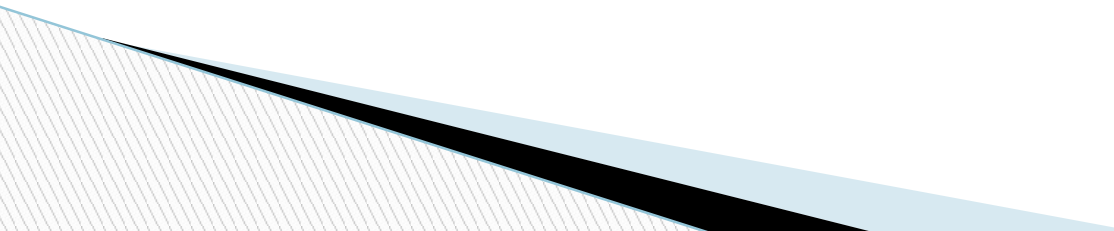


How introduce vocabulary

Useful tips for teachers



Student-centred approach

- It's often a good idea to use a student-centred approach to teaching vocabulary. Rather than just handing over the meaning to the students, make them work for it in some way.
 - matching exercise,
 - looking at pictures,
 - listening to music or watching film,
 - mime.
 - Make sure they have a chance to get it correct though! It's not fair if they can't win!
- 

Teach vocabulary in context

- Vocabulary with a strong context is much easier to understand, more meaningful and much more memorable. Try to present vocabulary in sentences which support, underline and help to explain the target language .
- For example, '***After the wedding, they went to the Caribbean on their honeymoon.***'
- Learners have a good chance of being able to deduce the meaning of the word **honeymoon** from the context. Teaching learners to do this promotes learner independence and makes them much less reliant on the teacher and more able to use their own skills.

Eliciting Vocabulary



- Sometimes it is necessary to elicit vocabulary from the group to support an upcoming activity, such as a reading or listening. There are many ways to do so easily. It is important to pick the correct method depending on the circumstances and word.
- You can use:
 - Realia - real objects
 - Mime or act
 - Use a cline - a scale which goes from one extreme to another
 - Explain using a scenario

Meaning is not enough

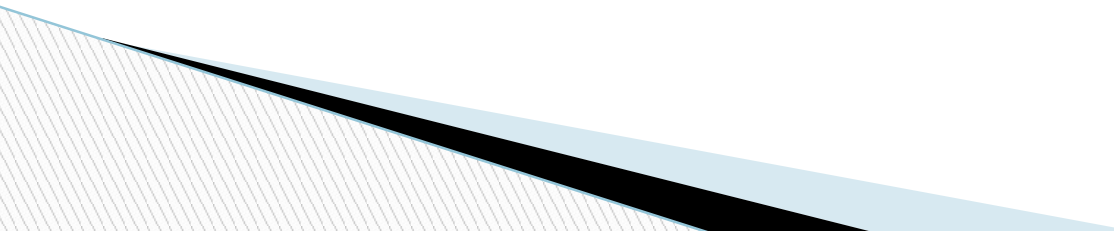
- It's not enough just to teach learners the meaning of a word. In order to use a word, a learner will need to know its collocations at the very least. What are its prepositions, if it has any? What verbs or other word combinations is it commonly paired with?
- Other ideas include:
 - Formality
 - Spelling
 - Pronunciation - word stress / connected speech
 - Synonyms & Antonyms – words with similar or opposite meanings
 - Connotation – does the word have positive or negative associations?

Using a vocabulary box



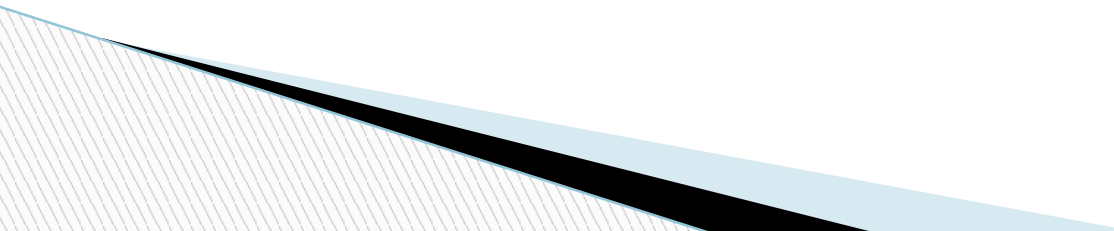
A useful tool

A vocabulary box is a great teaching and learning resource. Not only does it allow you to keep an 'interactive' record of vocabulary, but it also allows your students to have a level of control over what they learn and teaches them learner responsibility.

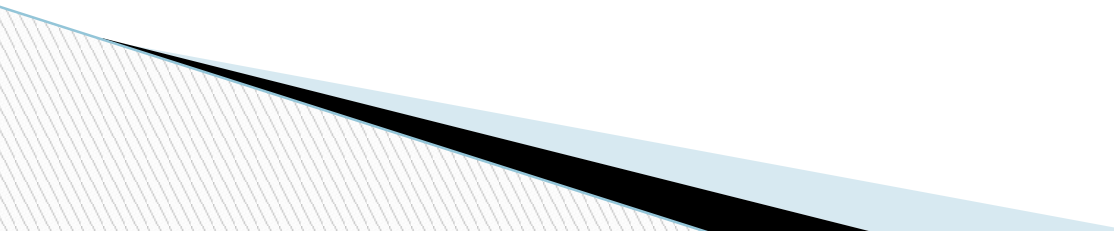


The scribe

One student per lesson can be nominated as the 'scribe' – they are responsible for recording the vocabulary on cards and putting it in the box. It is a good idea that the teacher gives the cues as to when to do so, so that unnecessary or irrelevant words are not recorded.

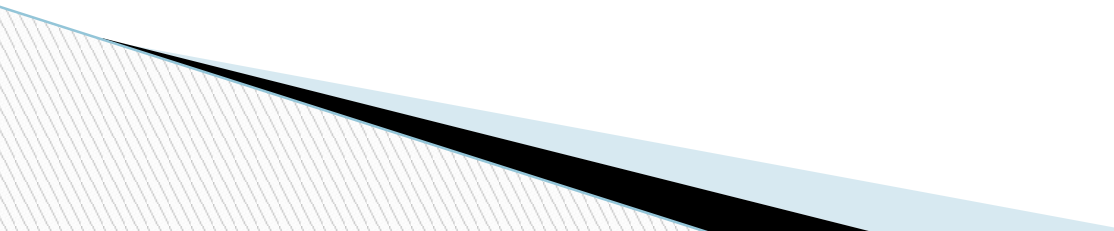


Relevant features

- When recording vocabulary, don't forget to also include any relevant features for that word or phrase. Things like word stress, word class, collocations, synonyms, antonyms and other information can be written and included on the card. If these features are regularly included, it has the added benefit of demonstrating by example the best way to note down vocabulary to your students. They will have practice of this when they are scribing and can copy the same method when they record their own vocabulary in their notebooks.
- 

Review

Remember to review the cards and words in the box regularly, as it can get quite full and very cluttered quickly. One nice way of doing this is to review with the class the words and phrases inside the box and sort them into categories of usefulness. E.g. These words are important and very useful. These words are somewhat useful. These words are less common or not relevant to us.



Open Access

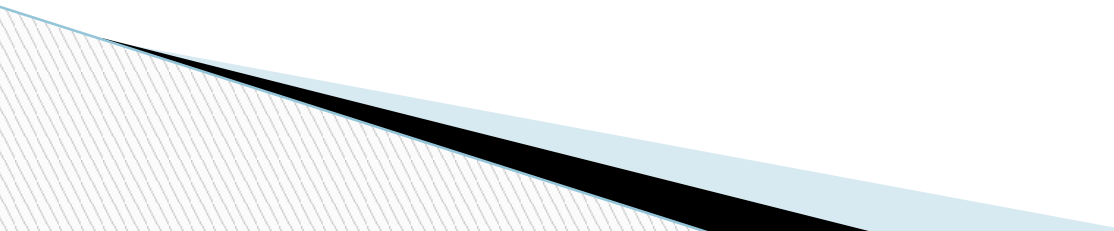
- A vocabulary box should be an open access resource for learners to use at any time when they are not busy. This makes it useful for:
 - Students who have arrived early to class
 - Students who have arrived late and cannot join with the current activity
 - Break time study
 - Early finishers (students who tend to complete their activities and tasks quickly)

Mingle Swap

- Give each student a card from the box and instruct them to describe what is on their card, without showing it, to another student, who has to guess what the item of vocabulary is. When they have both guessed correctly, they swap cards and go to find another player. In this way the vocabulary is circulated around the class, ready for group feedback to the teacher.



Chain Story

- Give each student a card from the box and challenge them to make a story as a class. The teacher goes first by using their piece of vocabulary in a sentence. The next student must continue the story, incorporating the vocabulary on their card too. Then the second student takes their turn, and so on. This could also be done in smaller groups or as a written task.
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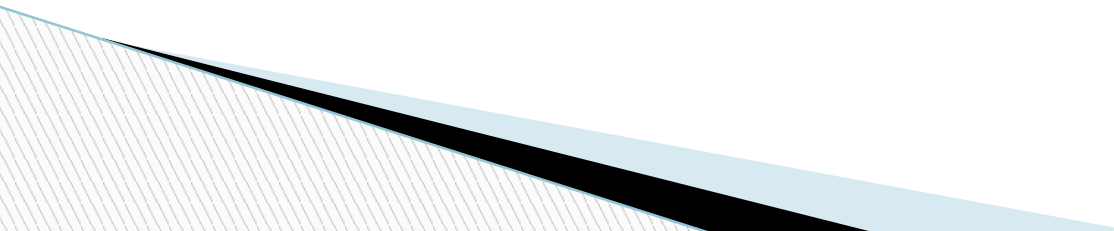
Hot Seat

- Sometimes called 'back to the board'. One student is nominated to sit in the 'hot seat' so that they cannot see the target language (on the board or on the vocabulary card). This vocabulary is then described to them and they have to guess what it is. This can be made into a competition by splitting the class into two teams and having them both guessing the same word.



Positive + Negative

This one is better for more capable learners. It is great for exploring and teaching context and connotation. One student (or group) takes a card from the vocabulary box and must explain to the class why that item of vocabulary is a good or bad thing. The next student (or group) must then take the opposite opinion. The teacher can monitor, suggest, correct and decide which explanation they like more.

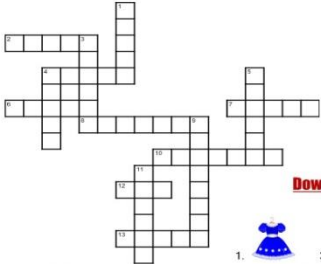


Worksheets



Using vocabulary box words, a teacher can easily create a vocabulary task for a worksheet e.g. a crossword, spelling test or word search. In addition, students can be put into groups and handed a number of cards (e.g. 5) and told to write that number of questions for the opposite group in order to test them on the cards' meaning, form, word class, use etc.. E.g. 5 questions – multiple choice.



Clothes - Crossword



Name: _____ Class: _____





Across



2.  4. 



6.  7. 


8.  10. 

12.  13. 

Down

1.  3. 

4.  5. 

9.  11. 