Aim:** Students are given practice in making and using compound nouns.

*Note:* this activity uses translation and is therefore only suitable for monolingual classes.

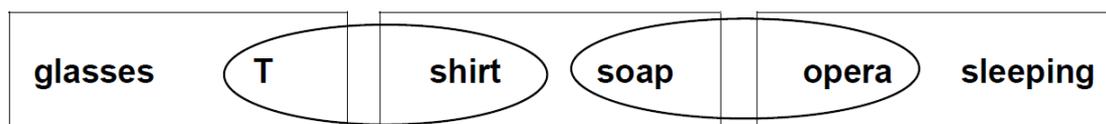
**Preparation:**

Make enough photocopies of Worksheet 1 so that you have one copy for every four / five students in the class. Cut up each sheet into 24 ‘dominoes’.

Make enough photocopies of Worksheets 2A and 2B so that each group of four or five students has two copies of one of the worksheets.

**Procedure:**

- 1 Brainstorm with the whole class as many compound nouns as they can remember.
- 2 Arrange the students into groups of four or five. Distribute a set of dominoes to each group. The students must arrange the dominoes in such a way that they make compound nouns. For example:



There are two ways that you can organize this activity: (a) the students play it as a game, with the dominoes distributed to individual students and each student taking in turns to place a domino on a table, or (b) the students do it collectively, with all the dominoes on a table in front of them, working collaboratively to make a ‘string’ of dominoes that will fit together.

Conduct feedback when everyone has finished, checking that students can remember the meanings of the compounds they have made.

Possible answers:

*backpack, credit card, dinner party, education system, first-aid kit, flash light, guide book, insect spray, leaving age, mobile phone, motor home, native speaker, pen knife, pop singer, registry office, sleeping bag, soap opera, shopping bag, state school, sun glasses, T-shirt, theme park, video camera, wedding cake*

- 3 Distribute Worksheets 2A and 2B. The students work in groups and one worksheet is given to each group: half the groups receive Worksheet 2A, the other half 2B. In their groups, the students must prepare, in their mother tongue, explanations of the signs that are illustrated on their worksheets. Even if, in translation, these compound nouns use English words (e.g. *cocktail* or *disco*), they must avoid these words in their explanations.
- 4 Rearrange the groups so that the new groups contain two students who worked with Worksheet 2A and two who worked with 2B. With both sets of illustrations in front of them, students should take it in turns to give an explanation that they prepared in the previous stage. The students who have not previously seen this worksheet must identify the sign that is being referred to. The students continue in this way until they have matched all the illustrations.
- 5 Conduct feedback when everyone has finished, checking that students understand all the signs.  
Ask the students if they have seen any of these signs in their town.  
Ask the students to identify places in their town where it might be possible to see these signs.  
Ask the students if they can make any other compounds using the words in the signs

*body piercing*  
*disco bar*  
*money transfer*  
*shopping mall*  
*tea room*  
*call shop*  
*cocktail bar*  
*fashion shoes*  
*help desk*  
*steak house*

*burger restaurant*  
*gift shop*  
*rent a car*  
*sightseeing bus*  
*travel centre*  
*car wash*  
*copy center* (N.B. US spelling)  
*grill room*  
*meeting point*

*cash point*  
*Irish pub*  
*sandwich bar*  
*tax free shopping*  
*24 hour banking*  
*city tours*  
*discount shop*  
*happy hour*  
*night shop*

- 6 As homework, you could ask the students to find other examples of English in the streets of their town. If this is not possible, you could direct them to the website [www.manythings.org/signs/](http://www.manythings.org/signs/) which contains many examples of English signs.