

## Discussion Questions

- Which English words do students need to learn?
- How can we make those words seem important to students?
- How can so many needed words be taught during the short time our students have for English?
- What can we do when a few members of the class already know words that the others need to learn?
- Why are some words easier than others to learn?
- Which aids to vocabulary teaching are available?
- When are some good ways to find out how much vocabulary the students have already learned?

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### *Ways of presenting the meaning of new vocabulary*

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1. Concise definition
2. Detailed description
3. Examples
4. Situations
5. Illustrations
6. Drawing
7. Demonstration
8. Context
9. Antonyms x synonyms
10. Realia
11. Translation associated ideas, collocations

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### **Activities**

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1. Draw a set of stick figures that could be copied quickly on the blackboard to illustrate meaning of : *boy, girl, woman, man, tree, cat, dog, carpet, litter box*
2. A teacher sometimes complains, "Many of my students have not learned the English words wall and windows even though I always have students repeat each word after me several times". What might be the reason why students have not learned those words?
3. When the course book lesson begins with an alphabetical list, we need to take related words out of the list and prepare to teach those words in relation to each other. Here is an alphabetized list of words that might be found in a first year lesson plan: *apple, ball, blue, chalk, curtain, page, round, sky*. Which of the words would you teach first before the others in the list? Why?

4. Describe a sample classroom activity which would require the students to use the words *circle*, *square* and *triangle* for the exchange of information.
5. Write **a series of commands** which all members of a class could obey without leaving their seats. The commands should contain **basic vocabulary** and require **physical action**.
6. In which of the following might it be better to use pictures instead of **touching** or **pointing** to examples in the class? Under what circumstances would pictures be preferable? *nose, dress, shoes, blackboard, fat, leg, watch, arm*
7. Write a series of commands that would require students to understand the following words: *hand, head, face, ear, foot, shoulder, hair*
8. Draw simple pictures to illustrate meanings of the following words: *house, city, ladder, moon, rain, fish, cake*
9. Now choose any 3 of these words and draw pictures including these phrases: *fish on a plate; a beaten cake; a ladder next to the house; moon over the city;* etc.
10. Write sentences which could help your students relate the new words: *poverty, generous, selfish, boredom, disappointment, delight,* etc.
11. Here are eight English words for things. Write a sentence about the most common or ordinary use of each thing. Then list three other possible uses.

e.g. spoon  we use spoon for eating. Other possible uses for a spoon are a) digging a hole b) carrying an egg from stove to the sink c) taking a fly out of a bowl of soup

2. pencil
3. pillow
4. nail file
5. toothbrush
6. tablecloth

12. One of the listed words is needed for completing each sentence. The underlined prefix will tell you which word is needed.

**across again poorly before below**

1. A subway does not go above a city; it goes below.
2. Maladjusted people are people who adjust .....
3. A transatlantic flight goes ..... the Atlantic.
4. A prefix is a word-part that comes .....
5. When we rewrite something, we write it .....
6. A subnormal temperature is not above normal, it is .....
7. To prearrange something is to arrange it in advance or .....
8. To recopy a composition is to copy it .....

13. Here are noun forms that correspond to the underlined adjectives in the following sentences. Fill each blank with the appropriate noun. Then copy each completed sentence.

Nouns: **death, pride, width, depth, strength, height, warmth, youth**

1. After you find out how wide the room is, write its width here.
2. I know the river is deep, but I don't know its exact .....
3. He is proud, and there are good reasons for his .....
4. Young people seldom appreciate their .....