Teaching English as a Second Language Certificate

Teaching Vocabulary

STUDENT MANUAL
For Video 7
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## PowerPoint Slides

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Course Syllabus Information

Calendar Description

In this 20 hour online course, current trends in vocabulary instruction will be investigated in conjunction with important concepts relevant to teaching, learning and building vocabulary. Participants will review vocabulary learning strategies as well as build their appreciation of how to integrate various techniques in order to create engaging and effective activities for lessons.

Course Goals and Objectives

By the end of the course, you will be able to:

1. Discuss current effective approaches to teaching vocabulary.
2. Recognize terms used in the field of vocabulary teaching.
3. Describe vocabulary learning strategies for teachers and students.
4. Integrate vocabulary teaching techniques and activities into lessons.

Course Outline

A) Theory and Methodology
B) Student Considerations
C) Practice
D) Assessment and Error Correction

Course Materials

The course materials include the student manual which contains course information with suggested practical activities, as well as related materials to supplement textbook readings, and exemplars.

Required Textbooks


**Supplemental Reading**


**Course Requirements**

In order to successfully complete this course and receive a certificate, students are required to complete assigned required readings, answer questions in the student manual, watch video lessons and read lecture notes.

There are three versions of exams after each video lesson, and students will have three chances to pass an exam. Note that students need to pass each course section before they can move to the next course.
Theory and Methodology

Required Activity:
A few vocabulary items you should be familiar with for this unit (refer to Chapter 5 and/or Glossary in Harmer #2 to find definitions):

Lexis (p 277):

Lexical Chunk/Lexical phrase (p 277):

Collocations (p 270):

Idioms (p 275):

Fixed/semi-fixed prefabricated items (p 244 & 288):

Compound words (p 66):

Functional Phrases (p 274):

Connotation/Denotation (see appendix C)

Polysemy: (from course video):
Issues in Teaching Vocabulary

THE LEXICAL APPROACH

The Lexical Approach is an approach to language teaching that grows out of the communicative approach, but is more focused in the ways that language items are grouped together into units of meaning. This approach is valuable for two reasons:

1) It has shifted the focus of vocabulary learning from words to chunks of words
2) It has allowed us to consider certain kinds of language that had been overlooked in language teaching (e.g. fixed phrases, slang, archetypical utterances)

CORPUS STUDIES

A corpus is ......

We can use a corpus to find out...
- contexts of lexical units
- frequency of use of lexical units
- domains of use for lexical units

Suggested Activity: Look over the following charts – find the similarities in the top 10 – what are the functional uses of these words or word chunks?

McCarthy (2006, pp. 14-16)
<table>
<thead>
<tr>
<th>Word</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I DON’T KNOW</td>
</tr>
<tr>
<td>2</td>
<td>A LOT OF</td>
</tr>
<tr>
<td>3</td>
<td>I MEAN I</td>
</tr>
<tr>
<td>4</td>
<td>I DON’T THINK</td>
</tr>
<tr>
<td>5</td>
<td>DO YOU THINK</td>
</tr>
<tr>
<td>6</td>
<td>DO YOU WANT</td>
</tr>
<tr>
<td>7</td>
<td>ONE OF THE</td>
</tr>
<tr>
<td>8</td>
<td>YOU HAVE TO</td>
</tr>
<tr>
<td>9</td>
<td>IT WAS A</td>
</tr>
<tr>
<td>10</td>
<td>YOU KNOW I</td>
</tr>
<tr>
<td>11</td>
<td>YOU WANT TO</td>
</tr>
<tr>
<td>12</td>
<td>YOU KNOW WHAT</td>
</tr>
<tr>
<td>13</td>
<td>DO YOU KNOW</td>
</tr>
<tr>
<td>14</td>
<td>A BIT OF</td>
</tr>
<tr>
<td>15</td>
<td>I THINK IT’S</td>
</tr>
<tr>
<td>16</td>
<td>BUT I MEAN</td>
</tr>
<tr>
<td>17</td>
<td>AND IT WAS</td>
</tr>
<tr>
<td>18</td>
<td>A COUPLE OF</td>
</tr>
<tr>
<td>19</td>
<td>YOU KNOW THE</td>
</tr>
<tr>
<td>20</td>
<td>WHAT DO YOU</td>
</tr>
</tbody>
</table>

Table 2: Top 20 three-word clusters

<table>
<thead>
<tr>
<th>Word</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YOU KNOW WHAT I</td>
</tr>
<tr>
<td>2</td>
<td>KNOW WHAT I MEAN</td>
</tr>
<tr>
<td>3</td>
<td>I DON’T KNOW WHAT</td>
</tr>
<tr>
<td>4</td>
<td>THE END OF THE</td>
</tr>
<tr>
<td>5</td>
<td>AT THE END OF</td>
</tr>
<tr>
<td>6</td>
<td>DO YOU WANT TO</td>
</tr>
<tr>
<td>7</td>
<td>A BIT OF A</td>
</tr>
<tr>
<td>8</td>
<td>DO YOU KNOW WHAT</td>
</tr>
<tr>
<td>9</td>
<td>I DON’T KNOW IF</td>
</tr>
<tr>
<td>10</td>
<td>I THINK IT WAS</td>
</tr>
<tr>
<td>11</td>
<td>A LOT OF PEOPLE</td>
</tr>
<tr>
<td>12</td>
<td>THANK YOU VERY MUCH</td>
</tr>
<tr>
<td>13</td>
<td>I DON’T KNOW WHETHER</td>
</tr>
<tr>
<td>14</td>
<td>AND THINGS LIKE THAT</td>
</tr>
<tr>
<td>15</td>
<td>OR SOMETHING LIKE THAT</td>
</tr>
<tr>
<td>16</td>
<td>WHAT DO YOU THINK</td>
</tr>
<tr>
<td>17</td>
<td>I THOUGHT IT WAS</td>
</tr>
<tr>
<td>18</td>
<td>I DON’T WANT TO</td>
</tr>
<tr>
<td>19</td>
<td>THAT SORT OF THING</td>
</tr>
<tr>
<td>20</td>
<td>YOU KNOW I MEAN</td>
</tr>
</tbody>
</table>

Table 3: Top 20 four-word clusters
### Table 4: Top 20 five-word clusters

<table>
<thead>
<tr>
<th>Word</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOU KNOW WHAT I MEAN</td>
<td>639</td>
</tr>
<tr>
<td>AT THE END OF THE DAY</td>
<td>332</td>
</tr>
<tr>
<td>DO YOU KNOW WHAT I MEAN</td>
<td>258</td>
</tr>
<tr>
<td>THE END OF THE DAY</td>
<td>235</td>
</tr>
<tr>
<td>DO YOU WANT ME TO</td>
<td>177</td>
</tr>
<tr>
<td>IN THE MIDDLE OF THE</td>
<td>102</td>
</tr>
<tr>
<td>I MEAN I DON'T KNOW</td>
<td>94</td>
</tr>
<tr>
<td>THIS THAT AND THE OTHER</td>
<td>88</td>
</tr>
<tr>
<td>I KNOW WHAT YOU MEAN</td>
<td>84</td>
</tr>
<tr>
<td>ALL THE REST OF IT</td>
<td>76</td>
</tr>
<tr>
<td>AND ALL THAT SORT OF IT</td>
<td>74</td>
</tr>
<tr>
<td>I WAS GOING TO SAY</td>
<td>71</td>
</tr>
<tr>
<td>AND ALL THE REST OF IT</td>
<td>68</td>
</tr>
<tr>
<td>AND THAT SORT OF THING</td>
<td>68</td>
</tr>
<tr>
<td>I DON'T KNOW WHAT IT</td>
<td>63</td>
</tr>
<tr>
<td>ALL THAT SORT OF THING</td>
<td>61</td>
</tr>
<tr>
<td>DO YOU WANT TO GO</td>
<td>61</td>
</tr>
<tr>
<td>TO BE HONEST WITH YOU</td>
<td>59</td>
</tr>
<tr>
<td>AN HOUR AND A HALF</td>
<td>56</td>
</tr>
<tr>
<td>IT'S A BIT OF A</td>
<td>56</td>
</tr>
</tbody>
</table>

### Table 5: The six-word clusters (all)

<table>
<thead>
<tr>
<th>Word</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO YOU KNOW WHAT I MEAN</td>
<td>236</td>
</tr>
<tr>
<td>AT THE END OF THE DAY</td>
<td>222</td>
</tr>
<tr>
<td>AND ALL THE REST OF IT</td>
<td>64</td>
</tr>
<tr>
<td>AND ALL THAT SORT OF THING</td>
<td>41</td>
</tr>
<tr>
<td>I DON'T KNOW WHAT IT IS</td>
<td>38</td>
</tr>
<tr>
<td>BUT AT THE END OF THE</td>
<td>35</td>
</tr>
<tr>
<td>AND THIS THAT AND THE OTHER</td>
<td>33</td>
</tr>
<tr>
<td>FROM THE POINT OF VIEW OF</td>
<td>33</td>
</tr>
<tr>
<td>A HELL OF A LOT OF</td>
<td>29</td>
</tr>
<tr>
<td>IN THE MIDDLE OF THE NIGHT</td>
<td>29</td>
</tr>
<tr>
<td>DO YOU WANT ME TO DO</td>
<td>24</td>
</tr>
<tr>
<td>ON THE OTHER SIDE OF THE</td>
<td>24</td>
</tr>
<tr>
<td>I DON'T KNOW WHAT TO DO</td>
<td>23</td>
</tr>
<tr>
<td>AND ALL THIS SORT OF THING</td>
<td>22</td>
</tr>
<tr>
<td>AT THE END OF THE</td>
<td>22</td>
</tr>
<tr>
<td>IF YOU SEE WHAT I MEAN</td>
<td>22</td>
</tr>
<tr>
<td>DO YOU WANT TO HAVE A</td>
<td>21</td>
</tr>
<tr>
<td>IF YOU KNOW WHAT I MEAN</td>
<td>21</td>
</tr>
</tbody>
</table>
WHAT DOES IT MEAN TO “KNOW” A WORD?

1. The spoken form - phonological
2. The written form - orthographic
3. Grammatical behavior - syntax
4. Word’s derivations – morphology
5. Collocations of the word
6. Register ( formality and use)
7. Connotations – autobiographical/personal and cultural
8. Word frequency
9. The denotations and contexts ( i.e. meanings and uses for particular contexts)

Form + Meaning/Use

Suggested Exercise 1: Chocolate
Fill out as many of the above categories as you can for the word “Chocolate.”
Student Considerations

Students learning vocabulary will have a number of dynamics at work in their acquisition of vocabulary. Their previous education will give them a set of expectations which will affect their approach to vocabulary learning in your classroom. Additionally, students from certain L1’s may be confused by cognates which sound very similar, but mean something totally different.

Previous vocabulary acquisition training

ESL students may have developed vocabulary acquisition strategies that include memorizing long lists of words and definitions, and practicing writing words many times and may not otherwise be familiar with other strategies to improve recall. They may also be resistant to trying techniques which involve activities that seems like vocabulary game, or are unfamiliar.

Cognates

Cognates are words which sound the same in two (or more languages). The advantage of cognates is that it brings familiar vocabulary and connections in to the language learning experience which can be a used as a strategy for vocabulary learning. The difficulty comes when the cognates have completely different meanings:

<table>
<thead>
<tr>
<th>Ex. English: embarrassed</th>
<th>Spanish: embarazada?</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: I’m so embarrassed!</td>
<td>Spanish: Estoy tan embarazada! ➔ “I am so pregnant!”</td>
</tr>
</tbody>
</table>

Spelling

English does not have sound symbol correspondence (one sound for each letter symbol). Instead a variety of symbols can make a variety of sounds. This can be confusing for students who come from a language where the spelling rules and orthography are more regular and predictable.

Example:

<table>
<thead>
<tr>
<th>Spanish: e == ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: e = cake, Pete, pet, perk, meet, English,</td>
</tr>
</tbody>
</table>

English DOES have rules for spelling, however they are more complex than some other languages. For students who have problems with spelling, phonics rules and spelling patterns need to be part of their beginning language learning experiences.
Practice

In this section we will consider the common typical sequence of a vocabulary activity, the techniques involved in presenting and teaching vocabulary, and some materials that can be used in vocabulary teaching.

Activity Sequence

There are three basic steps you should remember when teaching new vocabulary:

- Activate prior knowledge and elicit background knowledge.
- Present and teach new vocabulary using appropriate method (see C2. Techniques for presenting).
- Practice new vocabulary (see C2. Techniques for practicing) (in a game, or other activity).

Note: You should probably only ever introduce 10 new words to your students in a given lesson (5 is much better for focused vocabulary work).
TECHNIQUES FOR PRESENTING VOCABULARY
Techniques for presenting vocabulary have to do with what the teacher will do to introduce students to new words.

1. Direct Method – especially appropriate when teaching beginners
   a. Point to an object or flashcard and say the word naturally several times. Have the students repeat it after you.
   b. Go through the words but keep reviewing them as you go along.
   c. Demonstrate by gesturing or by performing an action.

2. Explain the meaning/use:
   a. Provide an example situation.
   b. Give several example sentences.
   c. Give synonyms, antonyms or superordinate terms.
   d. Give a full definition.
   e. Give a description.

3. Draw learners’ attention to the form:
   a. Draw attention to the sound of the word.
   b. Highlight the syllables and the stress.
   c. Have the learners repeat the words.

4. Using translation: opinion is divided on the merits of this approach (e.g. refer Harmer #1: p246)
   a. Advantages:
   b. Disadvantages:

TECHNIQUES FOR PRACTICING VOCABULARY
These techniques are different from the presentation techniques because they are concerned with having the students use and work with the words to internalize them and encode them into memory.

1. Find connections:
   a. Have students take the words and sort them or group them according to their meaning or connections.
   b. Every student may group words differently, but they must justify their semantic groups (lexical sets!) in some way.
   c. Have them repeat the process making different groups with the same words.

2. Make a story:
a. Students in pairs or small groups must come up with a story which incorporates at least five of the words.
b. Each group will share their story with another group who must then report that story to the group.

3. Role play/Improvisation:
   a. Students are put “on the spot” to act out a vocabulary word without actually saying it (they can say other things though!). They must get their teammates to say the word.
   b. Students must take three of the words and make a short sketch/dialogue where they use those words.

4. Password
   a. One student from each team sits at the front of the room and T writes the vocabulary word above his/her head where they cannot see it. The rest of their team can see it and must all act out the word to get the person in the hot seat to say it (this is just the opposite of charades).

5. Drawing games
   a. Put students into teams. Each team sends one of their members to the board to draw. Teacher shows “the artists” the word then gives these students 1 minute to draw on the board so their teammates can guess the word.

**Assessment and Feedback**

In terms of assessment, there are many options for vocabulary in both the formative and summative categories. In this section, we will briefly explore feedback techniques and look more in depth at traditional and current vocabulary assessment strategies.

**Feedback and Error Correction**

When a student can’t think of a word or makes a vocabulary error there are a number of ways to cue the student toward the right word:

- Act it out (e.g. “charades”).
- Play “hangman”.
- Have them look it up in the dictionary or thesaurus.
- Have them look it up in a translator.
- Draw a picture or diagram.
- Have them ask another student or students.
- Give them the word directly, or use hints so that students might guess themselves.

**Suggested Activity:** With a partner, rank the above strategies in order of how effective they might be for helping the student remember the word/phrase for the future. Can you think of anymore? What are the pros and cons of each strategy?
Formative Assessment of Vocabulary

Formative assessments are used to show the students and the teachers what has been learned and what needs to be learned or reviewed again.

SELF TESTS/INTERNET TESTS

There are many practice tests available on the Internet. These can be assigned as homework or used in class

- [http://www.english-test.net/](http://www.english-test.net/) - There are many tests on this site, all kinds of different forms.
- [http://www.examenglish.com/TOEFL/toefl_vocabulary.htm](http://www.examenglish.com/TOEFL/toefl_vocabulary.htm) - this one is timed – they have 10 seconds to do each question. Very good test preparation.

VOCABULARY QUIZZES

A short quiz reviewing vocabulary at the beginning of a lesson can be used to test vocabulary that has recently been taught, or it can be used to raise students’ awareness of what they know and don’t know before a lesson!

- [http://wordwizard.scholastic.com/quizmaker/](http://wordwizard.scholastic.com/quizmaker/) - This website allows you to make mini vocabulary quizzes (it even allows you to choose the definitions and then scramble the words if you want!) which you can print out.

VOCABULARY JOURNAL

A vocabulary journal is a student’s personal dictionary. Students are in charge of collecting words that they come across in readings, in class discussions or outside of class and entering them into their vocabulary journals. This can be in the form of a notebook, notecards, and perhaps even use a paper address book so they can be organized alphabetically! Each entry should contain the word (of course), various definitions, example sentences, synonyms, syllable structure, an image or drawing, part of speech, pronunciation information, relevant contexts, collocations, connotations and anything else that will contribute to the student’s full knowledge of the word. For an example of how to set up a vocabulary journal see: [http://kms.sdcoe.net/getvocal/89.html](http://kms.sdcoe.net/getvocal/89.html).

Summative Assessment of Vocabulary

When you want to know how much your students have retained by a certain point or at the end of a course, you can give them a summative evaluation which could include:

Spelling Tests – straight dictation.

Matching – vocabulary words to definitions, synonyms, antonyms, and pictures.

Definitions – it is much easier to give the word for a definition than a definition for a word.

Cloze exercises – students must choose the correct vocabulary word for each blank in a story. Vocabulary words (and red herrings!) can be included in a list from which students can choose.

Multiple Choice – these can be time-consuming to create, but very easy to mark!
REQUIRED Reading Worksheet

Please ensure that you have read all the readings in the textbook and answered the worksheets below. Questions from the worksheets will appear on the exams!

Questions from Harmer #1: p. 33-38:

1. Define lexis, corpora and concordance (p. 33-34)
   ________________________________________________________________
   ________________________________________________________________

2. How do corpora and concordances help us understand vocabulary? (p. 34-35)
   ________________________________________________________________
   ________________________________________________________________

3. What are the different issues that Harmer describes when talking about word meaning? (p. 35)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What are the ways that we can extend word use? (p. 36)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. What are lexical phrases? (p. 37)
   ________________________________________________________________
   ________________________________________________________________

6. Name five language chunks and give an example of each (p. 37)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Optional Activity for Teaching Vocabulary (refer Harmer #1, Ch.14)

Read pp. 229-247 in Harmer #1 and choose three activities to summarize. Comment on each activity in terms of usefulness, engagement and potential challenges.

Activity 1: _________________ (p. _____)
____________________________________________________________
__________________________________________________
Comments: _____________________________________________
__________________________________________________

Activity 2: _________________ (p. _____)
____________________________________________________________
__________________________________________________
Comments: _____________________________________________
__________________________________________________

Activity 3: _________________ (p. _____)
____________________________________________________________
__________________________________________________
Comments: _____________________________________________
Appendices

Appendix 1 – Vocabulary Integration Lesson Activity Template

Appendix 2 – Vocabulary Learning Activity Chart

Appendix 3 – Student Sample: Vocabulary Integration Lesson Activity ( “Eva”)

Appendix 4 – Teaching Vocabulary Tips and Techniques

**Appendix 1 - Vocabulary Lesson Plan Integration Template**

<table>
<thead>
<tr>
<th>Name of the Vocabulary Lesson Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Focus (list all the words):</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>Where does this activity fit in the lesson? (e.g. Before the main lesson, in the middle, etc.).</td>
<td></td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
<tr>
<td>Step by Step Instructions Be sure to include:</td>
<td></td>
</tr>
<tr>
<td>• Activate prior knowledge</td>
<td></td>
</tr>
<tr>
<td>• Present and Teach new vocabulary using appropriate method (see C2. Techniques for presenting)</td>
<td></td>
</tr>
<tr>
<td>• Practice new vocabulary (see C2. Techniques for practicing) (in a game, or other activity)</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2 – Vocabulary Learning Activity Chart

### Vocabulary Word List

Choose words from or related to a lesson plan. Describe each of the words in terms of the categories discussed in section A.

- **Phonology** – write it in phonetic transcription (e.g. [http://ipa.typeit.org](http://ipa.typeit.org))
- **Orthography** – any alternate spellings?
- **Syntax** – what part of speech is it (noun, verb, adjective, adverb, preposition)
- **Morphology** – is it count or non-count? What other word forms are there?
- **Denotation / Semantics** – what does it mean?
- **Connotations** – does it have positive, neutral or negative tone? Does it resonate emotionally because of a certain event, or personal/cultural history?
- **Collocations** – what words does it occur with most often?
- **Register** – what context do we use this word in – is it formal or informal?
- **Bonus: Word Frequency** – how often is it used in the corpus? Is it on the Academic World List? Is it in the Oxford 3000? Is it only used in certain contexts?

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonology</th>
<th>Orthography</th>
<th>Syntax</th>
<th>Morphology</th>
<th>Denotation</th>
<th>Connotation</th>
<th>Collocations</th>
<th>Register</th>
<th>Word Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate</td>
<td>/ˈsɛlbɹeɪt/</td>
<td>No alternate spelling, no capitals needed</td>
<td>Verb</td>
<td>Celebrate, celebrates, celebration, celebrating, celebrated</td>
<td>1. honor, solemnize. 3. laud, glorify, honor, applaud, commend.</td>
<td>Positive</td>
<td>Birthday, anniversary, party, victory, life, wedding</td>
<td>Both formal and informal</td>
<td>5593 (ranking)</td>
</tr>
</tbody>
</table>

Now fill out a chart for each word.
## Appendix 3 – Vocabulary Assignment by “Eva”

**Vocabulary Word List (10 marks)**

Choose ten words from or related to your lesson plan. You must describe each of your ten words in terms of the categories we discussed in the lecture:

- **Phonology** – write it in phonetic transcription: http://ipa.typeit.org/
- **Orthography** – any alternate spellings?
- **Syntax** – what part of speech is it (noun, verb, adjective, adverb, preposition)
- **Morphology** – is it count or non-count? What other word forms are there?
- **Denotation / Semantics** – what does it mean?
- **Connotations** – does it have positive, neutral or negative tone? Does it resonate emotionally because of a certain event, or personal/cultural history?
- **Collocations** – what words does it occur with most often?
- **Register** – what context do we use this word in – is it formal or informal?
- **Bonus: Word Frequency** – how often is it used in the corpus?

### 1. WORD: Celebrate

| Phonology | /ˈsɛlɪbreɪt/ |
| Orthography | - No alternate spelling, no capitals needed |
| Syntax | Verb |
| Morphology | Celebrate, celebrates, celebration, celebrating, celebrated, |
| Denotation | 1. honor, solemnize. 3. laud, glorify, honor, applaud, commend. |
| Connotation | Positive |
| Collocations | Birthday, anniversary, party, victory, life, wedding |
| Register | Both formal and informal |
| Word Frequency | 5593 (ranking) |

Now fill out a chart for each word. /20

### 1. WORD: Run up

| Phonology | ran up |
| Orthography | No alternate spelling, no capitals needed |
| Syntax | Phrasal Verb |
| Morphology | Run up, runs up, ran up, running up |
| Denotation | to achieve by accumulating |
| Connotation | Negative |
| Collocations | Debt, spine, bill, family, cards |
| Register | Informal |
| Word Frequency | 1250 (corpus) and on the Oxford 3000 word list |

### 2. WORD: Walk out

<p>| Phonology | wɑk awt |
| Orthography | No alternate spelling, no capitals needed |
| Syntax | Phrasal Verb |
| Morphology | Walk out, walks out, walked out, walking out |
| Denotation | to leave suddenly, often as an expression of disapproval |
| Connotation | Negative |
| Collocations | Door, room, life, home, office |
| Register | Informal |
| Word Frequency | 2359 (corpus) |</p>
<table>
<thead>
<tr>
<th><strong>3. WORD</strong></th>
<th><strong>Kick off</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>kɪk ɔf</td>
</tr>
<tr>
<td><strong>Orthography</strong></td>
<td>No alternate spelling, no capitals needed</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>Phrasal Verb</td>
</tr>
<tr>
<td><strong>Morphology</strong></td>
<td>Kick off, kicks off, kicked off, kicking off</td>
</tr>
<tr>
<td><strong>Denotation</strong></td>
<td>to mark the beginning of</td>
</tr>
<tr>
<td><strong>Connotation</strong></td>
<td>Neutral or mildly positive</td>
</tr>
<tr>
<td><strong>Collocations</strong></td>
<td>New season, series, game, boots, summer, New Year</td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td>Informal</td>
</tr>
<tr>
<td><strong>Word Frequency</strong></td>
<td>656 (corpus) and on the Oxford 3000 word list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. WORD</strong></th>
<th><strong>Break down</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>brek ə dawn</td>
</tr>
<tr>
<td><strong>Orthography</strong></td>
<td>No alternate spelling, no capitals needed</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>Phrasal Verb</td>
</tr>
<tr>
<td><strong>Morphology</strong></td>
<td>Break down, breaks down, broke down, broken down, breaking down</td>
</tr>
<tr>
<td><strong>Denotation</strong></td>
<td>to succumb to mental or emotional stress, to become inoperative or ineffective</td>
</tr>
<tr>
<td><strong>Connotation</strong></td>
<td>Negative</td>
</tr>
<tr>
<td><strong>Collocations</strong></td>
<td>Weep, cry, car, words, pieces</td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td>Informal</td>
</tr>
<tr>
<td><strong>Word Frequency</strong></td>
<td>2731 (corpus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5. WORD</strong></th>
<th><strong>Turn around</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>tərn ə rawnd</td>
</tr>
<tr>
<td><strong>Orthography</strong></td>
<td>No alternate spelling, no capitals needed</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>Phrasal Verb</td>
</tr>
<tr>
<td><strong>Morphology</strong></td>
<td>Turn around, turns around, turned around, turning around</td>
</tr>
<tr>
<td><strong>Denotation</strong></td>
<td>to become changed for the better</td>
</tr>
<tr>
<td><strong>Connotation</strong></td>
<td>Positive</td>
</tr>
<tr>
<td><strong>Collocations</strong></td>
<td>Economy, time, criticism, life, project</td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td>Informal</td>
</tr>
<tr>
<td><strong>Word Frequency</strong></td>
<td>3689 (corpus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6. WORD</strong></th>
<th><strong>Carry on</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>kæri ən</td>
</tr>
<tr>
<td><strong>Orthography</strong></td>
<td>No alternate spelling, no capitals needed</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>Phrasal Verb</td>
</tr>
<tr>
<td><strong>Morphology</strong></td>
<td>Carry on, carries on, carried on, carrying on</td>
</tr>
<tr>
<td><strong>Denotation</strong></td>
<td>to continue doing, pursuing, or operating</td>
</tr>
<tr>
<td><strong>Connotation</strong></td>
<td>Positive</td>
</tr>
<tr>
<td><strong>Collocations</strong></td>
<td>Legacy, conversation, relationship, demonstration, species</td>
</tr>
<tr>
<td><strong>Register</strong></td>
<td>Informal</td>
</tr>
<tr>
<td><strong>Word Frequency</strong></td>
<td>2068 (corpus) and on the Oxford 3000 word list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>7. WORD</strong></th>
<th><strong>Go over</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonology</strong></td>
<td>go ə var</td>
</tr>
<tr>
<td><strong>Orthography</strong></td>
<td>No alternate spelling, no capitals needed</td>
</tr>
<tr>
<td>Syntax</td>
<td>Verb</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>Morphology</td>
<td>Go, goes, went, gone, going</td>
</tr>
<tr>
<td>Denotation</td>
<td>to examine or check something carefully</td>
</tr>
<tr>
<td>Connotation</td>
<td>Neutral</td>
</tr>
<tr>
<td>Collocations</td>
<td>Results, credit, it, polls, news, campaign</td>
</tr>
<tr>
<td>Register</td>
<td>Informal</td>
</tr>
<tr>
<td>Word Frequency</td>
<td>3712 (corpus)</td>
</tr>
</tbody>
</table>

**Appendix 4 - Tips and Techniques**

See next page
Teaching Vocabulary: Two Dozen Tips & Techniques
Handout from a presentation at TESOL 1995 (Chicago)

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I. Oldies but goodies

1. Matching synonyms
2. Matching opposites
3. Fill in the blank sentences

II. Variations on the above

1. Choose all the possible answers
   
   We ate lunch in the _____.
   cafeteria restaurant snack snack bar salad bar diner

2. Where would you find...?
   
   an MD _____ a) in the British or Canadian Parliament
   a Ph.D. _____ b) on a ruler
   an MP _____ c) on an engine
   in _____ d) in a hospital
   hp _____ e) in a university

3. Complete the phrases
   
   to achieve _____ a) a secret
   to reveal _____ b) an idea
   to grasp _____ c) a goal

4. Correct the mistakes
   
   He felt exhausted after a long nap. E.g., refreshed for exhausted or running to school for a long nap

5. Label a picture
   
   monitor keyboard mouse screen
6. Draw a picture (Works for a limited number of words)

    Draw a target.
    Draw a bow and arrow and label each one.

7. Cross out the word that doesn’t belong with the others in the group.

    uncle  father  aunt  brother  
    EST  pm  Ph.D.  BC
    meadow  river  yard  field

8. Categories - You give the example; students give the category. Or vice versa.

    Examples:  gun, knife, club: weapon
    Category: weapon: gun, knife, club

9. Complete the sentences

    I was exhausted after __________________________

III. Distinguishing shades of meaning & near synonyms

1. Analogies - Good even at low levels

    This exercise allows those with limited English to do something on a more sophisticated level than they are usually able to do.

    easy : hard :: cold : hot
    warp : wood :: peel : paint
    skyscraper : city :: tree : forest
    shatter : glass :: crumble : stone

2. Choose the two possible answers that can complete each sentence.

    Semantic:  She longed for . . . 
    (a) her freedom.
    (b) her lover who was far away.
    (c) some ketchup for her French fries. (only a joke; not serious enough)

    Grammatical:  He pondered . . . 
    (a) his future.
    (b) that he didn’t know what to do. (only followed by a noun, not a clause)
    (c) the meaning of life.

    Good source for incorrect answers: student errors
3. Semantic categories - e.g., break, damage

He dented the...car's bumper / tree branch / glass of water
She splintered the...can / board / mirror
He shattered the...mirror / water / curtains
She shredded the...can / tree branch / curtains

4. Arrange the words on a scale (most to least, largest to smallest, etc.)

hot > warm > lukewarm > cool > cold
despise > hate > dislike

This is nice to do when possible, but it's not possible all that often. New words are usually presented and defined with one or two known words. Focus on how the new word differs from the one they already know.

For example:

5. Which word in each pair is stronger, more forceful, or more intense?

___ to surprise ___ to boil ___ to toss ___ to hurl
___ to astound ___ to simmer ___ to throw ___ to throw

6. Which word in each pair is slang?

_____ a kid _____ disgusting _____ to fail
_____ a child _____ gross _____ to flunk

7. Which word would be more polite when talking about a person?
   or Which word has a more positive connotation?

_____ thin _____ fat _____ frugal
_____ skinny _____ overweight _____ miserly

8. Complete the definitions - How are these actions performed?

thrust = to push ___________________ (forcefully, hard)
shatter = to break ___________________ (into many pieces)
tap = to hit ___________________ (lightly, softly)
IV. Things to do with the vocabulary in a reading passage

1. Guessing word meaning from context - See suggestions in Section V.

   But make sure it is really possible to guess the meaning from context. A lot of textbooks give students context exercises using unclear or ambiguous examples. This just convinces them that it’s not really possible to do.

   If you have a reading with a lot of vocabulary words whose meanings you cannot reasonably expect students to get from context, try some of these techniques.

2. Give students the definitions; let them find the words.

   e.g., find a word in paragraph 5 that means angry.

   A good way to deal with a difficult article without simply giving students the vocabulary. This also teaches them to focus on context and can be a good complement to work on guessing meaning (section V below).

3. Teach students when not to look up a word.

   o Can you get a general sense of the word? e.g., a person? a feeling? a job? something good/bad?

   o Find all the words on a page that refer to movement (or speaking).

   o Do you really need to know exactly what each word means to understand the action of the story? How much can you understand before you use a dictionary?

   o Take a magic marker and block out all the words you don’t know. Can you still tell what the passage is about?

   Follow-up/reinforcement

4. Parts of speech

   With a corpus of words you’ve already studied, give sentences that require a different part of speech. (Dictionary use)

5. Different meanings of familiar vocabulary

   e.g., toll

   [while driving on the highway] There’s a toll bridge ahead. Do you have any quarters? The highway death toll has declined sharply since police began to enforce the drunk driving laws more aggressively. The bell in the old church tower tolled four o’clock.
V. Teaching students how to guess word meaning from context

Types of context clues:

1. Cause & effect - Label the sentence C & E; then make a guess.

   Because we lingered too long at the restaurant, we missed the beginning of the movie.
   The door was ajar, so the dog got out of the house.

2. Opposite/contrast - Underline the two words or phrases in contrast to one another, then make a guess.

   Even though I studied for hours, I flunked the test.
   My last apartment was really small, but my new place is quite spacious.

3. General sense - Focus on SVO, actor & recipient of action. What type of word is it?

   If it is a noun: a person, place, thing, abstract idea
   If it is a verb: an action (e.g., movement?), or feeling/emotion, etc.
   If it is an adjective: what is it describing? good or bad? size? color? shape? emotion?

   Each summer thousands of tourists flock to the beaches of Cape Cod.
   The father tossed the ball to his little boy.

4. Synonyms or paraphrases - Found elsewhere in the sentence or paragraph

   Samuel was deaf; but he didn’t let his handicap get in the way of his success.
   Sally’s flower garden included dozens of marigolds, which she tended with great care.

5. Examples - If you know the example, you can often figure out the category; if you know the category, you can get a general idea of what the example is.

   The baboon, like other apes, is a very social animal.

6. Recognizing definitions - Common in college textbooks, newspaper & magazine articles

   Many children of normal intelligence have great difficulty learning how to read, write, or work with numbers. Often thought of as “underachievers,” such children are said to have a learning disability, a disorder that interferes in some way with school achievement.
   [From Ten Steps to Improving College Reading Skills]
VI. Miscellaneous

1. Word sheets

A simple but effective way to review vocabulary from a given unit is to post a sheet of paper with the words under study and talk about them. You can practice pronunciation, conduct oral mini-quizzes, answer students’ questions, etc. Do this as a warm-up for two or three minutes each day.

For example:

- Which words have +/- connotations?
- Which words refer to people?
- Which words are verbs?
- What’s the opposite of X?
- I’ll give you a word; tell me what the opposite is in the list.
- What’s a more polite way of saying X?
- X is a verb. What’s the noun form?

2. Look for words that mean .

When using a magazine or newspaper in the class, you can have students look for words in a certain category while they’re doing other reading and scanning activities.

One issue of *Time Magazine* yielded the following:

- words for **go up**: soar, rise, raise, increase, push up
- words for **go down**: fall, plummet, sink, decrease

Other categories of words that might work:

- words that describe *movement, travel*
- words related to *crime*
- names of *government positions* or *occupations* (president, mayor, etc.)

In a work of fiction or a profile of a famous person:

- adjectives that describe the main characters, both what they look like and how they act

VII. Fun & games

1. Act out/pantomime (Charades)

Give students cards with instructions like the examples below. Have them perform the actions without speaking. The other students try to guess the word or expression that the student is pantomiming.

Open the door **fearfully**.

Walk across the room **cautiously**.
2. Crossword Puzzles (a number of software programs exist that allow you to create your own)

The clues can be synonyms, antonyms, complete the sentences. Helps focus on spelling as well as meaning.

3. Categories Game ($25,000 Pyramid)

Divide the class into teams. One person from a team sits in front of the class. The rest of the team members are given a card with a category. For example: *Things that are red*. The team members take turns giving examples of the category until the person in the “hot seat” guesses it or all the team members have given a clue. If the person in front cannot guess, the other team can confer and try to guess.

**NOTE:** The clues must be *examples*, not *definitions*. In the above example, *ketchup, blood,* and a *stop sign* are all acceptable clues. *Color* is not.

Examples of categories:

- Things that are ... yellow, expensive, fragile, made of glass, found on a farm
- American authors, state capitals, things in a woman’s purse, winter clothing
- things that are sold in bottles, places where you have to stand in line, people who wear uniforms

4. Password

Divide the class into two teams. One person from each team sits in a chair in front of the class. Those two people receive a card with a vocabulary word. The first person gives a one-word clue to his/her team. If no one from the team can guess, the second person gives a clue to his/her team. This alternates back and forth until someone from one of the teams guesses the word, or until a specified number of clues has been given.

5. Drawing pictures (Win, Lose or Draw)

This works well if you have an empty classroom nearby. Divide the class into two groups. Give each one a list of vocabulary words (idiomatic expressions also work well for this). The students draw pictures—but no words—on the board so that the students in the other group can guess the words or expressions they’re trying to represent. This is a fun way to review some vocabulary and break up the class routine.

**A note on keeping score**

You can keep score in most of these games, but I’ve found things actually go more smoothly when you don’t. No one disputes points, and students don’t seem to mind that there’s no clear “winner” or “loser.”

Occasionally, a student will ask why I’m not keeping track of who won and lost. I usually tell him (it’s never a ‘her’) that we’re just learning how the game is played now, so I’m not going to bother this time. I never bother keeping score any subsequent times, either, but I’ve never been asked about it a second time.
VIII. Miscellaneous examples

1. A follow-up to a radio interview of a psychologist who discussed money and people’s attitudes towards it.

Money Talks

Below are some words used to describe people and their attitudes towards money. Working with another student, put them into the proper category.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a miser</td>
<td>an overspender</td>
<td>generous</td>
</tr>
<tr>
<td>cheap</td>
<td>a cheapskate</td>
<td>giving</td>
</tr>
<tr>
<td>tight</td>
<td>a tightwad</td>
<td>thrifty</td>
</tr>
<tr>
<td>frugal</td>
<td>a spendthrift</td>
<td>stingy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>positive connotation</th>
<th>spends money</th>
<th>saves money</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative connotation</th>
<th></th>
<th>a miser</th>
</tr>
</thead>
</table>

2. A follow-up to an article on health

Match these medical terms with the parts of the body they involve.

_____ 1) to clot
_____ 2) asthma
_____ 3) a stroke a) brain
_____ 4) hemorrhaging b) lungs
_____ 5) a migraine c) blood
_____ 6) leukemia
_____ 7) respiration
Video Seven
Teaching Vocabulary

• Terms and Concepts
• Approaches and Practices
• Strategies & Activities
• Lesson Planning
• Testing and Assessment

Learning Outcomes
• Recognize terms and concepts used in the field of vocabulary teaching and learning.
• Describe current practices and approaches to teaching and learning vocabulary.
• Identify practical activities and how to stage/integrate activities into lessons.
• List practical activities for reinforcement and/or assessment.

What is Vocabulary?

Vocabulary
• is also known as “lexis”.
• includes technical words (jargon); neutral, formal, and informal words (casual language and slang).
• includes single words and compounds - e.g. “course books”.
• includes whole functional phrases - e.g. “by the way”.
• varies in usage (British, American, Canadian, and other types of English).
• varies in meaning depending on: collocation (the words used together with other words - “a rich man” versus “rich food”), text (for the kind or genre of discourse), and the context of use (how it is used, and for what purpose).

The Lexical Approach

The Lexical Approach is a communicative approach
• where vocabulary learning is central (i.e. rather than just vocabulary “added on” to a grammar or skills lesson).
• which has influenced vocabulary teaching and learning so that not only single words as language items, but also larger lexical chunks (i.e. groups of words) are prioritized and taught in lexical sets (sets of words/phrases which can be grouped).
  ➢ For example, rather than just teach the verb meaning of the word “to book” (i.e. to reserve), teachers might also include “book a flight”, “book a room”, and “book a ticket”, etc.

Current Research

Current research suggests the following pedagogical concepts:
• Help learners build a large “sight” vocabulary (of high frequency/commonly used words).
• Integrate new words with older ones (i.e. words already learned).
• Provide a number of encounters with the word (i.e. with different kinds of texts & tasks and collocations).
• Promote a “deep” level of processing (through repeated exposure and especially personalized use).
• Appeal to different learning styles by teaching lexis through different senses (audio, visual, kinesthetic) in engaging ways and with a variety of activities.
What to Teach? Decisions

Decisions about what vocabulary to teach primarily depend on:

- **The students** (age, level, interests etc.) and their purpose for language learning.
- **The importance** of the language item for the use of English; “Importance” can be individual (based on personal interest and/or reason for learning English) or for a given learning task (is it a key word in a reading, or necessary for a writing or speaking task?).
- **Its use** — common lexis clearly has higher priority than items which are less common (e.g. such as words which are archaic/out-of-date, or rarely or specially used, like technical jargon used only in a particular field). (Refer Oxford 3000 and the Academic Word Lists in your student manual.)

What to Teach? FORM /MEANING/USE:

What does it mean to “learn” or “know” a word? “Knowing” can be just understanding for receptive purposes, or for using for productive use in writing and speaking.

- Learning a word for productive use includes various kinds of information related to FORM / MEANING / USE:
  - How to “say/ pronounce” the word (phonological information for FORM such as phonemes, syllable stress and linking sound changes for words and fixed/semi fixed phrases).
  - How to “write” the word (orthographical information for FORM including spelling rules and study for sound/spelling rules).
  - How to USE the word/phrase in sentences (its grammar and required syntax or position in discourse).

What to Teach? FORM / MEANING/USE cont.

- **Morphology** --- Study of the MEANING of a word, its USE, and how it can be changed in FORM with suffixes or prefixes (or other endings, like “ed” & “ing”) to make different words with different MEANING.
- **Collocations** --- Study for what other words the vocabulary is used with, for MEANING/USE related effects. (For example— “cool weather” is slightly cold weather, but “a cool party” is an enjoyable party.)
- **Register** --- Study for where, how and with whom the vocabulary is used, such as USE in particular contexts/situations and for when varying degrees of formality are required (e.g. different FORMS of words for friends and family, or various kinds of superiors like dignitaries or supervisors/bosses, for particular communicative purposes/situations).

What to Teach? FORM / MEANING/USE cont.

- **Connotation** --- which refers to the “feeling” of a word (positive, negative, neutral).
  - For example, although the words “skinny” and “slim” have similar MEANING (i.e. not fat or overweight), “skinny” usually has a negative connotation while “slim” has a positive connotation.
- **Word frequency** --- (i.e. USE or how frequent or common a word is).
- **Denotation** --- (the definition of a word, MEANING which can change depend on the context of USE — i.e. “a book” is something to read, but “to book” means to make a reservation.)

Other factors related to vocabulary study include:

- Learners’ previous vocabulary acquisition training and learning strategies (e.g. students may have “learned” words in less effective ways, such as by practicing understanding words only in isolation, memorization, or through translation).
- The effect of cognates — or words which may sound or look very similar but have very different meaning, (e.g. “embarazada” in Spanish sounds like embarrassed in English, but actually means “pregnant”!)
- The considerable difficulty of English spelling (sound and letter symbol variations).

Student Considerations

Lesson Stages for Vocabulary

- **Activate background knowledge** — prompt or elicit known information about vocabulary or related topic
- **Present and teach new vocabulary** — using an appropriate method
- **Practice new vocabulary** — to “make it stick” (i.e. for retention)
**Activation**

*Activation* means prompting the learners to use their pre-existing background knowledge of information related to the word itself, the topic of use, or some aspect of its use (e.g. by asking questions, or using written, aural or visual materials to have students actively share or produce their own ideas/knowledge).

- For example, students might first look at pictures of people doing different kinds of sports in order to suggest different action verbs (run, jump, shoot, dunk etc.) which will be included in a listening about athletes talking about their skills. Students can also be encouraged to reflect on which words they “know”, “sort of know” or “don’t know”.

**Presentation Techniques**

**A**

Presentation is introducing students to new words, or new ways of using particular words, or perhaps teaching additional information about words such as by:

- **A Direct Method** Words are taught directly -- such drawing or pointing to a picture, or demonstrating in some way. (e.g. the teacher might demonstrate jumping, or show a picture of someone jumping.)
- **Explaining the meaning** Words are taught by examining the *meaning* of the word with example situations or descriptions using various kinds of texts or dictionaries, or through oral explanations.

**B**

- **Attention to FORM and MEANING**: Words can be taught with *synonyms* (e.g. jog and run are similar words, although running is faster), *antonyms* (e.g. the opposite of hot is cold), or as grouped items (*amble, tiptoe, stagger* are all various ways to walk -- where the *superordinate* is walk). Study with *polysemy* (where a word might have different definitions) depends on its USE in context -- like a “head” which can be a part of the body, or a leader in an organization). Words can also be presented where the spoken or written FORM of the word is the main focus (i.e. for sound or spelling information).
- **Translation.** Although translation is fast and easy, too often words do not have precise equivalents, and translation does not usually help students to learn how to actually USE vocabulary. In some cases, though, translation is useful.

**Practicing**

- Find connections.
- Make stories.
- Form lexical sets.
- Do role plays/improv.
- Play “Password”.
- Do drawing.
- Do/make songs, poems.
- Do label activities.
- Do/make crosswords.
- Play/make games.

Introducing the video clip

- Julie is using a game called “password” to help students build their vocabulary, ask questions and guess answers.

• INSERT video clip “Password” here
Testing

- Spelling Tests.
- Matching Tasks.
- Definitions.
- Cloze Exercises.
- Multiple Choice.
- Labeling.
- Identification tasks.
- Using in writing or speaking tasks.
- Projects.

Assessment (Formative or Summative)

- Self Tests/Internet Tests
  - http://www.english-test.net/
- Vocabulary Quizzes
  - http://wordwizard.scholastic.com/quizmaker/
  - Other ideas: http://iteslj.org/links/TESL/Lesson_Preparation_Tools/

- Vocabulary Journals

Exam Questions Based on

**Harmer #1**
Chapter 14 Teaching Vocabulary (read all)

**Harmer #2**
Chapter 5 and 6 (read all), with special attention to
Chapter 5 p. 59-63, 66, 74-77
Chapter 6 p. 83-84, p. 93, 96-98,

DVD #6 p. 248
Student Manual