

1. Factors Affecting the Learning of New Vocabulary

Activity 1.1

Look at the following 'English' words borrowed from other languages:

French: rendezvous, a la carte, aide memoire, blonde, brunette, cuisine, critique, divorce, déjà vu, en route, en garde, en suite, fiancé, faux pas, genre, hors d'oeuvre, oh la la, petite, protégé, RSVP, rouge, souvenir, Renault, bon voyage

German: aspirin, Alzheimer's, angst, blitz, bratwurst, dachshund, doberman, fahrenheit, wiener schnitzel, glockenspiel, hamburger, hamster, megahertz, kaiser, hinterland, kris kringel, kindergarten, kaput, lager, Porsche, Volkswagen, rucksack, sauerkraut

Spanish: adios, amigo, taco, burrito, enchilada, rodeo, armada, barracuda, albino, aficionado, cafeteria, canasta, chili con carne, desperado, fiesta, jalapeno, garbanzo, guerrilla, hacienda, incommunicado, machete, macho, mosquito, oregano, patio, pina colada, siesta, vamoose, vanilla, tango

Italian: pizza, spaghetti, ravioli, crescendo, soprano, risotto, lasagna, umbrella, bandit, pistachio, lagoon, opera, trombone, influenza, bravo, studio, casino, mafia, malaria, piano, vendetta, ghetto, vista, prima donna

Greek: democracy, philosophy, astrology, mathematics, academic, metropolis, athlete

There are thousands more 'borrowed' words from hundreds of other world languages.

Are there any English or other foreign language words that you know of that are used in everyday Palauan? Eg. baiong (umbrella - Malay?), kelebus (prison - Spanish?), tibot (teapot - English), ikemu (it can move - English), Dai job (you're welcome - Japanese). Work with your group to list as many as you can below:

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Activity 1.2

Work with a partner and try and guess the meaning of the following foreign words:

Indonesian: presiden, informasi, telpon, televisi, foto, bir, lemon, apel, payung

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German: braun, gut, apfel strudel, konzert, delikatessen, haus, gasthaus, auto

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Italian: magnifico, stupido, telefono, mustachio

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Spanish: marihuana, renegado, estampida

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Was it easy or difficult to guess the meanings? Why?

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Activity 1.3

In general how many words should we introduce in one lesson to the following learner groups?:

- a) 4 - 8 year olds: _____
- b) 8 -12 year olds: _____
- c) 12+ year olds: _____
- d) elementary language level learners: _____
- e) intermediate language level learners: _____
- f) advanced language level learners: _____

Now work with your group and list at least two factors, including the ones discussed above, that might affect the amount of new language a second language learner can learn in a lesson:

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2. 'Knowing' a Word

Activity 2.1: Form, Meaning & Use

Knowing a word means correctly associating its **form** and **meaning** and knowing how to **use** the word productively in spoken and written forms.

Look at the following dictionary entry and work in pairs to identify information given about:

- a. the form of the word
- b. the meaning of the word
- c. the use of the word

eyeball ENG /aɪbɔ:l/ US /aɪbɑ:l/ verb [T] *INFORMAL* to look closely at someone: *He eyeballed me across the bar.*

Now work with your partner and complete the Course Book table by putting the words/phrases below in the appropriate column (Writing the corresponding Roman numeral). When finished, compare your answers with other pair.

- i. collocations
- ii. definition
- iii. part of speech eg. noun
- iv. pronunciation (spoken form)
- v. grammatical information eg. transitive verb
- vi. example sentences
- vii. stress (spoken form)
- viii. information on formality/register
- ix. spelling (written form)
- x. connotation eg. *arrogant* has a negative connotation; *self-confident* is more positive

Form	Meaning	Use

Activity 2.2: Implications for Teaching

Discuss with your group, the implications of the above for the teaching of vocabulary. Write them below:

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3. Presenting New Vocabulary

Activity 3.1: DOXI

Some teachers in Palau have already been introduced to DOXI - a way of presenting new vocabulary to learners. Remember what it means to 'know' a word? Look at the DOXI steps for presenting new vocabulary below. Write 'form', 'meaning', or 'use' in the space next to each DOXI step. Does the DOXI method teach you to 'know' a word?

- i. Define (eg. look up dictionary definition of the word)
- ii. Look at how the word is spelt. Say the word.
- iii. Write a definition in your own words
- iv. Give an example from your own personal experience
- v. Illustrate the concept (find an image in Google, or sketch an image)

Discuss with your group if the DOXI method of teaching vocabulary would be suited to all learners. If not, who is it suited to?

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Who is it not suited to?

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Activity 3.2

Work with your group. Look at the words below and decide how you could teach each group of words to the class. You can use more than one method per group of words. Be prepared to present your vocabulary to the class and make sure you:

- i. present the meaning of the word first;
- ii. give learners the opportunity to practiced the spoken form;
- iii. make the written form clear

- Group 1:** a pet to put down (a pet) to vaccinate (intermediate language level class)
- Group 2:** to dig to paint to saw (elementary language level class)
- Group 3:** banana papaya pineapple (elementary language level class)
- Group 4:** slap smack punch (advanced language level class)

4. Eliciting Vocabulary

Activity 4.1

Work in pairs. Look at the two dialogues below then answer the following questions.

a. Beginner’s class:

[Teacher holds up a picture of a doctor.]
 T: Listen: doctor – doctor. Say it.
 Class: Doctor
 [Teacher holds up a picture of a nurse.]
 T: Listen: nurse – nurse. Say it.
 Class: nurse
 [Teacher writes *doctor* and *nurse* on the board]

b. Upper beginner’s class:

[Teacher holds up a picture of a pilot]
 T: Do you know what job this is? What does this person do?
 S1: She works in a plane.
 T: Yes, good. She flies a plane. But what is the word for her job?
 S2: Driver.
 T: That’s good –we can say that for a car or a train. But for a plane?
 S2: Pilot.
 T: Good. That’s right, she’s a pilot.
 [Teacher writes pilot on the board]

1. Identify the different ways the teacher teaches the words *doctor*, *nurse* and *pilot* in the two dialogues above.

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2. Why does the teacher use different strategies?

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Activity 4.2

Read the following advice for eliciting vocabulary. Tick which points are helpful?

- a. Try to trick the learners or they will find it too easy.
- b. Plan how you will elicit things before the lesson.
- c. Keep eliciting as simple and quick as possible.
- d. Make sure you elicit everything; never give in by just telling the learners.
- e. If the learners don't get the word quickly, try giving them the first sound of the word.

Activity 4.3

In groups, suggest ways to elicit the following words. Be prepared to demonstrate/explain your method(s) to the class:

watch (noun) *delicious* *hurricane* *lightning* *watch* (verb) *umbrella*
slowly *beginning* *angry* *watermelon* *under* *argue*

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5. Questions for Checking Understanding

Activity 5.1

Work in pairs. Read the lesson transcript below and then complete tasks a; b and c:

- a. What is the purpose of the teacher's questions?
b. Complete the student answers 1 - 6.
c. What do you notice about the answers?

The teacher has just taught the word 'shoplift' and given the example sentence 'The kids were caught shoplifting candy'.

T: Did the kids pay for the sweets?
Stds: 1.
T: Is this a crime?
Stds: 2
T: Can you shoplift a washing machine?
Stds: 3
T: Can you shoplift a watch?
Stds: 4
T: So, can I shoplift very big things?
Stds: 5
T: Can I shoplift very valuable things?
Stds: 6

Activity 5.2

Now read the following questions for checking understanding of the word 'handbag'. Cross out the ones that are not useful. Check your answers with a partner.

- a. What color is this handbag?
b. Do you put big things or small things in a handbag?
c. Do men and women use them, generally?
d. Do you like this handbag?
e. Would a handbag be used every day, or just when you are travelling?

6. Practicing, Recording & Reinforcing Vocabulary

Activity 6.1 – Recording Vocabulary

Part A.

Which of these two sets of words would be easier for students to remember? Why?

wedding
to invite
nervous
reception
guests

factory
encyclopaedia
reliable
wedding cake
to disappoint

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Part B.

Now, look at the following ways of recording vocabulary.

Categorizing/sorting (into lexical sets and/or themes)	Eg. clothes – hat, scarf, shoes, jeans, etc.
Sentences (putting new words into sentences)	Eg. It was winter so I wore a scarf to protect my neck from the cold.
Spidergrams	Task: Work with your group to complete a vocabulary spidergram on one of the following themes. Clothes; Transport; Health, School; Work; Home; Holidays
Wordlists/ translations	Eg. Hello = Alii Good morning = Ungil tutau How are you? = Ke ua ngerang? etc.

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Activity 6.2 – More Activities for Recording, Practicing & Reinforcing Vocabulary

Your trainer will demonstrate a variety of activities and strategies for practicing and reinforcing vocabulary (some of which you will already be familiar).

After each activity is presented, work with your group to discuss and decide:

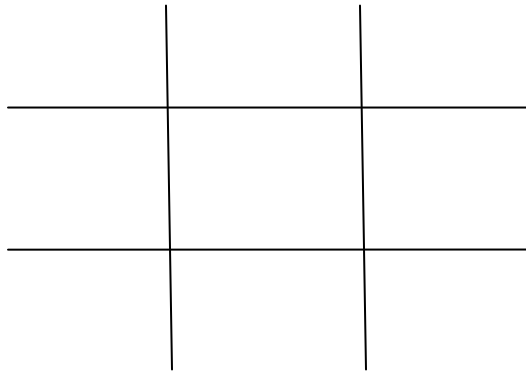
- 1. What language level the activity is suited to (beginner, intermediate, advanced);
2. Which language skill(s) the activity practices (ie. speaking, listening, writing, reading);
3. Whether or not the activity could be done for homework;
4. If students could design their own worksheets based on the activity for their classmates to complete (either as a homework or in-class activity).
5. If the activity is a whole class, pair or group activity.

Notes:

i. Vocabulary Bingo

In the grid below write nine of the following words in any order:

record remember practice sort categorize register
spidergram realia pictures elicit crossword
bingo collocation form meaning stress vocabulary



Your trainer will now read out the words and as you hear them cross them off. When you have three in a row, call out BINGO!

ii. **Word Category Dictation: Collocation**

Listen to your trainer and put the words you hear under the correct column – some can go in more than one column.

have	take	make

Add one more of your own to each column.

iii. **Gap Fill**

Complete the sentences by choosing the correct word from the list:

traffic light	speed limit	law enforcement officer	traffic jams	road rage
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1. An accident on a highway often leads to long
2.
3.
4.
5.

iv. Crossword

My Favorite Food

	1.				2.
3.					
4.			5.		
			7.	8.	6.
		9.			

Clues:

Across:

- 3. Yellow and needs to be peeled before eaten
- 4. Beware of my nippers
- 7. Crunchy, juicy, good for my teeth
- 9. Comes from the sea and can be bought fresh or in a can

Down:

- 1. Sweet, juicy, green on the outside, red on the inside
- 2. Grows in the ground and a Palauan favorite
- 5. Made from wheat and baked into a loaf
- 6. Sour, but great with sushimi
- 7. Usually round, with a variety of toppings and cooked in an oven

Now draw a picture of you eating your favourite food.

v. Word Search: SCUBA Diving

Find and circle all of the SCUBA Diving words that are hidden in the grid.
The remaining letters spell the meaning of the letters of SCUBA.

S E R M O U T H P I E C E L F V A L V E E W C E
 O L E V E L A E S B N N U T R M A U I C R O B R
 G E B D E N N N O E E E N R U O W N Y O U T O E
 A K R I N O I R O G D O B A R E S G D R S R O H
 S R E V E I T T Y X I I R U I E T S D A S E T P
 C O A E R S D X R S I T R G D U N I E L E D I S
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 E G T O B O O T I H I S W E M O U T I M T A R O
 R I C I U C I C T M H D N D R I A L I G E E I M
 R E B S B E L P E A F D E T N E X E A U R H M P
 D W E I B R E A L A S I I D R I T T S T S S I A
 E T S V L D H O S E N N N H U E W A U R O Y X S
 M D I V E C O M P U T E R S I T T N W R E R R S
 B R L G S A E V I D E C N U O B I O P P E D K D
 O A I N A R C O S I S A I M R E H T O P Y H N A
 L W C C A R D N U G R A E P S H O A L C A R A U
 I E O E N A R B M E M Y T I C I X O T A S N T A
 S E N T B U O Y A N C Y U U N D E R S U I T I S
 M L E M U L O V S W I M M I N G T I U S T E W C

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|-----------------|---------------|-------------|---------------|-------------|
| AIR PRESSURE | CURRENT | HYPOTHERMIA | RECOMPRESSION | TIDE |
| ALTITUDE DIVING | DECOMPRESSION | LEEWARD | REGULATOR | TOXICITY |
| ANOXIA | DEPTH GAUGE | LUNGS | SCOOTER | TRIMIX |
| ATMOSPHERE | DIVE COMPUTER | MASK | SEA LEVEL | UNDERSEA |
| BAROTRAUMA | DIVE FLAG | MEMBRANE | SHEARS | UNDERSUIT |
| BOOTIES | DIVE MARSHAL | MOUTHPIECE | SHOAL | UNDERTOW |
| BOUNCE DIVE | DRYSUIT | NARCOSIS | SILICONE | VALVE |
| BUBBLES | EDDY | NEOPRENE | SNORKEL | VISION |
| BUDDY SYSTEM | EMBOLISM | NITROGEN | SPEAR GUN | VOLUME |
| BUOYANCY | GAS CYLINDER | NITROX | STROBE | WATER |
| C CARD | GAS MIXTURE | OCEAN | SWIM FINS | WEIGHT BELT |
| COMPASS | GIANT STRIDE | OXYGEN | SWIMMING | WEIGHTS |
| COMPRESSOR | HELIOX | PANIC | TANK | WETSUIT |
| CORAL REEF | HOSE | REBREATH | THE BENDS | WINDWARD |

iv. Matching Target Words With Pictures

Fruit

Draw a line from the words to match the fruit.

- coconut
- papaya
- bananas
- lemons
- pineapple



Which of the fruits in the picture do you like best? Write a sentence below.

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Other Activities:

- Hangman eg. with target job related vocabulary
- Unjumble target words eg. uncountable nouns
- Last Letter; First Letter – eg. With adjectives - low, wide, excellent, terrific etc.
- Car, Boy’s Name, Girl’s Name, Place, Food/drink, Hobby
- Taboo
- Pictionary
- Heady Questions
- Mime the Word Cards

More vocabulary practice activities can be found in the teacher resource materials listed in Recommended Reading.

7. Revision

Activity 7.1 - Tips For Teaching Vocabulary:

Work with a partner and decide which of the following statements are true and which are false:

1. Good dictionaries will not only have definitions of words but also its phonemic translation.
2. It is best to present new vocabulary in context of the lesson you are teaching.
3. To 'know' a word is to understand its form, meaning and use.
4. It is recommended best-practice to teach vocabulary in isolation, that is, as a stand-alone lesson.
5. Dictionaries are the best way to find the meaning of new words.
6. Once you have presented new vocabulary, ensure your learners start using it in communicative activities to practice and consolidate it. Recycle until it is well-established.
7. The best way to check learner understanding of new language, instructions and concepts is to simply ask them if they understand.
8. Pictures, mime, explanation, translation and demonstration can all be used to present new vocabulary.
9. The form of a word includes how it is spelt, how it is pronounced and how it looks in its written form.
10. A learner 'knows' a word if he/she can recognize it in a text.

Activity 7.2 – Putting It Into Practice:

Work in groups. Your trainer will give you a set of words to teach to the class. Make sure to:

- convey the meaning of the words
- make both the spoken and written forms of the word clear
- check that the words have been understood

You can make notes below:

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Activity 7.3:

Work with your group to unscramble the following into a coherent sentence:

be, grammar, can, conveyed, Without, little, nothing, Without, very, can, conveyed, be, vocabulary

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Assignment (optional – for existing teachers and/or student teachers on practicum)

Your assignment is to try out a new idea/activity from this module with one of your classes. You should then reflect on your lesson. Use the following guidelines for your assignment.

1. Where appropriate, make up materials for the new idea/activity you will be trying out, focusing on the particular language points and learning outcomes you are aiming for.
2. Write your whole lesson plan, including your new idea/activity on the lesson plan document, then teach the lesson. After the lesson, write a reflection including: i. What went well? Why?; ii. What didn't go well? Why?; and iii. What changes will I make next time?
3. Attach your lesson plan (including list of materials used) and your reflection.
4. Submit your assignment by handing/emailing it to your trainer. The deadline for completion of this assignment is

Glossary

Concept	Definition
collocation	The way certain words regularly occur together. Eg. <i>good, clean fun</i> but not <i>bad, dirty fun</i> .
eliciting	A teacher's use of questioning designed to involve learners and find out what they already know.
form	The way an individual word is written and spoken.
lexical	Relating to words, vocabulary (as opposed for example, to grammar)
lexical set	A group of words that are thematically related eg. <i>handbrake, indicator, steering wheel, windscreen etc.</i>)
register	The way our language use varies depending on who we are speaking to and in what context (formal or informal)
stress	The effect of emphasizing certain syllables or words in speech

Recommended Reading

- **Academic Vocabulary in Use**, McCarthy & O'Dell; Cambridge, 2008
- **English Collocations in Use: Intermediate**, McCarthy & O'Dell; Cambridge, 2005
- **English Idioms in Use: Intermediate**, McCarthy & O'Dell; Cambridge, 2002
- **English Phrasal Verbs in Use: Intermediate**, McCarthy & O'Dell; Cambridge, 2004
- **English Vocabulary in Use: Pre-intermediate and Intermediate**, Redman, S; Cambridge, 2011
- **English Vocabulary in Use: Upper-intermediate**, McCarthy & O'Dell; Cambridge, 2001
- **How to Teach Vocabulary**, Thornbury, S; Pearson Longman, 2002
- **Vocabulary 1: Games and Activities**, Watcyn-Jones, P; Penguin, UK; 2001
- **Vocabulary 2: Games and Activities**, Watcyn-Jones, P; Penguin, UK; 2001
- **1000+ Pictures for Teachers to Copy**, Wright, A; Longman, UK; 1996
- **100 Thematic Word Search Puzzles**, Chabot, J; Full Blast Productions, Canada, 2002

Additional Material

Activity 2.1: Form, Meaning & Use – Answer Sheet

Form	Meaning	Use
<ul style="list-style-type: none"> • spelling (written form) • pronunciation (spoken form) • stress (spoken form) 	<ul style="list-style-type: none"> • definition • connotation eg. <i>arrogant</i> has a negative connotation; <i>self-confident</i> is more positive 	<ul style="list-style-type: none"> • part of speech eg. noun • grammatical information eg. transitive verb • example sentences • information on formality/register • collocations

Activity 6.2: More Activities for Recording, Practicing & Reinforcing Vocabulary (Word Category Dictation – Answer Sheet)

have	take	make
a shower dinner a cold	a shower a test sides medicine	dinner a mistake the bed

Activity 6.2 - Sample Cards for *Pictionary*, *Taboo*, *Heady Questions* and *Mime the Word*.

(Cut up and use as whole class and/or group activities. These are examples only. Teachers or learners will need to prepare more cards)

Pictionary

angry	under	washing machine
honey	entrance	dentist
flight attendant	propeller	taro
pony	rooster	cardboard

Taboo

<p><u>weather</u> rain forecast outside meteorologist predict</p>	<p><u>clouds</u> fluffy white air fly sky</p>	<p><u>tongue</u> body part eat taste sense</p>
<p><u>pot</u> kettle pan non-stick cook black</p>	<p><u>funny</u> laugh riddle joke giggle smile</p>	<p><u>music</u> notes sound band hear rock</p>
<p><u>classroom</u> teacher desk student school learn</p>	<p><u>fever</u> sick thermometer chills sweat ill</p>	<p><u>touch</u> hands fingers feel sense reach</p>

Headly Questions

pineapple	professor	koala
screw driver	pilot	newspaper reporter
can opener	sea snake	lawyer
scarf	pro- footballer	hyena

Mime the Word

golf	baseball	hiking
swimming	soccer	photography
tennis	bungy jumping	rock climbing
chess	ten pin bowling	wrestling