

## Teaching Vocabulary Day Seven

DAY	SESSION NO	TOPIC OF ACTIVITY	TIME	
			H	M
DAY 7	1	1- Ice- breaker	....	10
		2- Question Patterns	....	30
		3- Ways of Teaching Vocabulary Communicatively	.....	67
		4- Miming and body Language	....	17
		7- Collocations	....	17
	<b>Break</b>			
	2	6 Vocabulary in Modules 1,2,3		47
		7- Vocabulary in modules 4,7,6		40
		8 Vocabulary and Word-web		37
		9- Review and Reflection		17

# Vocabulary

## Introduction

Vocabulary and grammar are the main base of language. They are the main linguistic components of all language skills; they are used for communication and understanding messages of others. It is necessary to teach these sub-skills to students to enable them to use English functionally in different contexts. Teachers can use varied approaches (or ways) in teaching these components such as P.P.P (Presentation, Practice and Production).

## General outcomes:

- To encourage communicative language production using grammar patterns and vocabulary through making use of research –based methodology.
- To support students' vocabulary development of high-frequency general and academic words in English by using suitable teaching strategies.
- To contextualize the use of the foundational skills in teaching grammar and vocabulary functionally in Action Pack 12<sup>th</sup>.
- To integrate foundational skills with other language skills in a context.

## Specific Outcomes

- To encourage trainees to practice word-building activity through Word tennis game.
- To suggest possible questions patterns (forms) concerning the structure of Action Pack 12.
- To recognize the significance of teaching vocabulary interactively to develop language performance.
- To demonstrate understanding of the ways of teaching vocabulary functionally.
- To integrate vocabulary sub-skill in reading, listening, writing and speaking skills.

- To practice learned body idioms by acting and miming
- To practice learned words which often go together.
- To provide trainees with the required knowledge about Vocabulary mentioned in Action Pack 12.
- To use the vocabulary in the textbook functionally with the four skills.
- To use the word-web strategy in teaching vocabulary with writing.

## Activities

<b>Activity(1) : Ice-breaker (1)</b>	<b>Day: Seven</b>																				
<b>Time: 10 minutes</b>	<b>Session: One</b>																				
<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- To practice word-building activity through Word tennis game.</li> </ul> <p><b>Aids:</b></p> <ul style="list-style-type: none"> <li>- Whiteboard and markers.</li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>- Ice-breaking strategy.</li> </ul> <p><b>Procedures:-</b></p> <ul style="list-style-type: none"> <li>- The trainer divides the trainees into two rows in the opposite of each other.</li> <li>- The trainer gives the trainees the core word (e.g. interest). Each team gives a word made from this until they can't think of another word. The trainees write their own answers on the whiteboard.</li> </ul>																					
<p><b>Answer:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 5px;">verb</th> <th style="padding: 5px;">noun</th> <th style="padding: 5px;">adjective</th> <th style="padding: 5px;">adverb</th> </tr> <tr> <td style="padding: 5px;">interest</td> <td style="padding: 5px;">interest</td> <td style="padding: 5px;">Interested/ interesting</td> <td style="padding: 5px;">Interestingly</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </table>		verb	noun	adjective	adverb	interest	interest	Interested/ interesting	Interestingly												
verb	noun	adjective	adverb																		
interest	interest	Interested/ interesting	Interestingly																		
<p><b>Action Pack ,</b></p>																					

<b>Activity(2) : Questions Patterns</b>	<b>Day: Seven</b>
<b>Time: 40 minutes</b>	<b>Session: One</b>
<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- T suggest possible questions patterns (forms) concerning the structure of Action Pack 12.</li> </ul> <p><b>Aids:</b></p> <ul style="list-style-type: none"> <li>- A4 paper, markers, whiteboard.</li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>- (work in pairs/ in groups) and cooperative learning</li> </ul> <p><b>Procedures:-</b></p> <ul style="list-style-type: none"> <li>- The trainer asks each group or pairs to write possible patterns of the questions for each structure they have worked on in the previous activities. - The trainees should stick their works on the wall when they finish.</li> <li>- Each group discusses their suggestions and patterns in front of their colleagues for assessment and modification.</li> </ul>	
<p><b>Answers are based on the previous Second Secondary exams by the Ministry of Education and worksheets.</b></p>	

### **Activity(3) : Ways of Teaching Vocabulary Communicatively**

**Day: Seven**

**Time: 70 minutes**

**Session One**

#### **Outcomes:**

- To recognize the significance of teaching vocabulary interactively to develop language performance.
- To demonstrate understanding of the ways of teaching vocabulary functionally.
- To integrate vocabulary sub-skill in reading, listening, writing and speaking skills.

#### **Aids:**

- Action Pack package, whiteboard, wall-chart, markers, A4 paper, stick notes.

#### **Strategies:**

- Brainstorming , group work
- Discussion, questions and answers and work with the book.

**Procedures:-**

- Divide the trainees into (7 groups) and after that write the following question on the board (Why do you teach vocabulary?) and give the trainees (2) minutes to think of their possible answers.
- Discuss with trainees their answers and have open speaking sessions about the significance of teaching vocabulary for developing language performance.
- Each group writes the ways they normally use in teaching vocabulary in their classroom.
- Groups will present their possible ways of teaching vocabulary in front of their colleagues.
- The trainer shows the varied techniques that are used in teaching vocabulary in the classroom by making open discussion.
- The trainees will summarize the ways of teaching vocabulary.

**See appendix 3**

**Action Pack ( students book , glossary )**

**Activity(4) : Miming and body language**  
**Time 17 minutes**

**Day: Seven**  
**Session: one**

**Outcome:**

- To practice learned body idioms by acting and miming.

**Aids:**

- Whiteboard, and cards, Action Pack

**Strategy:**

- Acting and miming game

**Procedures:-**

- The trainer explains the game by giving instructions as follow: 1- there are body idioms written on cards. And the trainer asks one trainee to come out and read the idioms silently.
- The trainee tries to act the idioms by miming and body signs. And the other trainees should guess the idiom.
- The trainees guess the idiom, and who answers it first will be the next actor.

**Answer:**

<b><i>Get it off your chest</i></b>	To tell someone about something that has been worrying about	
<b><i>Get cold feet</i></b>	To lose your confidence in something at the last minute	
<b><i>Keep your chin up</i></b>	To remain cheerful in difficult situations	
<b><i>Play it by ear</i></b>	To decide how to deal with a situation as it develops	
<b><i>Have ahead for figures</i></b>	To have a natural mental ability for math / numbers	



**Activity(7) : Collocations****Time: 17 minutes****Day: Seven****Session: one****Outcome:**

- To practice learned words which often go together.

**Aids:**

- Whiteboard, and cards, table of words from Action Pack 12

**Strategy:**

- Group-work

**Procedures:-**

- Divide the trainees into 4-7 groups. the trainer explains the instructions of this activity as follow:
- 1-Each group has a set of cards written on the back some words.
- 2- The group reads these words and try to find which words often go with the most suitable word as a collocation.
- The trainer delivers a set of cards to each group. And they start working to find the collocation.
- The groups present their answers.

**Answer:**

<b>Identity</b>	<b>Setting</b>	<b>Herbal</b>	<b>Side</b>	<b>Fraud</b>
<b>Effect</b>	<b>Master's</b>	<b>mother</b>	<b>Heart</b>	<b>Personal</b>
<b>Remedy</b>	<b>Attributes</b>	<b>work</b>	<b>Degree</b>	<b>Experience</b>
<b>safety</b>	<b>Privacy</b>	<b>tongue</b>	<b>rate</b>	<b>standards</b>

**Activity Book Action Pack12 page 37**

## Session Two

### Activity (6) : Vocabulary in Modules 1,2 and 3

Day Seven

Time: 40 minutes

Session Two

#### Outcomes:

- To provide trainees with the required knowledge about Vocabulary mentioned in modules 1,2, and 3
- To use the vocabulary in these modules functionally in the four skills.

#### Aids:

- Action Pack 12 package, whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

#### Strategy:

- Group work and cooperative learning.

#### Procedures:-

- Trainer divides trainees into 7 groups, and asks them to design an activity (activities) on vocabulary regarding derivation, filling in the blanks and definitions.
- Each group works cooperatively on their task as the following:
  - 1- Analyze the vocabulary mentioned in the unit as derivative forms, expressions, idioms, etc.
  - 2- Design their activity similarly to the Second Secondary Exam.
- Each group presents their work in front of their colleagues.

**Trainees' answers.....**

**General English Examination papers of the previous years**

<b>Activity (7) : Vocabulary in Action Series</b>	<b>Day: Seven</b>
<b>Time: 40 minutes</b>	<b>Session: two</b>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- To provide trainees with the required knowledge about Vocabulary mentioned in modules 4, 7, and 6.</li> <li>- To use the vocabulary in these modules functionally in the four skills.</li> </ul> <p><b>Aids:</b></p> <ul style="list-style-type: none"> <li>- Action Pack package, whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.</li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>- Group work and cooperative learning.</li> </ul> <p><b>Procedures:-</b></p> <ul style="list-style-type: none"> <li>- Trainer divides trainees into 7 groups, and asks them to design an activity (activities) on vocabulary regarding derivation, filling in the blanks and definitions. "Using Action Pack series".</li> <li>- Each group work cooperatively on their task as the following:</li> <li>- 1- Analyze the vocabulary mentioned in the unit as derivative forms, expressions, idioms, etc.</li> <li>- 2- Design their activities similarly to the Second Secondary Exam.</li> <li>- Each group presents their work in front of their colleagues.</li> </ul>	
<p><b>Trainees' answers.....</b></p> <p><b>Action Pack</b></p> <p><b>General English Examination of the previous years</b></p>	

<b>Activity (8) : Vocabulary and Word-web</b>	<b>Day: Seven</b>
<b>Time: 30 minutes</b>	<b>Session: two</b>
<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- To use the word-web strategy in teaching vocabulary with writing</li> </ul> <p><b>Aids:</b></p> <ul style="list-style-type: none"> <li>- Action Pack 12 package, whiteboard, wall-chart, markers, A4 paper.</li> </ul> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>- Group work and cooperative learning.</li> </ul> <p><b>Procedures:-</b></p> <ul style="list-style-type: none"> <li>- Trainer divides trainees into 7 groups, and explains the instructions as follow:</li> <li>- 1- There are Seven topics (each topic is one word) written on the board. Each group takes a topic and writes it on a sheet using word-web strategy (spider network).</li> <li>- 2- Each group will collect and mention as many related words to their topics as they can (They can check the Glossary at the end of the Action Pack).</li> <li>- Each group works cooperatively on their task to find the words and write them in the word web</li> <li>- Each group writes a piece of writing about their topic using the vocabulary they find out.</li> <li>- The groups present their work in front of their colleagues</li> <li>- Review and discussion</li> </ul>	
<p><b>Suggested topics:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p><b>1- Language</b></p> <p><b>2- Marketing</b></p> <p><b>3- Technology</b></p> <p><b>4- Jobs</b></p> </div> <div style="text-align: left;"> <p><b>7- Health</b></p> </div> </div> <p><b>Students Book ( glossary ) page 90 to 96</b></p> <p><b>See appendix 8</b></p>	

## Appendices

### Worksheet 1

Verb	noun	adjective	Adverb
Interest	interest	Interested/ interesting	Interestingly

## Appendix 3

### Teaching English Vocabulary

**Did you know that a student needs to encounter a new word 10 to 16 times to effectively "learn" it according to recent research?**

Considering the number of new words students have to learn per course, this means that teachers have our work cut out for us. We all know that although it is important for students to use correct structures. Words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

- first, they notice a new word with help;
- secondly, they recognize the word at first with help,
- then later on their own;
- and lastly, they are able to both recognize and produce the word.

It is essential that you, as the teacher, make use of activities that target **each of these stages**; more often than not, we make the mistake of merely introducing new, and we don't give students the opportunity to put these new words to use.

**So, here are 10 great ways to teach English vocabulary, outlined for each of the stages of vocabulary acquisition:**

#### Stage 1: Noticing and understanding new words

##### **1 Introducing nouns, things, objects, animals, etc...**

Visual elements work best with concrete nouns, but try to go beyond whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses!

##### **2 Introducing adjectives**

Opposites, like "big" and "small", "long" and "short", are usually illustrated with pictures, but here's another case where realia will help

you; the use of real life objects is wonderful for words like “soft” and “rough”, adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like “stunning”, “gorgeous”, “spectacular”, “huge”, or “immense”, bring in photos of famous sights from around the world like the Louvre, Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

### **3 Introducing abstracts**

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between “early” and “late”, remind students what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.

## **Stage 2: Recognizing new words**

### **4 Bingo**

Bingo is one of the most versatile games employed by ESL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa.

### **5 Matching**

Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

### **6 Fill in the blanks (with options)**

Hand out a piece of written text (anything from a description, , letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

### Stage 3: Producing vocabulary

#### 7 Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least Seven adjectives in their description, or Seven words related to , etc...to no guidance at all.

#### 8 Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students. You can then read several out loud to compare the different words used to fill in each blank.

#### 9 Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words. This works great for vocabulary review lessons.

#### 10 Guess what I'm thinking

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It's an It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”. It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is when you’re talking about shopping. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary.



**On a final note, remember to cater to different learning styles or multiple intelligences.**

Use songs and music, real life objects, or puzzles, but the more you mix the better. Remember the difference between recognizing and producing words: to practice recognition the words have to be supplied by YOU; then students use them to fill in blanks or match them. For students to effectively and accurately produce vocabulary, they have to spontaneously recall the words.

#### Appendix 4

<b><i>Get it off your chest</i></b>	To tell someone about something that has been worrying about	
<b><i>Get cold feet</i></b>	To lose your confidence in something at the last minute	
<b><i>Keep your chin up</i></b>	To remain cheerful in difficult situations	
<b><i>Play it by ear</i></b>	To decide how to deal with a situation as it develops	
<b><i>Have ahead for figures</i></b>	To have a natural mental ability for math / numbers	

## Appendix 7

<b>Identity</b>	<b>Setting</b>	<b>Herbal</b>	<b>Side</b>	<b>Fraud</b>
<b>Effect</b>	<b>Master's</b>	<b>mother</b>	<b>Heart</b>	<b>Personal</b>
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## Appendix 8

### Suggested topics:

- 1- Language
- 2- Marketing
- 3- Technology
- 4- Jobs

7- Health

Example:

