

Teacher Training Program for English
Teachers
SEP + EPI

Teaching
Vocabulary

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VOCABULARY

ACQUISITION

- Incidental Vocabulary Learning
 - Via extensive reading and sustained silent reading
 - Vocabulary journals are recommended
- Explicit Instruction
 - Diagnosing vocabulary
 - Presenting vocabulary
 - Elaborating word knowledge
 - Developing vocabulary fluency
- Independent Strategy Development
 - Guessing words from context
 - Using dictionaries

1. Language (is) **FORMED** (of) words.
2. If we didn't have words, we wouldn't be able to **COMMUNICATE**.
3. The learner's vocabulary is **KEY** in language and its acquisition.
4. Vocabulary size continues to **GROW** throughout a learner's life.
5. Language learners do not carry around grammar books, they carry around **DICTIONARIES**.

(Hudson 2007)

With a partner, fill in the missing information.

1. Language (is) _____(of) words.
2. If we didn't have words, we wouldn't be able to _____.
3. The learner's vocabulary is _____ in language and its acquisition.
4. Vocabulary size continues to _____ throughout a learner's life.
5. Language learners do not carry around grammar books, they carry around _____.

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Facts and Opinions About Vocabulary Learning and Teaching

1. **FACT**: Use of bilingual dictionaries in ESL should be permitted because translating words from one's native language into the target language and vice versa is an efficient way to learn vocabulary.
2. **OPINION**: Language learners tend to retain the words the meanings of which they acquire through means of inferring better.
3. **FACT**: If language learners are familiar with about 2,000 frequently occurring words in most languages, they are able to understand about 80% of what they are reading.
4. **OPINION**: Presenting words in semantic sets facilitates learning (for example, teaching all the colors together helps language learners remember them better and/or faster).
5. **OPINION**: Successful language learners employ only one or two vocabulary-learning strategies.
6. **FACT**: Learning words from/in some sort of context is less beneficial to language learners than learning words as exclusive units, for instance from word lists and by means of repetition.
7. **FACT**: About 60% of the words encountered in textbooks may be deciphered by analyzing morphemes (prefixes, roots, suffixes) inside the word and the context in the surrounding sentences.

8. **OPINION**: When language learners study words productively (in order to use them), they retain them better than when they study words receptively (in order to understand them).
9. **FACT**: Incidental vocabulary learning does happen, but research suggests that it highly depends on what learners do with the words rather than how often they encounter them.
10. **FACT**: Repetition and multiple exposures to vocabulary items are extremely crucial for successful vocabulary acquisition.

Works Cited

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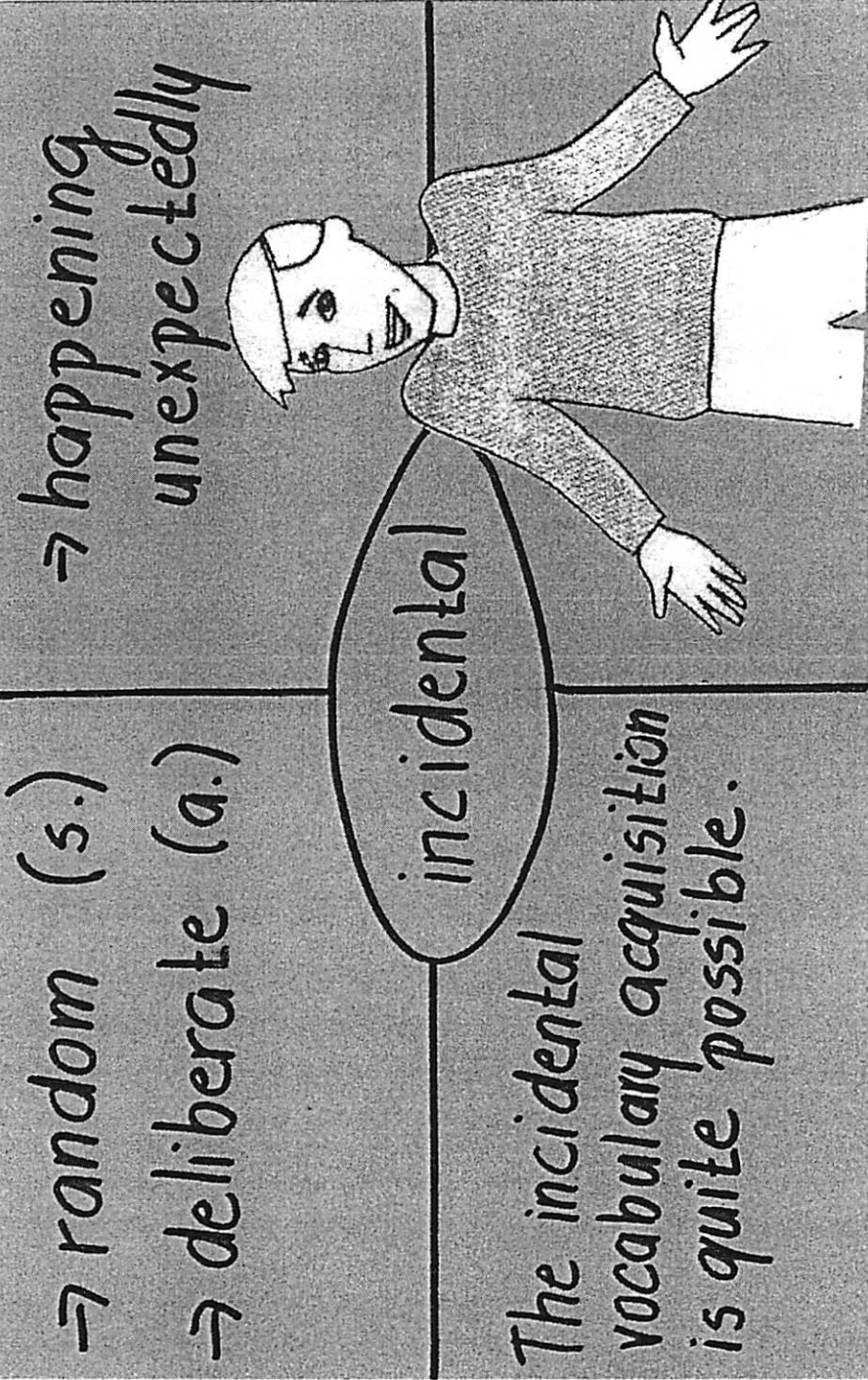
Incidental Vocabulary Learning

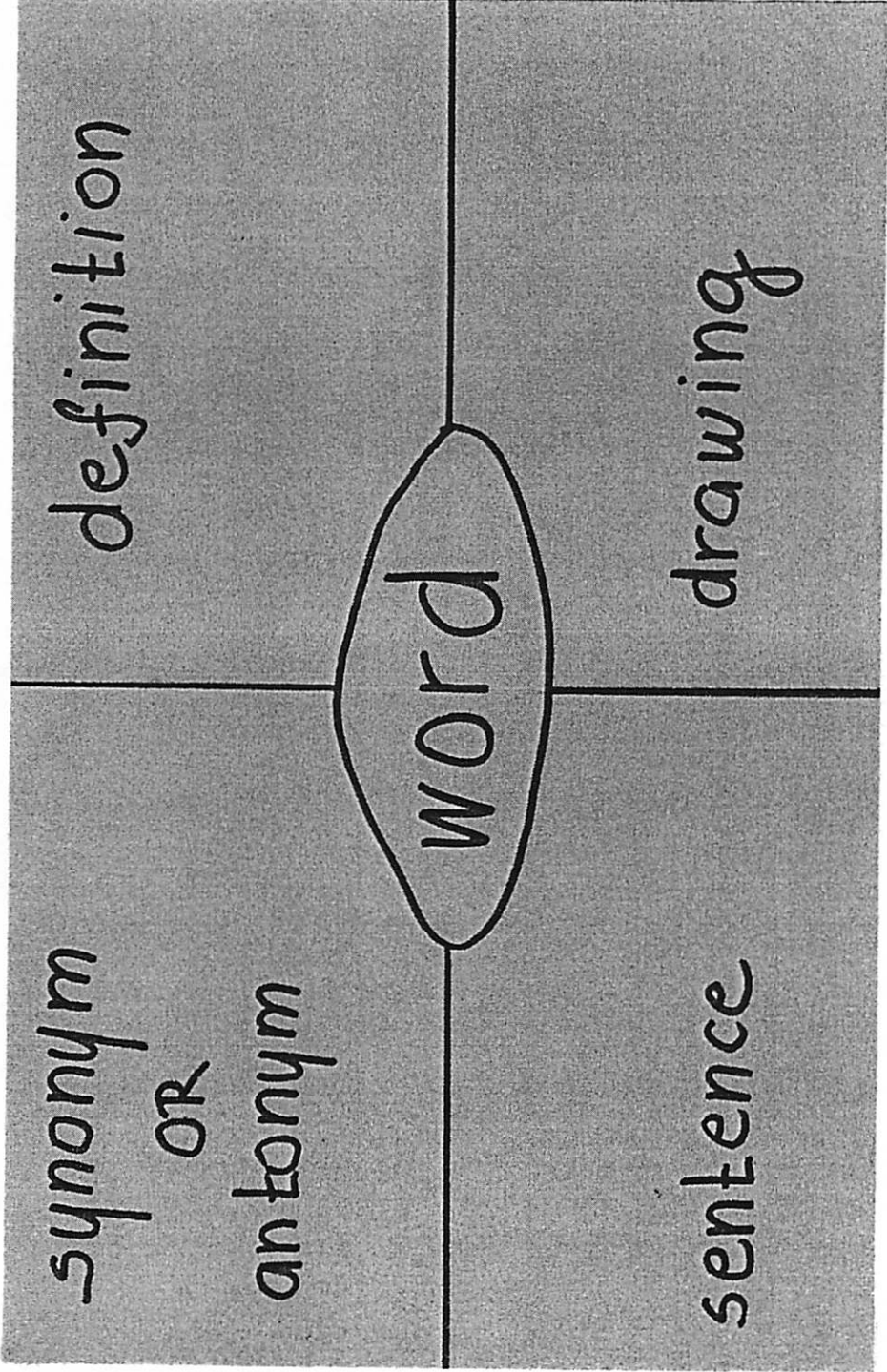
Vocabulary Journal—Template 1.

WORD:		WHERE FOUND:
ORIGINAL SENTENCE:		
MY SENTENCE:		
DICTIONARY DEFINITION:		
MY DEFINITION:		
SYNONYM(S):	ANTONYM(S):	PICTURE / DRAWING:

Vocabulary Journal—Template 2.

DEFINITION		SENTENCE
XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX	WORD	XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX
SYNONYM / ANTONYM		PICTURE





Sublist 1 of the General Service List

This sublist contains the most frequent words of the GSL: 001 - 500

the
be
of
and
a
to
in
he
have
it
that
for
they
I
with
as
not
on
she
at
by
this
we
you
do
but
from
or
which
one
would
all
will
there
say
who
make
when
can
more
if
no
man
out
other
so
what
time
up
go
about
than
into
could
state

only
new
year
some
take
come
these
know
see
use
get
like
then
first
any
work
now
may
such
give
over
think
most
even
find
day
also
after
way
many
must
look
before
great
back
through
long
where
much
should
well
people
down
own
just
because
good
each
those
feel
seem
how
high
too
place

little
world
very
still
nation
hand
old
life
tell
write
become
here
show
house
both
between
need
mean
call
develop
under
last
right
move
thing
general
school
never
same
another
begin
while
number
part
turn
real
leave
might
want
point
form
off
child
few
small
since
against
ask
late
home
interest
large
person
end
open

public
follow
during
present
without
again
hold
govern
around
possible
head
consider
word
program
problem
however
lead
system
set
order
eye
plan
run
keep
face
fact
group
play
stand
increase
early
course
change
help
line
city
put
close
case
force
meet
once
water
upon
war
build
hear
light
unite
live
every
country
bring
center
let
side
try
provide
continue
name
certain

power
pay
result
question
study
woman
member
until
far
night
always
service
away
report
something
company
week
church
toward
start
social
room
figure
nature
though
young
less
enough
almost
read
include
president
nothing
yet
better
big
boy
cost
business
value
second
why
clear
expect
family
complete
act
sense
mind
experience
art
next
near
direct
car
law
industry
important
girl
god
several

matter
usual
rather
per
often
kind
among
white
reason
action
return
foot
care
simple
within
love
human
along
appear
doctor
believe
speak
active
student
month
drive
concern
best
door
hope
example
inform
body
ever
least
probable
understand
reach
effect
different
idea
whole
control
condition
field
pass
fall
note
special
talk
particular
today
measure
walk
teach
low
hour
type
carry
rate
remain

full
street
easy
although
record
sit
determine
level
local
sure
receive
thus
moment
spirit
train
college
religion
perhaps
music
grow
free
cause
serve
age
book
board
recent
sound
office
cut
step
class
TRUE
history
position
above
strong
friend
necessary
add
court
deal
tax
support
party
whether
either
land
material
happen
education
death
agree
arm
mother
across
quite
anything
town
past
view

society
manage
answer
break
organize
half
fire
lose
money
stop
actual
already
effort
wait
department
able
political
learn
voice
air
together
shall
cover
common
subject
draw
short
wife
treat
limit
road
letter
color
behind
produce
send
term
total
university
rise
century
success
minute
remember
purpose
test
fight
watch
situation
south
ago
difference
stage
father
table
rest
bear
entire
market
prepare
explain

offer
plant
charge
ground
west
picture
hard
front
lie
modern
dark
surface
rule
regard
dance
peace
observe
future
wall
farm
claim
firm
operation
further
pressure
property
morning
amount
top
outside

Sublist 2 of the General Service List

This sublist contains the next most frequent words of the GSL: 501 - 1000

piece	alone	ship
sometimes	character	decision
beauty	english	wear
trade	happy	inside
fear	critic	win
demand	unit	suppose
wonder	product	ride
list	respect	operate
accept	drop	realize
judge	nor	sale
paint	fill	choose
mile	cold	park
soon	represent	square
responsible	sudden	vote
allow	basic	price
secretary	kill	district
heart	fine	dead
union	trouble	foreign
slow	mark	window
island	single	beyond
enter	press	direction
drink	heavy	strike
story	attempt	instead
experiment	origin	trial
stay	standard	practice
paper	everything	catch
space	committee	opportunity
apply	moral	likely
decide	black	recognize
share	red	permit
desire	bad	serious
spend	earth	attack
sign	accord	floor
therefore	else	association
various	mere	spring
visit	die	lot
supply	remark	stock
officer	basis	lack
doubt	except	hair
private	equal	science
immediate	east	relation
wish	event	profession
contain	employ	pattern
feed	defense	quick
raise		medical
describe	smile	influence
ready	river	occasion
horse	improve	machine
son	game	compare
exist	detail	husband
north	account	blue
suggest	cent	international
station	sort	fair
effective	reduce	especially
food	club	indeed
deep	buy	imagine
wide	attention	surprise

average
official
temperature
difficult
sing
hit
tree
race
police
touch
relative
throw
quality
former
pull
chance
prove
argue
settle
growth
date
heat
save
performance
count
production
listen
main
pick
size
cool
army
patient
combine
summer
hall
slight
command
enjoy
length
proper
express
health
chief
evening
store
language
degree
lay
current
gun
dog
hotel
strange
separate
boat
fail
clean
dress
anyone
gain

pain
object
knowledge
depend
relate
below
dollar
advance
shape
arrange
population
yes
sell
mention
dry
check
poet
sleep
join
hot
bed
electric
dream
due
season
manner
fit
left
progress
neither
strength
notice
finish
opinion
bill
western
truth
wrong
travel
suit
bank
exact
honor
brother
quiet
marry
corner
handle
danger
hospital
pool
promise
blood
shoot
scene
literature
arrive
film
base
freedom
bar

maybe
hang
suffer
manufacture
frequent
rock
loss
burn
sun
audience
essential
glass
prevent
poem
poor
inch
song
skill
post
popular
radio
animal
conscious
worth
eat
election
faith
wave
murder
model
forget
extend
edge
distance
memory
recommend
division
staff
leg
discussion
address
fly
dependent
ball
shake
frame
extreme
engineer
thick
comfort
latter
camp
oil
discover
examine
difficulty
tooth
middle
choice
refer
enemy

practical
marriage
bridge
declare
lady
cross
daily
afternoon
attend
director
balance
wash
capital
speed
block
citizen
mouth
hill
green
please
motor
agency
encourage
governor
worry
affair
shoulder
bright
mass
sample
pretty
repeat
roll
push
trip
council
clothe
parent
forward
sharp
straight
gas
weight
discuss
fix
load
master
whatever
round
rapid
laugh
finger
spot
propose
shop
broad
replace
reply
extent
lock
employee

ahead
sight
spread
wind
approve
destroy
none
pound
fame
importance
reflect
advantage
match
regular
wage
refuse
existence
hardly
perform
title
tend
exercise
thin
coat
bit
mountain
youth
behavior
newspaper
secret
ability
sea
soft
justice
reasonable
circle
solid
page
weapon
fast
representative
search
pure
escape
crowd
stick
telephone
avoid
garden
favor
news
unless
dinner
someone
signal
yard
ideal
warm
miss
shelter
soldier

article
cry
captain
familiar
seat
guest
weak
excite
king
everyone
wine
hole
duty
beat
perfect
bottom
compose
battle
expense
cattle
flow
kitchen
dust
bottle
admit

Sublist 3 of the General Service List

This sublist contains the next most frequent words of the GSL: 1001 - 1500

tear	stretch	minister
tire	knife	coffee
expression	village	brush
exception	blow	beside
application	mistake	collect
belong	sweet	guide
rich	shout	luck
failure	divide	profit
struggle	guard	lord
instrument	worse	everybody
variety	exchange	prison
narrow	rare	cloud
theater	commercial	slave
collection	request	chairman
rain	appoint	soil
review	agent	distinguish
preserve	dependence	introduce
leadership	bird	urge
clay	wild	blind
daughter	motion	arise
fellow	guess	upper
swing	neighbor	curve
thank	seed	membership
library	fashion	key
fat	loan	entertain
reserve	correct	soul
tour	plain	neighborhood
nice	mail	friendly
warn	retire	pair
ring	opposite	stone
bitter	prefer	lean
chair	safe	protect
yesterday	evil	advertise
scientific	double	mystery
flower	wood	welcome
wheel	empty	knee
solution	baby	jump
aim	advise	snake
gather	content	stream
invite	sport	avenue
moreover	lift	brown
fresh	literary	disease
forest	curious	hat
winter	tie	excellent
box	flat	formal
belief	message	
ordinary	neck	snow
impossible	hate	sheet
print	dirt	somehow
gray	delight	unity
taste	trust	sky
lip	nobody	rough
speech	valley	smooth
reference	tool	weather
stain	presence	steady
connection	cook	threaten
otherwise	railroad	depth

oppose
deliver
ancient
pray
adopt
birth
appearance
universe
busy
hurry
coast
forth
smell
furnish
female
hide
wire
proposal
ought
victory
quarter
engine
customer
waste
fool
intend
intention
desk
politics
passage
lawyer
root
climb
metal
gradual
hunt
protection
satisfy
roof
branch
pleasure
witness
loose
nose
mine
band
aside
risk
tomorrow
remind
ear
fish
shore
operator
civilize
being
silent
screen
bind
earn
pack

colony
besides
slip
cousin
scale
relief
explore
stem
brain
musician
defend
bend
somebody
shadow
mix
smoke
description
fruit
guilt
yield
sensitive
salt
pale
sweep
completion
throat
agriculture
admire
gentle
dozen
particle
pleasant
bay
cup
competition
moon
terrible
strip
mechanic
shock
conversation
angle
tall
plenty
star
yellow
sick
thorough
absolute
succeed
surround
proud
dear
card
lake
breath
afraid
silence
onto
shoe
somewhere

chain
slide
copy
machinery
wake
severe
pocket
bone
honest
freeze
dictionary
calm
swim
ice
male
skin
crack
rush
wet
meat
commerce
joint
gift
host
suspect
path
uncle
afford
instant
satisfactory
height
track
confidence
grass
suggestion
favorite
breakfast
apart
chest
entrance
march
sink
northern
iron
alive
ill
bag
disturb
native
bedroom
violent
beneath
pause
tough
substance
threat
charm
absence
factory
spite
meal

universal
accident
highway
sentence
liberty
wise
noise
discovery
tube
flash
twist
fence
childhood
joy
sister
sad
efficiency
disappear
defeat
extensive
rent
comparison
possess
grace
flesh
liquid
scientist
ease
heaven
milk
sympathy
rank
restaurant
frequency
angry
shade
accuse
necessity
knock
loud
permanent
row
lovely
confuse
gold
frighten
solve
grave
salary
photograph
advice
abroad
wound
virtue
dare
queen
extra
attract
numerous
pink
gate

expensive
shut
chicken
forgive
holy
wooden
prompt
crime
sorry
republic
anger
visitor
pile
violence
steel
wing
stair
partner
delay
gentleman
pour
confusion
damage
kick
safety
burst
network
resistance
screw
pride
till
hire
verb
preach
clerk
everywhere
anyway
fan
connect
egg
efficient
grain
calculate
drag
opposition
worship
arrest
discipline
string
harbor
camera
mechanism
cow
grand
funny
insurance
reduction
strict
lesson
tight
sand

plate
qualify
elsewhere
mad
interference
pupil
fold
royal
valuable
whisper
anybody
hurt
excess
quantity
fun
mud
extension
recognition
kiss
crop
sail
attractive
habit
relieve
wisdom

Sublist 4 of the General Service List

This sublist contains the next most frequent words of the GSL: 1501 - 2000

persuade	mill	bite
certainty	merchant	lung
cloth	coal	lonely
eager	ruin	admission
deserve	introduction	stupid
sympathetic	courage	scratch
cure	actor	composition
trap	belt	broadcast
puzzle	stir	drum
powder	package	resist
raw	punish	neglect
mankind	reflection	absent
glad	breathe	passenger
blame	anywhere	adventure
whenever	amuse	beg
anxiety	dull	pipe
bus	fate	beard
tremble	net	bold
sacred	fellowship	meanwhile
fortunate	fault	devil
glory	furniture	cheer
golden	beam	nut
neat	pencil	split
weekend	border	melt
treasury	disappoint	swear
overcome	flame	sugar
cat	joke	bury
sacrifice	bless	wipe
complain	corn	faint
elect	shell	creature
roar	tempt	tail
sake	supper	wealth
temple	destruction	earnest
self	dive	translate
compete	anxious	suspicion
nurse	shine	noble
stuff	cheap	inquiry
stomach	dish	journey
peculiar	distant	hesitate
repair	greet	extraordinary
storm	flood	borrow
ton	excuse	owe
desert	insect	funeral
allowance	ocean	ambition
servant	ceremony	mixture
hunger	decrease	slope
conscience	prize	criminal
bread	harm	seldom
crash	insure	map
tip	verse	spin
strengthen	pot	praise
proof	sincere	spare
generous	cotton	plow
sir	leaf	telegraph
tonight	rub	barrel
whip	medicine	straighten
tongue	stroke	scarce

lunch
slavery
creep
sweat
gay
stiff
brave
seize
convenient
horizon
moderate
complicate
dig
curse
weigh
priest
excessive
quarrel
widow
modest
dine
politician
custom
educate
salesman
nail
tap
eastern
possession
satisfaction
behave
mercy
scatter
objection
silver
tent
saddle
wrap
nest
grind
spell
plaster
arch
swell
friendship
bath
bundle
grateful
crown
boundary
nowhere
asleep
clock
boil
altogether
lend
holiday
precious
wander
ugly
reputation

ticket
pretend
dismiss
delicate
despair
awake
tea
FALSE
fortune
cap
thread
haste
bare
shirt
bargain
leather
rail
butter
dot
inquire
warmth
decisive
vessel
pity
steam
pin
bound
companion
toe
reward
forbid
wherever
tower
bathe
lodge
swallow
multiply
bow
kingdom
garage
permission
pump
prevention
urgent
aunt
zero
idle
fever
christmas
regret
jaw
soap
pronounce
empire
bowl
outline
organ
imitation
caution
mineral
disagree

blade
trick
treasure
immense
convenience
disapprove
destructive
fork
noon
ownership
tune
polish
poison
shame
loyalty
cottage
astonish
shave
feather
sauce
lid
debt
fade
confess
classification
descend
cape
mild
clever
envelope
invention
sheep
splendid
stamp
float
brick
rice
businessman
backward
qualification
artificial
attraction
lamp
curl
shower
elder
bunch
bell
steer
flavor
spit
rob
cream
interrupt
pen

weave
orange
rescue
crush
humble

fancy
decay
polite
tribe
bleed
coin
fond
autumn
classify
omit
loyal
needle
lessen
complaint
pad
steep
skirt
curtain
calculation
laughter
solemn
grease
interfere
explode
fasten
flag
resign
postpone
patience
boast
rope
envy
airplane
rid
shield
veil
kneel
tray
explosive
brass
taxi
wax
duck
button
invent
remedy
bush
thunder
weaken
poverty
scrape
arrow
tender
cruel
soften
mouse
hay
anyhow
alike
circular
juice

shelf
bake
hatred
cautious
basket
wreck
width
confident
log
heap
suck
ladder
gap
obey
hut
axe
translation
collar
delivery
reproduce
confession
pan
prejudice
voyage
tobacco
simplicity
paste
cake
elephant
ribbon
harvest
ashamed
cave
customary
thief
damp
sew
rust
separation
waiter
pet
straw
upset
towel
refresh
essence
fur
ambitious
defendant
daylight
dip
suspicious
imaginary
ash
carriage
educator
saw
stove
rubber
rug
misery

awkward
rival
roast
deed
preference
explosion
theatrical
cultivate
collector
miserable
wrist
rabbit
accustom
tide
insult
thumb
lump
annoy
toy
heal
shallow
repetition
soup
whistle
scenery

Sublist 5 of the General Service List

This sublist contains the final words of the GSL: 2001 - 2284

apple	drawer	ray
offense	disregard	lazy
cork	nowadays	limb
ripe	patriotic	grammatical
temper	tin	beast
sore	penny	monkey
pinch	cage	jewel
diamond	pardon	persuasion
razor	lately	obedience
imaginative	offend	sock
hook	coarse	vowel
copper	spoil	hammer
landlord	horizontal	inn
influential	sting	chimney
rot	ditch	dissatisfaction
hollow	librarian	annoyance
enclose	meantime	ornament
harden	cough	honesty
wicked	deaf	outward
stiffen	sword	sharpen
silk	messenger	handkerchief
upright	vain	greed
selfish	castle	heavenly
stripe	elastic	thirst
pig	comb	niece
inward	rod	spill
excellence	widen	loaf
rake	sorrow	wheat
purple	inventor	worm
hasten	cliff	secrecy
shorten	umbrella	rude
applause	interruption	heighten
ache	merry	flatten
apology	gallon	loosen
knot	conquest	cheese
nephew	headache	rivalry
cushion	tailor	royalty
drown	bucket	discontent
nursery	scent	complication
pint	signature	fright
fierce	cart	indoor
imitate	darken	flour
aloud	sometime	actress
gaiety	applaud	congratulation
robbery	underneath	ounce
tighten	hello	fry
perfection	pretense	everlasting
scorn	descent	goat
whoever	conquer	ink
trunk	framework	disappearance
wool	confidential	reproduction
sailor	adoption	thicken
competitor	disgust	avoidance
moonlight	waist	spoon
deer	momentary	strap
bean	receipt	deceive
everyday	pearl	lengthen

revenge
correction
descendant
hesitation
spade
basin
weed
omission
old-fashioned
bicycle
breadth
photography
coward
mat
rejoice
cheat
congratulate
discomfort
enclosure
attentive
paw
overflow
dissatisfy
multiplication
whichever
tidy
bribe
mend
stocking
feast
nuisance
thorn
tame
inclusive
homemade
handwriting
chalk
sour
slippery
procession
ripen
jealous
jealousy
liar
homecoming
barber
whiten
berry
lighten
pigeon
hinder
bravery
baggage
noun
amongst
grammar
cultivation
companionship
rubbish
modesty
woolen

deepen
pastry
cupboard
quart
canal
notebook
deceit
parcel
brighten
moderation
punctual
hurrah
lipstick
uppermost
fatten
conqueror
hindrance
cowardice
obedient
saucer
madden
scold
weekday
rotten
disrespect
widower
deafen
donkey
businesslike
motherhood
sadden
handshake
calculator
headdress
scissors
translator
possessor
shilling
redden
motherly
whose
cultivator
whom
homework
electrician
oar
bribery
sweeten
sow
pronunciation
beak
plural

Paragraph Race For the Poem, *Jabberwocky* (with minor alterations)
By Lewis Carroll

(1) The day was
sunny and brillig. (2)
But I wasn't happy; I
was lost in uffish
thought. (3) A dirty
frumious lout had stolen
my love. (4) In my
imagination I saw her
galumpting back to me.
(5) Oh! What a frabjous
day that would be!

Building Vocabulary Fluency

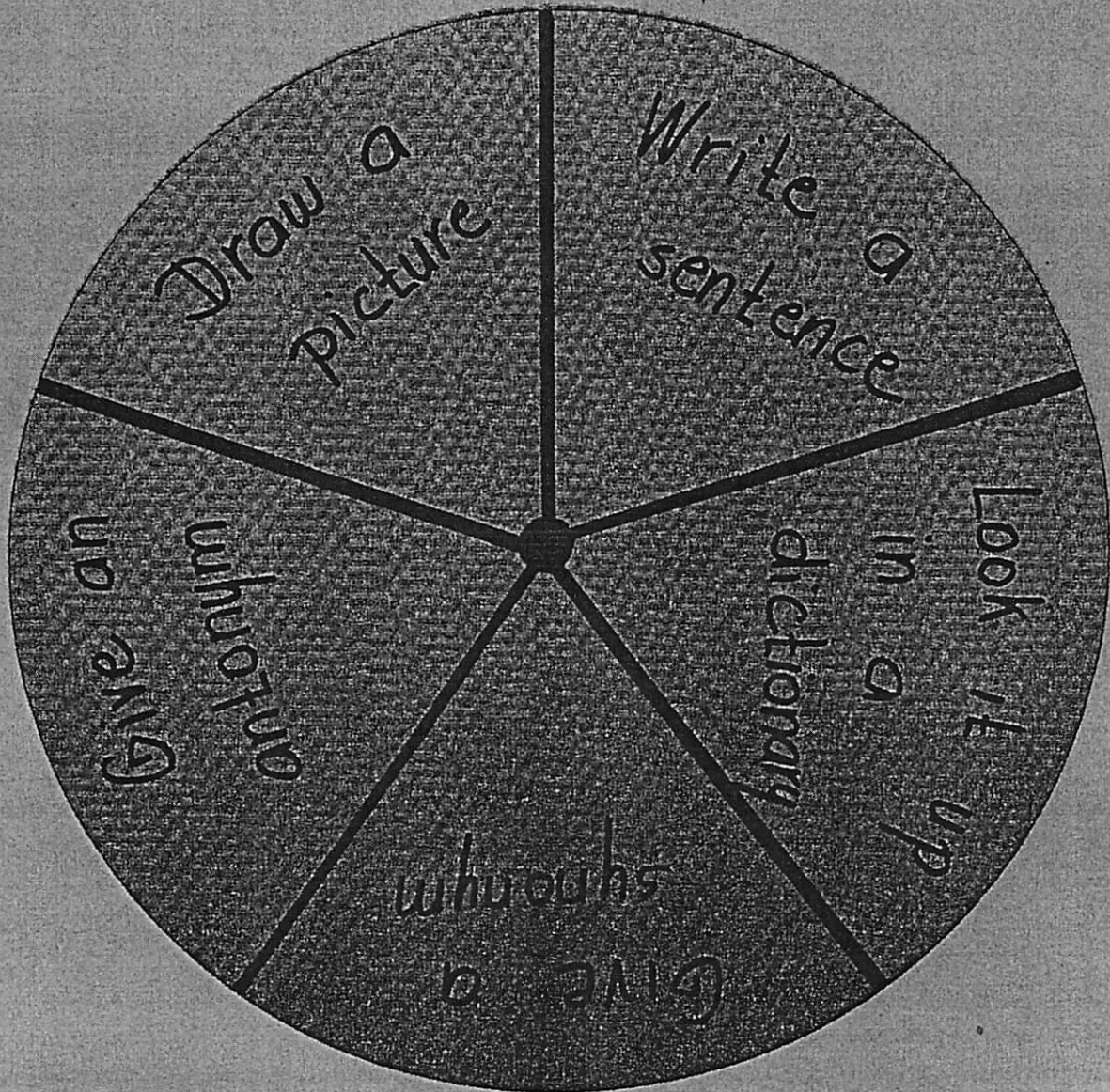
1 communicative 2
3 exposure 5
6 dictionary
7
8
9 root
10
11 fluency
12 suffix
13 approach
14
15 incidental
16 bilingualized

Building Vocabulary Fluency

A crossword puzzle grid with handwritten letters and numbers. The words are:

- 1. Extension
- 2. Extension
- 3. Vocabulary
- 4. Excuse
- 5. Expensive
- 6. Excuse
- 7. Excuse
- 8. Excuse
- 9. Excuse
- 10. Excuse
- 11. Excuse
- 12. Excuse
- 13. Excuse
- 14. Excuse
- 15. Excuse
- 16. Excuse

Spin That Clip



Review

Instructions:

You have only 1 minute at each workstation. Try to match the words on this handout with the best collocations.

WORKSTATION 1

explicit instruction
extensive reading
developing fluency

WORKSTATION 2

lexical corpora
applied linguistics
simplified materials

WORKSTATION 3

incidental learning
academic word list
authentic materials

WORKSTATION 4

vocabulary acquisition
word definition
best practices

WORKSTATION 5

marginalized dictionaries
exposure rate
guessing words

ANSWERS:

1---explicit; extensive; developing; *benefit, repeatedly; development;*

2---corpora; linguistics; materials; *teacher; sensitivity; opportunities;*

3---incidental; academic; authentic; *strong; collocation; immediate;*

4---acquisition; definition; practices; *incidental; relax; increasingly;*

5---bilingualized; exposure; guessing; *plus; well; role;*

These words are in their order, i.e. workstation one—EXPLICIT INSTRUCTION, EXTENSIVE READING, DEVELOPING FLUENCY; the three extra words are there to make it more difficult—BENEFIT, REPEATEDLY, DEVELOPMENT—they do not match.

Make That Noise!

SPELLING	SYNONYM or ANTONYM	DEFINITION	SENTENCE (at least six words)
probably	maybe possible	could happen might happen	I will probably get the movie today
worry	concern	to be concerned	...

decide on team noise ...
pull out a card ... write word...

Developing Vocabulary Fluency

Interactive Crossword Puzzle

One way to have students review and practice the vocabulary presented in class is by means of an interactive crossword puzzle. Go to www.puzzlemaker.com or use MS Excel. If you decide to prepare the puzzle on the website, click on **CRISS-CROSS**. Give your puzzle a title and enter one word at a time followed by a space followed by the same word. Print two copies of the puzzle, and fill in the words across on one sheet and down on the other. Students give their partners clues to figure out the missing words in their puzzles.

Spin That Clip

Another useful technique for vocabulary fluency practice is by using the ‘wheel’. With a pair of scissors, make a hole in the middle of each wheel. On the whiteboard, put the words you want your students to work with. Divide students into pairs or groups of three. Ask them to put a little bit of mounting putty on their desks, place the wheel on top of it, put a larger-sized paper clip in the middle, and insert a pencil or a pen on the very top. One of the students spins the clip and the other/s follow the instructions on it.

Make That Noise!

Prepare a list of words that you want your students to review. Put students into groups of three or into pairs. Each group (or pair) decides on the type of noise they want to use for the activity (clap their hands; snap their fingers; whistle, etc.). Distribute the attached sheet. Say the first word on the list. Students proceed to fill in the blanks with their partners. When they are done, they ‘make their noise.’ Students tend to cheat at times—they don’t write all the answers down, but say they ‘know’ the answers. I consider that cheating and take away points from them for this. **ALL THE ANSWERS NEED TO BE WRITTEN DOWN.** If all their answers are correct, they get ten points for each answer (feel free to change the rules). The pair/group with most points at the end of the game wins a prize.

Guessing Vocabulary from Context

EXERCISE 5

In the paragraphs below, one word has been replaced with a nonsense word. Working with another student, first read the whole paragraph. Then use the context to guess what that nonsense word means. If you do not know the exact meaning in English, try to describe it.

1. What is a "zip"? _____

Everyone who visits Russia should first get a zip. If you come by train, you must already have a zip. You will not be allowed to enter at all without one. Travelers without zips will be sent back where they came from. Zips are given on the spot if you arrive by plane or by car. However, you may have to wait a long time for one. This can be avoided by getting a zip before you leave home.

2. What is a "zap"? _____

Various kinds of zaps are available in Oslo. Some are for only an hour, some for a day, some for three days. The three-day zap is useful for the tourist who wants to visit different parts of the city. It allows you unlimited travel for three days on the local trains and buses. Zaps—and information about the buses and trains—are available at all tourist offices.

3. What is a "zep"? _____

In Paris it is wise to get yourself a zep as soon as possible. It is very easy to get lost if you leave the main streets. You can buy zeps in the train station, but they are not complete. Better zeps can be found in the bookstores. These have more details, and they show all the named streets.

4. What is a "zop"? _____

Trains connect the larger cities in Tunisia, but there are not many smaller train lines. To travel between the smaller cities and towns, most people take buses or zops. These zops are often cheaper than the buses or trains. They leave as soon as they have five people who want to go to the same place. That might be a distant city or a town nearby. The destination of the zop is written on a sign on the roof of the vehicle.

5. What is a "zup"? _____

The zups always run along the same routes in Istanbul. They usually stop only at the main bus stops. But if you ask the driver, you can get off anywhere. These zups are faster and more comfortable than the buses. At the same time, they are also much cheaper than normal taxis. The cost of a trip is divided among the passengers, usually four or five people. For these reasons, zups are a very popular way of getting around the city.

Mikulecky, Beatrice and Linda Jeffries. More Reading
Power. Pearson Education. New York. 2004.

Independent Strategy Development

Play Mystery Word To play this game, give a series of clues. As students hear the clues, they look for the word in the dictionary until they have narrowed it down to just one. For Example: I begin with the fourth letter of the alphabet. My second letter is an 'o', and I am three syllables long. I come before 'dog' in the dictionary. My last letter is "t."

Play 'Find a Word That...' This game is similar to Mystery Word in that you give clues and the students look for a word. The difference is that the clues are broader and many words could be a correct answer. This one is fun because students enjoy finding more than one word to fit the clues and sharing their words with each other. Example: Find a word that begins with "s," is two syllables long, has double letters, and is an adjective.

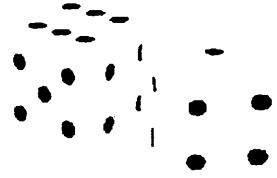
Random Words Pick a random word from the English dictionary and ask the students to look it up and then read aloud the word and its definitions. Repeat this task three more times. Then ask the students to create a sentence or short paragraph that uses all of the words that were looked up and read.

Dictionary Race This is a dictionary speed drill for more than one student. Ahead of time, prepare a list of words and the dictionary page numbers on which they are found. Divide the students into teams and give each team the list of words (without the page numbers) and dictionaries for each team member. Teams race to find the words in the dictionary and write the page numbers next to the word. The first team to find all of the page numbers wins.

Another way to play this game is to number the members on each team and give one dictionary to each team. Don't give out the list ahead of time. Just call out a number and a word. The team members with that number race to find the word and shout out the page number. Choose ahead of time whether to allow students to help their teammates or just cheer them on.

To decrease the competition among students and help them focus instead on their own improvement, don't divide them into teams. Before teaching about headwords, play the first version of the game once as a whole class. Then teach about headwords and play again. Celebrate the increase in speed.

10 Vocabulary Review Games



1.) Keep the Balloon Up

Students stand in a circle and try to keep a balloon from touching the ground. Before hitting the balloon, they have to say one of the words of the day (or words in a particular category).

2.) Reverse Taboo

Divide students into teams of 4-5. Have one representative from each team come and sit at the front of the class facing his/her teammates. The teacher writes a review word on the board. The teammates try to describe the word so that the representative sitting in the chair can guess the word. The first representative to guess the word gets a point for his/her team. After 3 rounds, each team sends a new representative to the front. The game is really noisy because all of the teams are talking at the same time, but students really enjoy it.

3.) Newspaper Bash

Students sit in a circle. One student stands in the middle of the circle. Each student in the circle takes on one of the review words as his/her word. The person in the middle is given a rolled up newspaper. One student in the circle starts by saying his/her own word and then says another student's word. The student whose word was called says his/her word and then says another student's word. For example, if the class is reviewing fruit, Apple says, "apple, pear." Pear says "pear, grape." Grape says "grape, banana." Meanwhile the student with the newspaper is listening for those in the circle to mess up. For example, if Banana says "banana, pear," the student in the middle tries to hit Pear before Pear says "Pear, (another fruit). If the student in the middle hits one of the seated students, that new student must stand in the middle and the basher gets to sit in the circle. Continue the game with the newly seated student calling his/her word and another word.

4.) Catchphrase

Write review words on individual cards. Have students sit in a circle and divide class into 2 teams, every other person on one team. Give a stack of words to one student. His/her team has 1 minute (or however long you designate) to guess as many words as they can. Give teams points for every word they guess. The stack of words is passed to the next student in the circle how has a minute to get his/her teammates to guess words.

5.) Words in a Bag

Write review words on strips of paper, fold them up, and put them in a bag. Or, students can be given several strips of paper each and instructed to think of words themselves. Students sit in a circle, every other person on one team. The game starts like Catchphrase. Students try to get their teammates to guess as many words as possible in one minute by describing the words. A point is given for each word guessed. Once all of the students have done this, they put all of the words back in the bag again. The next round is similar, but the students are only allowed to say one word to get their teammates to guess. Points are given for each word guessed. Once all of the students have completed this round, they put all of the words in the bag again. For the last round students have to act out the words to get their teammates to guess. Provides a lot of repetition of new words.

6.) Hit the Board

Write review words scattered all over the board. Put students into 2 teams and have them line up in front of the board so that the first person in each team is facing the board and the others are behind him/her. The first person in each line is given an index card. The teacher calls out the definition of one of the words and says, "go." The students with the index cards run to the board and try to hit the correct word with their cards. The student who gets the word earns a point for his/her team. These first ones pass their cards to the next in line and go to the back of the line. Game continues.

7.) Steal the Bacon

Divide students into teams and have the teams line up against the walls on opposite sides of the room. Put a chair in the middle of the room and place a board eraser on the chair (or some other object that can be easily snatched up). Each student in the first team gets a number, starting with number 1. Each student in the second team gets a number, starting with number 1. If there are less students in one team, one student in that team can be given 2 numbers. The teacher calls out the definition of a word and then says a number. The students with that number (1 from each team) run to the middle and try to grab the eraser. The student who grabs the eraser has a chance to guess the word. If the answer is correct, a point is given to that student's team. If the answer is incorrect, the other team gets a chance to guess. A student whose number is called can consult with his/her team before running to the middle, but one that student runs, he/she can no longer get input from the team.

8.) The Conversation Game

Divide class into 2 teams. Distribute 2-3 cards with vocabulary words to each student. Begin by introducing a topic for conversation. Students should raise their hands to participate in the conversation by using their vocabulary words in statements or questions to add to the conversation. Teams compete to use all of their words first.

9.) Word Sorts

Students are given a selection of vocabulary words to sort into categories of their own making. Then they explain how they sorted their words. This can be done individually, in pairs, or in groups. Alternatively, with large lists of learned vocabulary, the teacher can call out a particular category (for example, words that describe people, words that refer to movement, words that refer to size) and see which group of students is the first to find a set number of words that fit that category.

10.) Describing Pictures

Put a list of vocabulary words on the board. Show students an interesting picture and ask them to use some of the vocabulary words to describe the picture. This activity can be done orally or in writing by students working alone, in pairs, or small groups. Alternatively, each student writes about a different picture. All the pictures are displayed and other students guess which picture goes with each description.

'IT' Vocabulary Practice

A day or two before this review, give students a complete list of words you want them to review. Ask students to be ready to explain the words, give definitions of the words, synonyms, and/or antonyms. On the day of the activity, divide the class into two groups—an odd number of students would be the best. Have the groups sit in two rows facing each other. The student without a partner is 'IT'. 'IT' walks behind either of the rows and then stops, looks at, and addresses a player in the further row by showing her or him an index card with a word on it. That player then has 15 to 20 seconds to provide a definition (or an explanation, synonym, or antonym) of this word to her or his partner, and the partner has to guess the word. If either of them makes a mistake (for example, if the definition is not correct or the partner is not able to guess the word), that person changes places with 'IT'.

Flashlight / Laser Pen Game

Write all the words you plan to review on large index cards and place them around the room. Review definitions or have students find the definitions for the words. Then divide the class into groups of three or four and give each group a flashlight or a laser pen. Read the first definition out loud. Students discuss which word goes with the definition you have provided. Alternatively, the student with the laser pen needs to decide on his own. On one, students get ready, and on two they aim their flashlight on the word. On three they shine the lights on the right word. Make sure they can't copy and are forced to think about the right answer for themselves. If their answer is correct, they receive one point for their team. Award prizes for the winning team.

Cell Phone Photo Dictionary

This activity is very simple. All you need to do is ask students to take pictures with their cell phones or digital cameras that remind them of the new vocabulary for the day. Then they have to share them with the class and explain why they chose the images they did. You can make this into a competition by asking students to snap as many pictures as they can if those are somehow associated with the words they are learning. In class, you can vote on the best pictures.

MIA

Make flashcards with words or just pictures that represent those words. Show students all the flashcards together. You can do this by mounting them on the whiteboard or using an OHP, which would probably be easier. Then ask students to turn away from the whiteboard and remove a couple of words from the list. Students have to turn back and guess which words are missing. For extra points, you can ask students to write sentences with those words. Students could also play this little game in pairs.

Memory Game

Write a list of words on a transparency (or use PowerPoint). You can use any words you have pre-taught, but these words should contain the same number of letters in order to help students memorize them more easily. Show the list to students and tell them they have two minutes to remember the words. Then cover the words up and ask students to write down as many as they can remember. Assign points to the group that was the fastest and/or had the most words (use call bells). Repeat with a new list of words.

Word-Whispering

Divide the class into two groups. Ask them to line up and give a marker to the student at the front of the line (closest to the whiteboard). Whisper or show a word to students at the front and say 'begin.' Students have to whisper this word to the person in front of them and hand them the marker. They continue in this fashion until the last person in line gets the marker. That person then runs to the whiteboard and writes the word on it. That same person then stays at the front of the line (closest to the whiteboard) and becomes the first person to hear or see the next word. The game goes on until you have reviewed all of the words.

Smileys

Give each student two index cards of different color. Ask them to draw a happy face on one and a sad face on the other card. Then read a text that students are already familiar with. Read very slowly and remember to pause after each sentence. Students need to listen very carefully and after each sentence, they show you one of the cards. If they show you a happy-face card, it means that the sentence is fine. If they show you a sad-face card, it means that the sentence is wrong (i.e. it is missing a word or one of the words is wrong etc.). Students then choose a word from a pool of words that you wrote on the whiteboard that will make the sentence complete and/or correct. This is a fun way to review previously introduced vocabulary.

It's (Not) All in the Family

This activity should help students to think about the relationships of the words in more depth. Before you ask students to do this activity, you may want to determine the categories you want them to

put the words into. However, to force students to think about the words, you may ask them to determine these categories by themselves. When you finish a unit or complete reading a set of texts, write up all the words you want students to work with and put those on a transparency or a sheet of paper (alternatively, you may ask students to simply use the texts and choose their own words). Students' task is to put as many words in the categories of their or your choice as possible. Give students a time limit for this activity or ask them to do it at home. They can work individually or in pairs or even groups of three. You can ask them to write the words on enlarged post-its and then explain the relationships between and among the words to the class when they are finished. If they do this activity individually, they can show their final product to partners and discuss their word choices.

Vocabulary Flyers

This is a good activity for your students to do if you ask an emergency sub to help you out, you don't have a solid lesson plan, and you want students to review vocabulary. Give pairs or individual students colored paper, one oversized post-it, magazines with pictures, a list of words you want them to review, scissors, and some glue (also, consider doing this activity during the lab so students can find their own pictures and print them out instead of your bringing the magazines in). Ask students to prepare a vocabulary flyer using a set number of words from the list you gave them. Instead of writing up a list of words, students may want to prepare a flyer using words from articles they have read and select their own words. Provide very clear instructions for this activity—for example,

do you want them to make sentences or use just words and phrases? Does their flyer need to have a heading/title? How many sentences should they write? How many pictures should they use? Will you allow them to draw pictures instead of printing them out? Should they underline the words they are trying to review? You can also assign this activity for homework and ask students to have a 'flyer show' class.

Class Dictionary

For this project to happen, you need to be in the same classroom four days a week. On one of the walls of your room, place a sign that says, "Owning My Vocabulary". Explain to students that those are the words and phrases they know and use to communicate effectively. Next to that, place a picture with a hand with one finger extended and a sign that reads, "I have no idea what this word means," then a hand with two fingers extended and a sign that reads, "I've heard this word before, but I don't know what it means," then a hand with three fingers extended and a sign that reads, "I think I can figure out a meaning for this word," then a hand with four fingers extended and a sign that reads, "I know this word and can use it in a sentence," and finally a hand with all fingers extended and a sign that reads, "I own this word because I've used it at least three times in my written and spoken communication." When you introduce new vocabulary in your class, ask students how familiar they are with it by showing you their hands and extending the appropriate number of fingers. Then together decide where to place the words. Move words around often and once most students 'own' their vocabulary, remove the words from the list altogether so that

you have wall space for new words. Also, remember to regularly refer to the lists and praise students whenever they use the words from them.

Speed Game

Divide your class into four teams of two students or three or four teams of three students. Ask the team members to come up with team names and write those on the whiteboard. Ask one student from each team to come and sit at the special 'play table' you have set up. On this table, place any number of index cards with the words students have previously learned. For part A of this game, ask the first round of players vocabulary questions (five or six is a good number). In response, students must grab the appropriate index cards and show them to you. Once they touch a card, however, they must keep it even if the answer is incorrect. Add or subtract money from the teams for correct and incorrect answers. (Examples of questions are 'give me all the verbs, nouns, adjectives, interjections, conjunctions, adverbs, [un]countable nouns, synonyms of, antonyms of, collocations of; give me all the words with positive/negative connotations; give me the word that means the same as; give me all the [in]formal words; listen to the sentence and fill in the missing word, etc.) When all the players from all the teams have had their turn, begin part B. For this part, start with the first round of players again and use the words from the table. (Examples of questions are 'make a sentence with this word; spell the word; unscramble a word or story; etc.) Use buzzers or call bells. Once again, add or subtract money from the teams based on their answers. Award a prize to the winning team.