S. Atajanova, Z. Yusupova

WORD STUDY

S. Atajanova, Z. Yusupova

WORD STUDY

Uslubiy qo'llanma

Urganch – 2011

Mazkur uslubiy qo'llanmadan chet tili oqitish uslubiyati fanining eng asosiy va dolzarb mavzularini o'qitishda foydalanish uchun mo'ljallangan.

Ushbu qo'llanmadan mutahasislik fanlarini o'rgatishda, maktab, kasb-hunar kollejlari va universitet talabalarining lug'at boyligini o'stirishda foydalanish mumkin.

Mas'ul muharrir   J. Ermetova, UrDU ingliz tili kafedrasi dotsenti

Taqrizchilar: K. Madraimov, UrDU ingliz tili kafedrasi katta
                       o'qituvchisi,
                  R. Salihova, TTA Urganch filiali katta o'qituvchisi

CONTENT

INTRODUCTION

This word game manual helps to build English vocabulary with fun practice activities for students. Users choose the vocabulary list that the online word game will use in the word game. The vocabulary games are popular for use on smart boards for word games to build vocabulary skills in classrooms.

There has been a revival of interest in vocabulary teaching in recent years. This is partly due to the recent availability of computerized databases of words (or corpora), and partly due to the development of new approaches to languages teaching which are much more 'word-centred', such as the 'lexical approach'. However, these developments have been slow to reach teachers in a form that is easily transferable to the classroom. This manual aims to bridge that gap: to sketch in the theoretical background while at the same time suggesting ways in which the teaching of vocabulary can be integrated into lessons.

Given the challenge involved in processing, storing and producing words in a second language, the book attempts to answer the question: what can teachers do to help? Before looking at specific producers and techniques, we will need first to define what a word is, and how words relate to one another. Many people build their English vocabulary through a blend of methods – by taking English classes, reading books, watching movies in English, and studying English with English language software. Playing word and vocabulary games is a valuable part of learning English. There are thousands of vocabulary words in our vocabulary lists.

The fun of English vocabulary games can help both native and foreign speakers of English build their English language vocabulary skills. There are vocabulary word games for all levels of English.

If students experience a new term or phrase once only, they will be left with their initial, partial understanding of the term or phrase. To develop deep understanding of the terms and phrases in their academic vocabulary notebooks students must be engaged in review activities. Once a week or perhaps more frequently, students might be offered activities that add to their knowledge base about the terms and phrases in their notebooks. For example, they might make comparison between selected terms in a given subject area or between subject areas; they might create analogies or metaphors for selected terms; they might simply compare their entries with those of other students. Finally, they might be engaged in games that use the terms and phrases from the

academic vocabulary notebooks. After each of these activities students should be asked to make corrections, additions, and changes to the entries in their notebooks. In this way, students' knowledge of the academic terms and phrases might deepen and become a sound foundation on which to understand the academic content presented in class.

THANKS FOR YOUR ATTENTION

A TOOL OF TEACHING VOCABULARY

Learning new vocabulary words can be accelerated if you study using a method that caters to your learning style. Visual learners learn words best by seeing words repeatedly. Auditory learners learn words best by hearing words repetitively. Kinesthetic learners learn words best by writing words repetitively.

Learning new vocabulary words can be accelerated if you study using a method that caters to your learning style. Visual learners learn words best by seeing words repeatedly. Auditory learners learn words best by hearing words repetitively. Kinesthetic learners learn words best by writing words repetitively.

In book we looked at classroom activities designed to integrate newly acquired words into the learner's mental lexicon. Key principles underlying such activities are the importance of:
- making successive decisions about words;
- productive as well as receptive tasks;
- the judicious use of highly engaging activities such as games.

Decision-making tasks include the following types:
- identification;
- selecting;
- matching;
- sorting;
- ranking and sequencing.

Production tasks can be divided into those that require:
- completion of sentences and texts;
- creation of sentences and texts.

Games that draw attention to newly learned words often encourage recall through guessing and categorizing.

Six Steps process in the instruction of vocabulary (Building Academic Vocabulary). The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

Step 1: The teacher will give a description, explanation, or example of the new term.

● Provide learners' information about the term.

● Determine what the learner already knows about the term.

● Ask learners to share what they already know as a means of monitoring misconceptions.

● Ask learners to share what they already know to use this knowledge as a foundation for more learning.

● Utilize examples, descriptions, but **not definitions. Definitions** are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.

● Instruct learning of proper noun terms through identifying characteristics of the proper noun.

Step 2: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

● Remind learners to not copy, but use their own words.

● Monitor students to determine if any confusion exists.

● Provide more descriptions, explanations, or examples if necessary.

● Request that students record these in their Academic Notebook Worksheet. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.

Step 3: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

● Provide learners a nonlinguistic method of vocabulary mastery.

● Share examples of other learners' drawings or allow students to work in teams to help those who complain that cannot draw.

● Teach the concept of speed drawing for those who labor too long over their work.

● Ask learners to share their work.

● Use graphics from magazines or the Internet.

Vocabulary Quiz Using Images

● Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.

Step 4: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.

● Remind learners to not copy, but use their own words.

● Distribute the Academic Notebook Worksheet to assist learners in organizing their vocabulary terms.

● Encourage learners to identify prefixes, suffixes, antonyms, synonyms, related words for the vocabulary term as "new info" on the Academic Notebook Worksheet.

● If English is a second language to the learner, provide an opportunity to translate the word into their native language (BabelFish).

Step 5: The learner will discuss the term with other learners.

Pair-Share Strategy:

1. THINK: Allow think time for learners to review their own descriptions and images of the terms.

2. PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.

3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

Monitor as learners help each other identify and clear up confusion about new terms.

Step 6: The learner will participate in games that provide more reinforcement of the new term.

● Walk around the room and check their work when learners are working on their Academic Notebook Worksheet.

● Check the notebooks to evaluate accuracy.

● Listen for misconceptions when learners are playing games/ activities.

● Provide an opportunity for learners to work together.

DIFFERENT ACTIVITIES AND GAMES   FOR TEACHING VOCABULARY

1. Silly questions

1) What has teeth but can't bite? – Comb;
2) What has got a wave but no sea? – hair;
3) What flowers have two lips? – tulips;
4) What is orange and sounds like parrot? – a carrot;
5) What is white when it's dirty, and black when it's clean? – a blackboard;
6) What nail should you never hit with a hammer? – your finger nail;
7) What day do fish hate? – Fry-day;
8) What begins with t-T, end with T and T in it? – teapot;
9) Which room has no doors no windows? – mushrooms;
10) What has two heads four eyes six legs and a tail? – a horse and it's rider's.

2. Puzzles. Change a letter

Change one letter of each word to produce the name of an animal. For example: ax-ox

> Hat-cat
> House-mouse
> Boat-goat
> Lamp-lamb
> Pie-pig
> Pen-hen
> Half-calf
> Pear-bear

3. General knowledge questions

1) Who was the first man in space? – Gagarin;
2) Which is the smallest ocean? – Arctic;
3) Who is the first president of the USA? – Washington;
4) Who gave his name to the month of July? – Julies Ceaser;
5) What's the highest mountains in the world? – Everest.
6) What are The Sun, The Independent, The Guardian ? – news-papers;
7) How many legs has a spider got? – 8;
8) What should you say in English if someone sneezing? – bless you;
9) Which continent has the biggest population? – Asia;
10) Which planet is the fifty from the sun? – Jupiter.

4. Brainstorm round the world

Teacher takes a word which the class has recently learned and asks the pupils to suggest all the words the associate with it. Teacher writes each suggestion on the board with a line joining it to the original word. For example: "clothes" pupils may say dress, scarf, skirt, coat, hat, socks, and jeans.

5. Scrambled words and sentences

Teacher writes on the board words the pupils have recently learned or ones they have difficulty spelling with the letters in scrambled order. It is best to have the words all associated with one given them, for example teacher might give an elementary class a set of words like: gdo, sumoe, olw, knymol, tca, tnhpeeal. And tell them these all animals.In the time given they work out as many as they can of the answers: dog, mouse, cow, monkey, cat, elephant, and bird.

Teacher picks a sentence of her course book & write it up on the board with the words in jumbled order for example :early I the I week to during have to go sleep.

The pupils work out and write down the original sentence. (I have to go to sleep early during the week.) Teacher can use this activity to review a grammatical point taking the sentences from a grammar exercise.

ACTIVITY: WORK IN PAIRS

Ask learners to make their own list from the words that come up in the lesson (see below under other students) and to bring their lists to class for the next lesson . At the beginning of the following lesson , pair students up to test each other on their word lists .

Learners can also make lists of words that have appeared in previous units of the coursebook, and test each other by, for example, asking How do you say …………in English?

Or what's the English for…? Or, they could prepare gapped sentences to be completed by words from their lists .

Here is a sequence from a coursebook that requires students to make several decisions about both the meaning and form of a lexical set of character words :

Character adjectives

You should tick if you want to say yes, at the end count how many positive and negative answers you have.

WHAT SORT OF PERSON ARE YOU?

1. Are you usually smiling and happy? ( ).
2. Do you enjoy the company of other people? ( ).
3. Do you find it difficult to meet new people? ( ).
4. Is it important to you to succeed in your career? ( ).
5. Does your mood change often and suddenly for no reason? ( ).
6. Do you notice other people's feelings? ( ).
7. Do you think the future will be good? ( ).
8. Can you friends depend on you? ( ).
9. Is your room often in a mess? ( ).
10. Do you get annoyed if you have to wait for anyone or anything? ( ).
11. Do you put off until tomorrow what you could do today? ( ).
12. Do you work hard? ( ).
13. Do you keep your feelings and ideas to yourself? ( ).
14. Do you often give presents? ( ).
15. Do you talk a lot? ( ).
16. Are you usually calm and not worried by things? ( ).

WORK IN PAIRS:

1. Do you personally quiz above to discover what type of person you are? Use a dictionary to check any new words. Write Y for yes, N for no, and S for sometimes.
2. Ask your partner to do the quiz about you. Look at your ideas and your partner's ideas about you. Are they the same?
3. Match these adjectives with the questions in the quiz.

A	untidy	I lazy
B	optimistic	J generous
C	sociable	K moody
D	talkative	L hard working
E	reserved	M easy going
F	shy	N reliable
G	impatient	O cheerful

H ambitious   P sensitive

Which are positive qualities and which are negative? Which could be both?

4. What is opposite of each of the sixteen adjectives in exercise 3?

Remember that the prefixes in- and un- can sometimes be used to make negatives. Which of the adjectives above can use these?

5. Describe someone in the class to your partner but don't say who it is. Can your partner guess who it is?

WORK IN PAIRS

Think about what people do when they travel by plane. Put the actions below in the correct column.

Before the flight	After the flight
-Check in	-leave the plane

Leave the plane, collect your baggage, go through passport control, listen to the safety instruction, go through customs board the plane, go into the arrivals hall.

Number the actions in the order people do them.

Land, Unfasten your seatbelt, Go in to the departure longue; Go to the departure gate, Fasten your seatbelt.

WORK IN PAIRS

Ask and say how you feel about your town or village.

I love it. It's all right. I can stand it.

Which of the following adjectives can you use to describe your town or village ?

Interesting, boring, annoying, depressing, frightening, marvelous, beautiful, peaceful, noisy, lively

Can you explain why?

I find it boring because there's nothing to do in the evenings.
Students can prepare a survey – using these examples as a model.

 1. Is your hometown boring or interesting? Why?

 2. Do you find big cities: depressing, interesting, lively, or noisy? Why? And etc.

 They then ask each other their prepared questions, and report the results to the class, using full sentences, such as:

 Mario thinks his hometown is interesting because it has a lot of historical monuments.

HERE SOME WORD GAMES TO TRY:

 WORD CLAP. Students stand or sit in a circle, and following the teacher's lead, maintain a four – beat rhythm, clapping their hands on their thighs three times and then both hands together.

 The game should start slowly, but the pace of the clapping can gradually increase. The idea is to take turns, clockwise, to shout out a different word from a pre - selected lexical set on every fourth beat .

 Players who either repeat a word game used, or break the rhythm – or say nothing – are 'out' and the game resumes without them, until only one player is left. The teacher can change the lexical set by shouting out the name of a new set at strategic points: Furniture! Nationalities! Jobs! etc.

 CATEGORIES: Learners work in pairs or small groups. On a piece of paper , they draw up a number of columns, according to a model on the board, each column labeled with the name of a lexical set: e.g fruit, transport, clothes, animals, sports. The teacher calls out a letter of the alphabet, and to a time limit, students write down as many words as they can beginning with that letter in the separate columns: (banana, berry, bus, bikini, blouse, bear, bat, baseball, basketball). The group with the most (correct) words wins.

Here are some other activities that can be done in class to encourage the independent use of word cards.

 PEER TEACHING AND TESTING. At the beginning of the lesson, pair students off, and ask them to compare their current word card sets.

Encourage them to teach each other the words in their sets that they do not share, and to test each other.

ASSOCIATING GAMES: For example, each learner lays down one card at the same time, with the L2word face up. The first to make a coherent sentence incorporating both words gets a point. If no associating can be made by either player, put the cards aside and deal two more. Continue in this way until all the cards are used.

GUESS MY WORD. When learners are already familiar with each other's word cards, each takes a word at random, and the other has to guess which word it is by asking yes/no questions such as, Is it a noun, verb, adjective? Does it begin with…? Has it got one/two/three syllables…? Etc

DE – VOWELLED WORDS. Each of a pair selects a word from their word cards and writers it down without it's vowels – their partner has to work out what the word is.

GHOST WRITING. Each of a pair takes turns to write the word in the air, or on their partner's back. Their partner has to work out what the word is.

CATEGORIES: In pairs or small groups, learners organize their words into categories, e. g. according to weather the words have cold or hot, or masculine or feminine, or good or bad, or sweet or sour, associations.

HOW TO TEACH VOCABULARY

1. With students put the words below into these diffe-rent groups.
1) Breakfast food and drink;   4) family members;
2) Numbers;   5) continents and countries;
3) Days of the week;   6) interests.

Tea	father	reading	twenty-five	coffee
Ham	Monday	sport	hot chocolate	Sunday
Cheese	Europe	music	grandmother	two

Baby	sugar	toast	Thursday	films
Son	Friday	daughter	Wednesday	seventy
Butter	eggs	eight	Australia	brothers
Asia	Africa	forty-five	Greece	France

2. Add other words you know to each group

3. Work with another student. Organize the continents and countries like this:

post office   *(places)*   *[school]*   **teacher**

restaurant   **student**
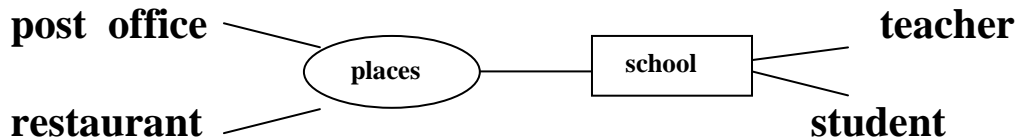
Ask learners regularly to compare and comment on their vocabulary notebooks.

Elicit any useful tips. Possible issues that may arise are:

● the organization of words – are they recorded chronologically, as they;

● come up in class, or are they organized alphabetically, or into themes?

● the forms of words – is there any indication as to pronunciation, for example? Are derivations included?

● the meaning of words – is translation used to supply the meaning;

● or are definitions, synonyms, and/or examples given?

● chunks – are multi – word units and idioms recorded separately?

● mnemonics – is any mnemonic information included, e. g. using the keyword technique.

Set an example yourself, by planning board work in such a way that it is easy for learners to copy and organize their own vocabulary record.

If possible, reserve one section of the board for new words. Mark word stress and any other problematic features of pronunciation, e. g. using phonemic script. Here is an example of well - organized board work.

The use of questionnaires is a good way of putting vocabulary to work in the form of question-and-answer exchanges. Many areas of

vocabulary lend themselves to some kind of questionnaire or survey. The same vocabulary items in the preceding example could be used as the basis of a questionnaire or survey.

Students can prepare a survey – using these examples as a model:

1. Is your hometown boring or interesting? Why?

2. Do you find big cities: depressing, interesting, lively or noisy? Why? etc.

They then ask each other their prepared questions, and report the results to the class, using full sentences, such as *Mario thinks his hometown is interesting because it has a lot of historical monuments.*

A review activity from a coursebook that could just as well form an item in a test:

a) Make six lists of the words in the box: 1) The body; 2) Travel; 3) The country; 4) Illness; 5) Jobs; 6) Food;

> field hurt luggage builder steak rice electrician cough face delay wood fish businessman path mushrooms toe flight finger platform arm mountain aspirin backache

b) Mark the stress on the correct syllable.

GUESSING VOCABULARY IN CONTEXT

Part A

Look at the sentences below. All the words in *italics* are nonsense words. Work out what those words mean from the context of the sentence. Example:

Tribbet must mean scarf, because it is something you put round your neck when it`s cold.

a) It was very cold day so I put a *tribbet* round my neck;

b) I was so *fliglive* that I drank a whole bottle of Coke;

c) I did three *tralets* yesterday but I failed them all because I hadn`t studied enough;

d) I did the exam very *trodly* because I overslept.

Part B

In the sentences above decide whether the nonsense words are: adverbs; verbs (past tense); nouns; adjectives.

Example: *Tribbet must be a noun, because **a** comes before it.*

Exercise 1.

Read the following text once, and then look carefully at each of the words printed in italics. Remember when looking at each word (if its meaning is unknown to you) that you should decide:

(a) what kind of word it is;

(b)what information is given in the sentence or the whole passage which can help you to work out the meaning.

We got in a little blue car heavily decorated with shining *brass* and upholstered in deep red plush: we were the only ones in a car made to take six. As we waited to start, I tried to make myself comfortable on the seats, but they were so high and *vast* that I could only sit on the edge with my legs *dangling* and my hands tightly *clutching* the brass safety *rail* in front: I felt like a pea in a pod ( )

    1 brass
    A cloth   B wood   C paper   D metal
    2   vast
    A   small   B hard   C big   D soft
    3   dangling
    A   running B hanging C moving   D standing
    (etc.)

Look at the title of the magazine article. What do you think the writer's main point are? Now read the article. Were you right?

FEAR OF FLYING

How can anyone like flying? It's a crazy thing to do. Birds fly; people don't I hate flying. You wait for hours for the plane to take off, and it's often late. The plane's always crowded. You can't walk around and there's nothing to do. You can't open the windows and you can't get off. The seats are uncomfortable, there's no choice of food and there are never enough toilets. Then after the plane lands, it's even worse. It takes hours to get out of the airport and into the city.

I prefer traveling by train. Trains are much better than planes; they're cheaper, safer, and more comfortable. You can walk around in a train and open the windows. Stations are more convenient than airports, because you can get on and off in the middle of cities. If you miss a train, you can always catch another one later. Yes, trains are slower, but speed isn't everything. Staying alive and enjoying yourself is more important!

Read the article again and answer these questions.

1. How does the writer prefer traveling?

2. For the writer, which of these adjectives describe traveling by train? Which adjectives describe traveling by plane?

*Dangerous, fast, safe, bad, slow, expensive, comfortable, good, uncomfortable, convenient.*

**Now match these verbs from the text and their definitions**.

1) to land   a) to leave the ground and go up in the air
2) to catch   b) to arrive at an airport in a plane
3) to miss   c) to arrive too late for a plane, train, etc.
4) to take off   d) to get on or into public transport

PICTURE GAMES AND ACTIVITIES

Find the differences and name the nouns

For example, imagine each member of a pair has one of the following pictures:

jug   bowl   cooker   egg cups   microwave

dishwasher   saucepan   plate   toaster   picture
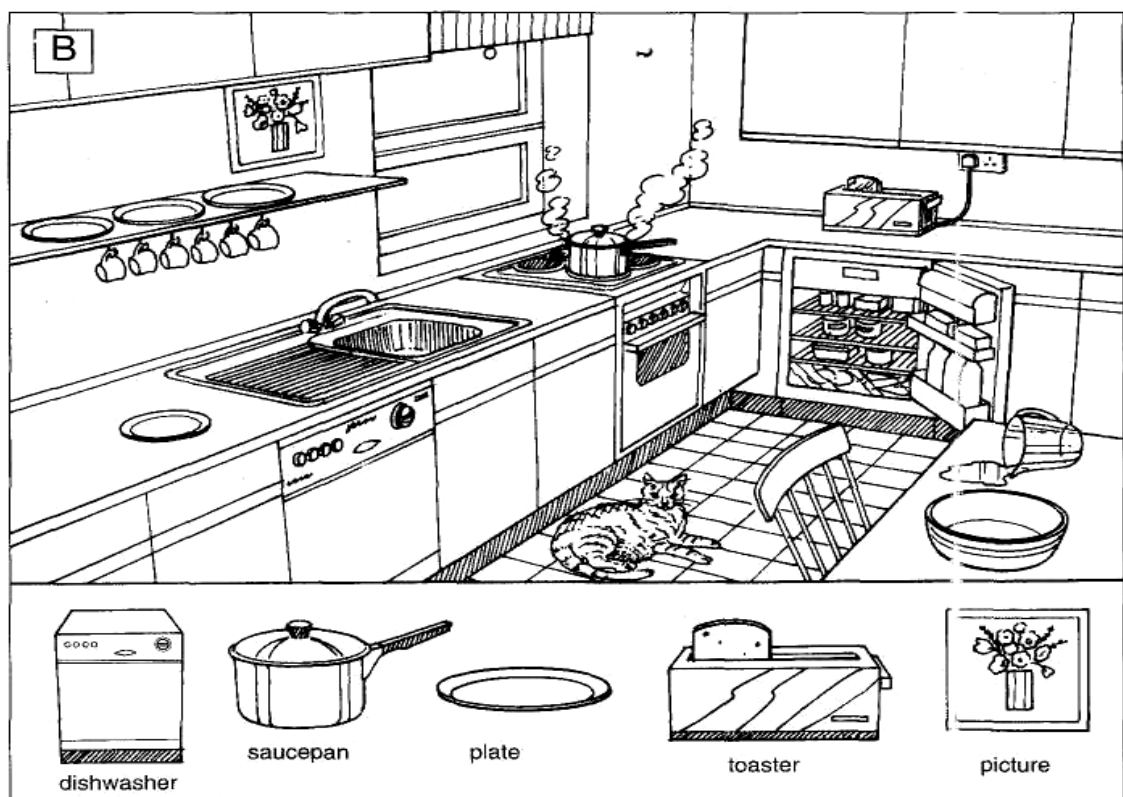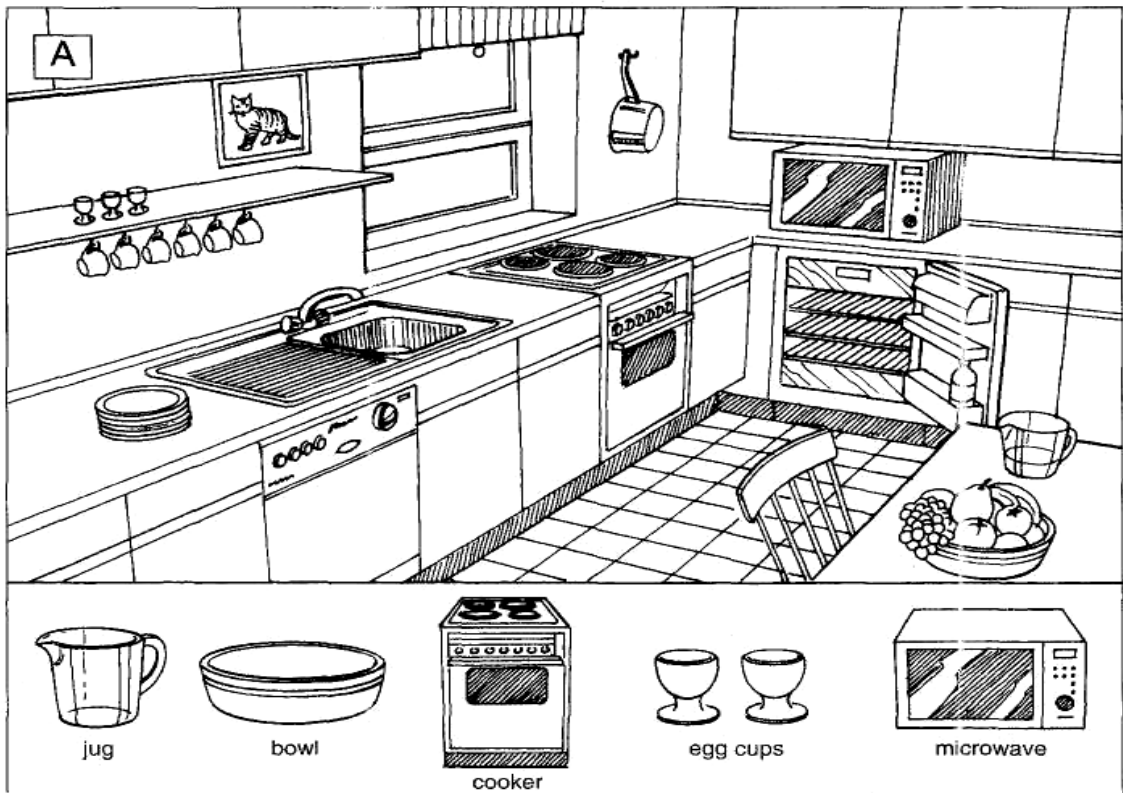
Read the following description of a family

Jack is married to Alice. She is his wife and he is her husband. They have a daughter and son. The son's name is Henry and the daughter's name is Lisa. They live next to Alice's parents, Harry and Marjorie. Harry is Alice's father and Marjorie is her mother. Harry is Jack's father-in-law and Marjorie is his mother-in-law. Henry is Harry's grandson and Lisa is Marjorie's granddaughter. Alice has a sister and a brother. Her sister's name is Mary and her brother's name is Frank. Frank has two children, David and Sherrie. Sherrie is Alice's niece and David is Alice's nephew. Alice is their aunt and Jack is their uncle.

Complete the following chart of family relationships using the opposite family members. The first has been done for you.

husband	wife
son	_ _ _ _
_ _ _ _	mother-in-law
_ _ _ _	aunt
nephew	_ _ _ _
grandfather	_ _ _ _
_ _ _ _	granddaughter
father	_ _ _ _
_ _ _ _	sister

Look at the possessive chart. Complete the story above using the correct possessives (my, your, son's, Jack's etc.). The first has been done for you.

I	my
You	your
He	his
She	her
It	its
We	our
You	your
They	their
Jack	Jack's

Jack is married to Alice. She is his wife and he is_____ husband. They have a daughter and a son. The_____ name is Henry and the_____ name is Lisa. They live next to Alice's parents, Harry and Marjorie. Harry is Alice's father and Marjorie is_____ mother. Harry is

Jack's father-in-law and Marjorie is_____mother-in-law. Henry is_____ grandson and Lisa is Marjorie's granddaughter. Alice has a sister and a brother. _____sister's name is Mary and her_____name is Frank. Frank has two children, David and Sherrie. Sherrie is Alice's niece and David is Alice's nephew. Alice is_____ aunt and Jack is_____uncle.

Write a description of your family!

USAGE OF VISUAL DICTIONARIES

This visual dictionary provides images of various sports and sporting events to help English learners in ESL classes improve their vocabulary. Generally, we use the verbs *go, play* or *do* with sports. Each image contains the appropriate verb to use with the sport as well as an example sentence for context.

Scuba Diving	Snowboarding	Long Jump	Parachuting
Pole Vaulting	Billiards	Rollerblading	Sailing
Horsheshoes	Ice Hockey	Ice Skating	Javelin

●This visual dictionary provides images of various fine foods and exotic dishes to help English learners in ESL classes improve their vocabulary related to foods This visual dictionary provides images of various fine foods and exotic dishes to help English learners in ESL

classes improve their vocabulary related to foods including, fruits, meats, fish and vegetables. Each image contains a description of the foods, dishes and ingredients.

● including, fruits, meats, fish and vegetables. Each image contains a description of the foods, dishes and ingredients.

Virginia Ham	Wine and Cheese	Shishkabob	Pork Shishkabob
Cream Soup	Thanksgiving Dinner	Sirloin Steak	Trout
Vegetables	Salmon	Scampi Pasta	Seafood

The Weather

Look at the pictures for clues and put these weather words into the correct gaps: *hot, raining, windy, sun, sunny, blowing, cloud, rain, wind, cloudy, rainy, shining, cold*

The sun is………today.
It is………..today.
The earth needs the   .
The weather is great today. It's nice and …………

The wind is………today.
It will be………tomorrow.
The strong……..will come from the south.

It will………tomorrow.
The weather will be……..next week.
The……..will come from the north.
The temperature will be very…. – 5 below freezing.

It is………hard today.
It will..……..tomorrow.
It will probably be……..
for the whole day tomorrow.

I hope it won't be……..tomorrow.
Look at that……… .

NEW IDEAS

Learners can either create their own maps using dictionaries (or concordance programs), or add to an existing map, as this task (also from Cutting Edge Intermediate) suggests:

Because of the two-part nature of collocations, any matching activities lend themselves to work on them. Similarly, odd one out tasks are useful. For example:

What is the one word in each row that does *not* usually go with the word on the left?

win	*match war salary election race lottery;*
earn	*money degree living salary interest place;*
gain	*weight advantage access support wages experience*

1. The phrasal verbs are in bold type in this paragraph. From context, work out which ones mean:

to leave   *to recover consciousness*   *to finish*
to arrive   *to begin suddenly*   *to escape*

War had **broken out** in the desert kingdom and we realized that we had to **get away**. Amanda **turned up** at my apartment three hours late, so we immediately got the car and **set off** across the desert. Soon, our petrol supply **ran out**, but we managed to beg some from a passing lorry. We were within sight of the border, when there was a sudden, loud bang and everything went black. When I **came round**, night had fallen and Amanda was watching over me with a worried expression. It was then that I realized we had driven over a landmine.

2. Complete these sentences by using each phrasal verb once

1 He is still unconscious; I'll call you when he ……………… .
2 She was so unhappy at home that she just had to …………… .
3 If you …………… late, you won't be allowed into the concert.
4 We'll have to …………. really early to catch the ferry.
5 Just use a cheque if your cash …………….. .
6 A flu epidemic has ………….. at work; I hope I don't catch it.

A) advertisements that use attractive people to sell products like cars or perfume;
B) government advertising campaigns against things like drink-driving;
C) programmes with live sports coverage;
D) children`s programmes which include violence;
E) long complicated murder mysteries or thrillers;

F) interviews with politicians;
G) chat shows;
H) game shows;
I) soap operas.

A matching task involves first recognizing words and then pairing them with – for example – a visual representation, a translation, a synonym, an antonym, a definition, or a collocate. As an example of this last type, here is a verb-noun matching task:

WORD PAIR RACE

In five minutes, write as many correct pairs of verb+noun phrases as possible.

book   crash   win

do   wear   fail   earn

VERBS

take   go   look like

inherit   shoot

put on

Pelmanism is a memory game which involves nothing but matching. Word pairs (or picture – word matches) are printed on individual cards which are placed face down in a random distribution. Players take turns to pick up a card and then search for its partner. If they correctly locate the partner (initially by guesswork, but, as the game progresses, by remembering where individual cards are located), they keep the pair, and have another turn.

Dictionaries can also be used to raise awareness about collocation:

Students match words on cards to form collocations, checking with the dictionary. For example:

densely	injured
fatally	enforced
narrowly	defeated
sorely	outnumbered
strictly	tempted
hopelessly	populated

Word derivation can also form the focus of dictionary tasks

Students use dictionaries to complete grids or `spidergrams` of word families, to show common derived forms:

person	crime	verb
robber	robbery	rob
		murder
hijacker		
	rape	
		smuggling

The following three tasks focus on style, connotation and frequency, respectively

Students use dictionaries to decide which word or expression in a group is the odd one out, in terms of style:

flee	run away	retreat	turn tail
occur	crop up	happen	take place
supervise	monitor	keep an eye on	oversee
bump off	murder	kill	assassinate

Students use dictionary information to group words according to whether they have neutral or negative connotations: For example:

notorious	famous
publicity	propaganda
skinny	slim
chat	gossip
childish	childlike
queer	gay
officious	official
collaborator	ally
bachelor	spinster

CLOTHES PICTURE VOCABULARY

Clothes

What's he/she wearing?

A striped	cotton	shirt
checked	woollen	pullover
plain	leather	jacket
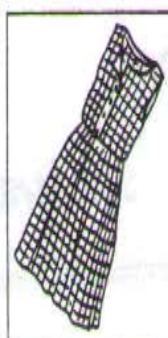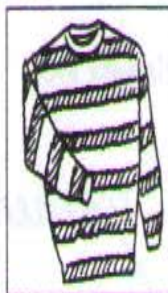
patterns:

checked /tʃekt/ ▦

striped /straɪpt/ ▥

plain /pleɪn/ ▨

materials:

cotton

woollen

leather

synthetic

Selecting tasks are cognitively more complex than identification tasks, since they involve both recognizing words and making choices

amongst them. This may take the form of choosing the "odd one out", as in this task (again, based on the lexical set of clothes).

1. What are these clothes in English? The answers are all in the word square.
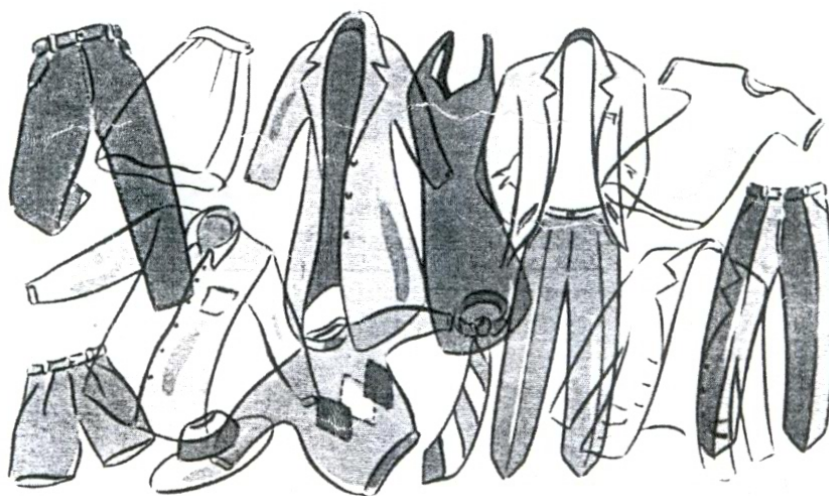
	H	I	R	T	O	S	I
J	A	C	K	E	T	H	L
A	T	C	J	N	J	0	T
T	R	0	U	S	E	R	S
I	D	A	M	W	A	T	H
E	X	T	P	U	N	S	I
0	D	R	E	S	S	J	R
S	K	I	R	T	U	P	T
S	U	S	U	I	T	J	E

Organize the class into groups of three or four, and set them a time limit to come up with as many words as they can that are related to the theme (e.g. school, cooking, crime). When they have finished, appoint a "secretary" from each group to write their group's words on to the board (at the same time, if there is room). Alternatively, appoint a 'class secretary' to board all the words. You can make this a competition by allocating one point for each word that none of the other groups has. Allow groups to challenge any word that they think is "off topic".

For a very large lexical field, such as food items, clothing, jobs, nationalities or animals, choose letters of the alphabet (B, S, A, M, etc.) for each 'round' of the game. In their groups students have to come up with only items that begin with that letter. Avoid infrequent letters of the

alphabet (J, Q, K, X). Play several rounds, choosing different letters, allocating points to the group with the most words in each round.

Set different topics (or different aspects of a topic) to different groups. For example, if the general theme is music – set one group the task of brainstorming musical instruments, another types of music, and another adjectives that collocate with music *{loud, soft,* etc). Re-group the students so that they can teach one another the words that they have brainstormed.

Provide the class with pictures to prompt brainstorming activities. A collection of different magazine pictures (of, for example, people, interiors, landscapes or meals) distributed amongst groups can act as a productive focus for eliciting vocabulary. After learners have come up with sufficient words, a representative of each group can stick their picture on the board, and write their group's words underneath. Encourage other students to ask each group's representative the meaning of any unfamiliar words, using the formula *What does……mean?*

This suggests that another important way of involving learners is to have them **personalize** the new words. Personalization is simply the process of using the new word in a context that is real for the learner personally. The point was made, in Chapter 2 (page 30), that 'memory of new words can be reinforced if they are used to express personally relevant meanings'. There are many ways of doing this. Here are some ideas:

Ask learners to write a true sentence using the new word, preferably applying it to themselves or someone they know – more easily done with words like *frightened* and *embarrassed* than perhaps words like *waterfall.* To help, provide a sentence frame, such as *The last time I felt frightened was when ...* Or *The biggest waterfall I have ever seen*

Learners write questions for other learners, incorporating the new word. For example: *What makes you embarrassed /frightened?* They exchange questions, write the answers, and then report to the rest of the class.

Ask learners to make an **association network** centred on the new word. That is, they connect the word to other words that they associate with it, however far-fetched, rawing a diagram in the manner of the example opposite. They then compare their networks with those of other students, asking about, and explaining, the associations. Here, for

example, is the association network produced by one student for the word *iron:*
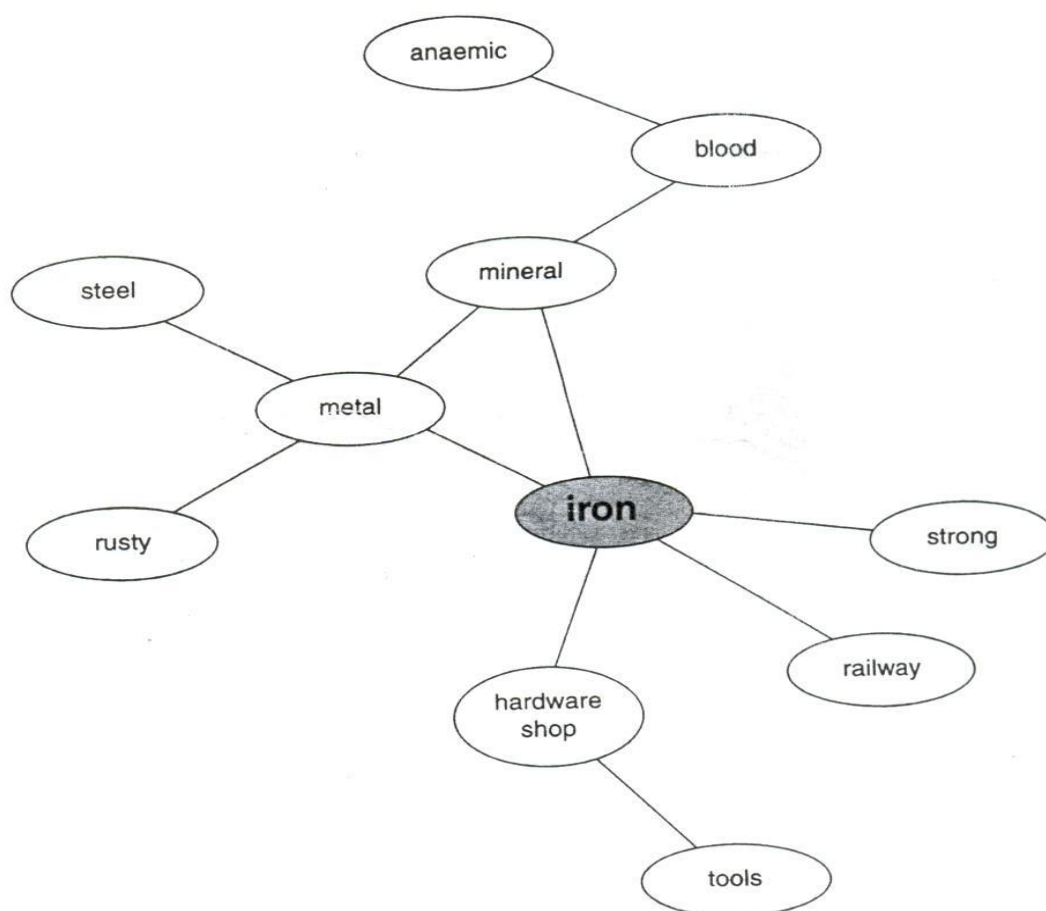
If teaching a lexical set such as food items, or forms of transport, or jobs, or kinds of film, ask the learners to rank the items in order of personal preference - from most preferred to least preferred. For example, *drama, thriller, musical, western, costume drama, horror movie* ... Then, in pairs, they compare and explain their rankings.

Peer teaching is such kind of teaching where learners teach each other the vocabulary. One way of doing this is through an **information gap** activity. This is an activity in which information is distributed between students in pairs or small groups. In order to complete a task, students must exchange information in order to "fill the information gap". If the information also includes words whose meaning is known only to individual members of the group, the information exchange will require members to teach each other those words.

SUGGESTED GAMES FOR TEACHING VOCABULARY

1. Give each student in a group a card (or cards) with a different word on it, the meaning of the word being provided in the form, for example, of a translation, synonym or picture. Students have to study their card(s) silently and learn their words. Then the group is given a task which involves using the words. For example, it might be a story-construction activity, in which students have to order sentences, each of which contains one of the targeted words. To do the task, each student would have to explain to the other members of the group the words that they have just studied.

2. Alternatively, they are asked to categorize the words on the cards into groups, or to rank them according to some criteria. They might, for example, be objects which are ranked according to their usefulness on a desert island. In order to do this task, students will first need to teach each other the words they have learned individually.

3. Each student is given a list of six to eight words, with their translations or definitions. For example, one student may get the following: check in, boarding pass, duty free, luggage, security check, departure gate, etc. Another may get: camp fire, frying pan, pocket knife, matches, backpack, etc. They have to work with these words in a short narrative, explaining any unfamiliar words as they go along.

4. Here is an activity in which learners(at a fairly advanced level) decide the categories themselves:

Put these words into four groups of three words each. Then, think of a title for each group

Goal   net   piece   club   racket   shoot   board   green.

Court   hole   pitch   referee   check   serve   tee   move.

Now, can you add extra words to each group?

Finally, ranking and sequencing activities require learners to put the words into some kind of order. This may involve arranging the words on a cline: for example, adverbs of frequency (always, sometimes, never, occasionally, often, etc). Or learners may be asked to rank items according to preference:

Imagine you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them:

Fridge   bed   desk   dining table   sofa.
Wardrobe   chair   dishwasher   bookcase   cooker
Washing machine   chest of drawers.

Now, compare your list with another student and explain your order. If you were sharing the flat together, would you agree? If not, make a new list that you both agree about.

How to Play the Game
● Pictures and their names are on the right side.
● A word is shown on the left side. Click the image that matches this word.
● If you answered correctly, then the image appears below the word and another word appears.
● When you have correctly chosen the three images, you have finished.

MEANINGFUL VOCABULARY ACTIVITIES

Research has shown that copying vocabulary definitions from a dictionary leads only to a superficial understanding and rapid forgetting of a word. In Harcourt, using the glossary where sentences are provided for each vocabulary word, it is more appropriate to copy the sentence than the definition. The sentences use the word in context and provide a better understanding of the word meaning.

The followings are the examples of meaningful activities which can be done in centers, whole group, individually or paired

1. Charades: Students act out a vocabulary word while others guess the word.
2. Concentration: Make up two sets of cards, one with the definition and one with the vocabulary word. Students turn over one from each group and try to match the vocabulary word with its meaning. The student with the most matches wins.
3. Pictionary: One student draws a picture of a vocabulary word while the other(s) guess what the word is.
4. Jeopardy: The definition is given (To laugh out loud.) and the student has to give the word as a question (ex. What is chuckle?).
5. Password: One student has the word in front of them and gives synonyms or other clues for their partner to guess the word (this can be done in teams.)

6. Wheel of Fortune: Teacher makes up a sentence using as many vocabulary words as possible and puts dashes on the board for the words (……....=the). The students are in teams; they roll the dice and take turns giving a letter. They receive points for correct letters in the sentence.   (If they roll a 3 and say "T" and there are 3 "T"'s in the puzzle, they receive 3x 3 = 9 points.) The only person that can guess the sentence is the person whose turn it is. There are two ways to win: The team with the most points and the team that correctly guesses the sentence.

7. Crossword puzzle: Have students work in pairs to create a grid on graph paper for their vocabulary words. Students use the definition as clues to fill in the grid.

8. Flashcards: Using index cards, write the vocabulary word on one side and the definition on the other side. One student flashes either side and the other student gives the definition or the vocabulary word.

9. Student made Vocabulary Dictionary: Each student makes up their own dictionary putting vocabulary words and their own sentence in alphabetical order.

10. Primary Pictionary: Younger students can draw a picture of their vocabulary word and put it in their alphabetical journal.

11. Word Map: Print the target word in the center box of a word map. Give a synonym, an antonym, a sentence example and a sentence non-example.

	Synonym	Antonym
	giggle	cry

laugh

when I hear a funny joke	when I see a sad movie
example	non-example

The word in the centre of the diagram is the keyword. There are different kinds of words in the background words. Use different coloured pens to underline the background/words so that you divide them into groups. Find some two-word and three-word partnership. Look for some partnerships which include the keyword and a verb from the background words. Write four sentences about your own situation. Use coloured pens or highlight the word partnerships so you can check them easily later.

area   representative   launch   present   volume
forecast   drive

target   increase   discuss   calculate

boost   maintain   pay   SALES   set   technique   prospect

figures   meeting

manager   potential   commission   call

assess   fix   reach   win/lose

adopt   report   quota   extend

strategy   call on

GLOSSARY

Academic – relating to education especially education in colleges and universities

Achievements – a particular thing that you have achieved: his many achievements

Annoyed – feeling slightly angry or impatient

Ambitious – determined to be successful rich famous etc: an ambitious young lawyer

Advanced – based on the most recent methods or ideas.

Accelerate – to happen or make something happen at a faster rate

Assist – v to help someone or something; n: something done by a player that helps another player in the same team to score a point or goal.

Alphabetically – adv: arranged according to the order of letters in the alphabet.

Awareness – n: knowledge or understanding of a subject, issue or situation

Ally – n: a country that makes an agreement with another country that they will work together to help each other.

Baggage – n: mainly am e the suitcases, bags etc in which you carry your possession when you travel.

Brass – n: a shiny yellow metal that is used for making musical instruments and objects such as door handles.

Brainstorming – n: a way of developing new ideas, through a discussion in which several people make lots of suggestions and the best ones are chosen.

Clockwise – adj: moving in a circle in the same direction as a hands on a clock. Opposite anticlockwise

Computerized – adj: stored on computer computerized dental records

Correction – n: a change that makes something correct or accurate

Conception – n: a belief about what something is like

Clutch – n: a piece of equipment in a vehicle that you press with your foot when you change gear – picture

Chuckle – v: to laugh quietly especially in a private or secret way.

Dangle – v: if you dangle something or if its dangles, it hangs or swings without anything stopping it.

Decision – n: a choice that you m make after thinking carefully make a decision.

Fatally – adj: so severely that you die as a result.

Frequency – n: the number of times that something happens during a period of time.

Fail – n: a result in a test that shows someone or something has not achieved a satisfactory score or standard.

Flee – v: to escape from a dangerous situation or place very quickly.

Generous – adj: giving people more of your time or money than is usual or expected.

Ghost – n: the spirit of a dead person that someone sees or hears.

Hole – n: a space dug in the surface of the ground.

Inherit – v: to receive property or money that you receive from someone who has died.

Integrated – adj: combining things people or ideas of different types in one effective unit group, or system.

Intermediate – adj: at an academic level below advanced.

Identification – n: something that proves who you are especially a document with your name and a photograph.

Identical – adj: exactly the same.

Ingredient – n: one of the foods or liquids that you use in making a particular meal.

Judgement – n: an opinion that you have after thinking carefully about something.

Knife – v: to injure or kill someone with a knife.

Keyword – n: a word that represents the main feature or idea of something.

Label – v: to put a label on an object. To use a word or phrase to describe someone or something especially one that is not completely fair or true.

Locate – v: to find out the exact place where something happens.

Lexical – adj: linguistics relating to words.

Marvelous – adj: extremely enjoyable or exciting.

Maintain – v: to make something stay the same. To continue to communicate with someone and not allow a relationship to end.

Microwave – n: an oven that cooks food every quickly by passing electricity through it, rather than by heat. V: to cook food in a microwave

Pan – n: a round metal container used for cooking with a handle and usually a lid.

Partial – adj: supporting one person group or opinion more than any others when you should be fair to all those involved.

Pea – n: a very small round green vegetable that grows in a long narrow pod .

Puzzle – v: to make someone worry and think hard, by being difficult to understand. N: someone or something that you cannot understand.

Quiz – n: a competition in which you answer question v: to ask someone a lot of questions often in an urgent or angry way.

Questionnaire – n: a set of questions that a lot of people are asked as a way of getting information about what people think or do generally.

Rank – n: someone's official position in the armed forces police force fire service etc.

Recent – adj: happening or starting a short time ago.

Receptive – adj: willing to listen or to consider suggestions.

Repetitively – adj: involving repeating the same action over long periods of time.

Revival – n: the process of becoming active successful or popular again.

Reinforcement – extra soldiers or police officers who go to help an existing group of soldiers or police officer.

Rhythm – n: a regular pattern of sounds in music that you can show by moving hitting your hands together or hitting a drum or other surface.

Salary – n: a fixed amount of money that you earn each month or year from your job.

Salmon – n: a silver fish with pink flesh that lives in the sea , but swims up rivers to produce its eggs.

Survey – n: a set of questions that you ask a large number of people or organization.

Smuggling – n: the practice of secretly and illegally taking goods or people into or out of a country, especially as a way of earning money.

Spinster – n: old fashioned an insulting word for a woman who is not married and is past the age when women normally get married.

Toaster – n: a piece of electrical equipment used for making toast.

Trout – n: a fish that lives in rivers and lakes.

Teapot – n: a container with a handle and used for making and pouring tea.

Thighs – n: the top of part of your leg above your knee.

Transferable – adj: something that is transferable can be used another person, in another organization on another date etc.

Utilize – v: to use something. This room is mainly utilized for training purposes.

Win – v: to defeat everyone else by being the best or by finishing first in a competition.

S. Atajanova, Z. Yusupova
"WORD STUDY" ("SO'Z O'RGANISH")
(uslubiy qo'llanma)

Muharrir   **R. Yo'ldoshev**
Texnik muharrir **G'. Jumanazarov**