

## **Suggested Order for Introducing Vocabulary**

1. **Write topic or title or name of story on board** or put a picture on board.
2. **Elicit as many words as possible from the class-** related vocabulary items whenever possible. (Have prepared flashcards ready to be put on board if mentioned by pupils)
3. **Add any words you want to teach on flashcards** that were not mentioned.
4. **Put a translation next to the word if necessary** together with a picture wherever possible.
5. **Write the words** in their notebooks.
6. **Activities-**
  - a. Take away the Hebrew translation
  - b. Take away the picture
  - c. Move words around
  - d. Match Hebrew or pictures
  - e. Give a completion sentence
  - f. Opposites/ Synonyms
7. **Get your pupils involved-** workcards with word matching/ jumbled words/ mixed words to put in the correct sentence order/ completion sentences/ write two sentences of your own/ exchange work cards.....

( At this point the teacher should move on to other activities in the lesson such as: reading of a text, story or book. At the end of this lesson or the beginning of the next lesson, the taught vocabulary should be reinforced or reviewed.)

### **Activities for reinforcing vocabulary:**

Word searches/ crosswords puzzles/ jumbled words/ easy cloze/ worksheets with voc. Exercises/ blackboard bingo/ guessing games.....

### **Short assignment**

1. Each small group receives a short text.
2. Choose 10 words from the text that you want to introduce.
3. Decide on at least TWO techniques you will use to introduce the vocabulary to the group.
4. Present the ways.

## HOW TO WRITE GOOD

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My several years in the word game have learnt me several rules:

1. Avoid alliteration. Always.
2. Prepositions are not words to end sentences with.
3. Avoid cliches like the plague. (They're old hat.)
4. Employ the vernacular.
6. Eschew ampersands & abbreviations, etc.
7. Parenthetical remarks (however relevant) are unnecessary.
8. Contractions aren't necessary.
9. Foreign words and phrases are not apropos.
10. One should never generalize.
11. Eliminate quotations. As Ralph Waldo Emerson once said:  
"I hate quotations. Tell me what you know."
12. Comparisons are as bad as cliches.
13. Don't be redundant; don't use more words than necessary;  
it's highly superfluous.
14. Profanity sucks.
15. Be more or less specific.
16. Understatement is always best.
17. Exaggeration is a billion times worse than understatement.
18. One word sentences? Eliminate.
20. The passive voice is to be avoided.
21. Go around the barn at high noon to avoid colloquialisms.
22. Even if a mixed metaphor sings, it should be derailed.
23. Who needs rhetorical questions?

# 1 Presenting vocabulary

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## 1 Introduction

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Here are some techniques for teaching new words.

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
- Translate the word into the students' own language.
- Ask students to translate the word.
- Draw a picture to show what the word means.
- Give an English example to show how the word is used.
- Ask questions using the new word.

Which are the most useful techniques?

Can you think of any other techniques you could use?

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## 2 Giving examples

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1. The examples beside the six words below are not enough to make the meaning of the words clear. *Add* one or two sentences to each one, so that the meaning of the word is shown clearly.
  - a) *market* You can buy food at the market.
  - b) *clothes* In the morning we put on our clothes.
  - c) *noisy* Students are often very noisy.
  - d) *look for* I'm looking for my pen.
  - e) *visit* Last weekend I visited my uncle.
  - f) *happiness* He was full of happiness.
  - g) *impossible* Your plan is quite impossible.
2. What *other* techniques could you use (pictures, mime, etc.) to make the meaning of each word clearer?

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## 3 Combining different techniques

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Look at these words. Decide exactly how you would present each one. If possible, think of a *variety* of techniques.

laugh absent cheese cold apron wall

## 4 Using a new word

- A. The teacher has just presented the word 'market'. Now she is asking questions using the new word. What is the purpose of this?



- B. Think of two or three questions you could ask the class, using these words.  
to cook    lion    holiday    magazine    windy

## 5 Vocabulary expansion

1. Look at these sets of words. How are the words in each box related to 'cook'?

a) cook

bake fry  
boil grill

b) cook

stove stir  
pot spoon

2. Imagine you are teaching the words below.  
Think of four or five other related words that you could teach at the same time.
- thief
  - carpet
  - customs officer
  - marry

## 6 Active and passive vocabulary

In Britain, the weather is very varied; people never know what it will be like the next day.

The summer is warmer than the winter, but even in summer the average temperature is only 16°. Sometimes the sun shines, but at other times the sky is covered in cloud, and it often rains.

In winter it is sometimes very cold, especially in the north of the country. The temperature may fall below 0°, and then there is often snow and ice.

The best season of the year is probably late spring. At this time of year the weather is often sunny and quite warm; the countryside looks very green, and there are wild flowers everywhere.

(adapted from a text from *The Cambridge English Course Book 1*: M. Swan and C. Walter)

1. Imagine you want to present these new words from the text.

weather   varied   average   temperature   cloud   snow  
ice   season   spring   sunny   countryside

Which words would you present as *active* vocabulary, and which would you present as *passive* vocabulary? Write the words in *two* lists.

2. How would you *present* the words?

## 7 Lesson preparation

- Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Identify the new vocabulary. Choose the most important words which you would focus on as active vocabulary.
- Prepare:
  - a presentation of each word, to show its meaning;
  - a few questions to ask, using each word.
- Look at the other new vocabulary in the lesson. Decide how you would teach it.

## Self-evaluation sheet

Complete this after you have taught the lesson.

Write down the main new words you taught in the lesson.

What techniques did you use to present them?

a)

b)

c)

d)

e)

f)

### Think about these questions.

Which techniques were the most successful? Why?

Which were the least successful? Why?

Did you use any new techniques for the first time?

If so, did they make the lesson better or worse? In what way?

Did you ask any questions during your presentation?

What replies did students give?

How much time did you spend in the lesson on presenting vocabulary?

Do you think this was: too much? too little? the right amount?

What might you do differently next time you present vocabulary?