

# Vocabulary with verve!



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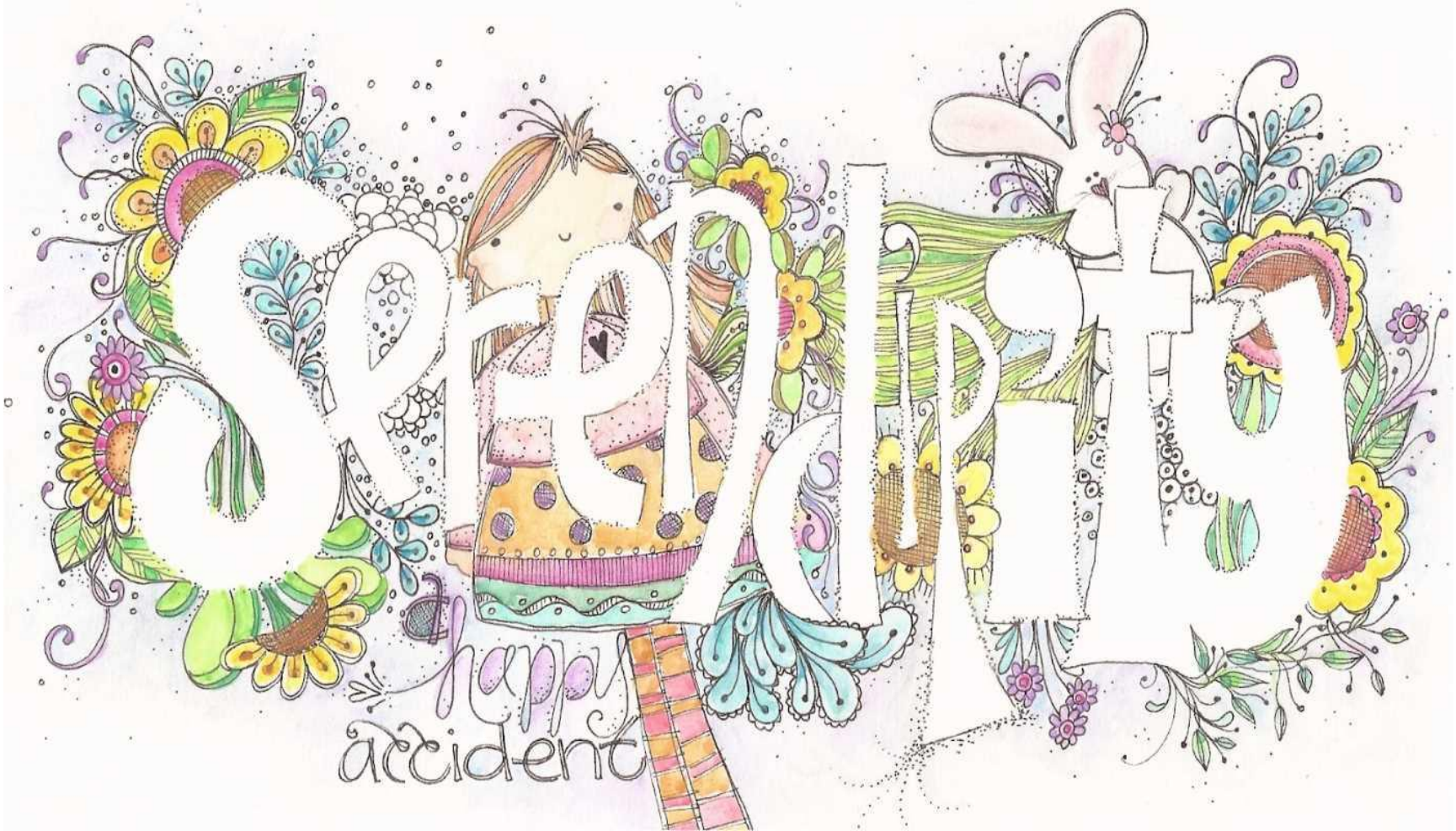
## Learning Vocabulary

**Fatigue** sets slowly,  
Words no longer have  
meaning.  
Drifting into sleep

**Prof. David Levasseur**



# What's your favourite word?



# What's your favourite word?

*fairy tale “The three princes of Serendip”*

*the lucky tendency to find interesting or valuable things by chance*

*one of the 10 English words that are hardest to translate*

*romantic comedy with that title*

What's your favourite word?

**Business Card**  
**Name Card**  
**Calling Card**



# Write down five words

Write down five or more words or phrases that you have recently learnt while studying a foreign language or that you remember learning in a particular situation in the past and you still remember.

What made them

(in the book?)



# **Effective vocabulary presentations**

## Be

brief

meaningful

interesting

amusing

memorable

dramatic

exciting

## Include

examples

visuals

interaction

clear

explanations

practice

## Use

drama

mime

Ss' previous

knowledge

Present 5-7 words at a  
time!!!!



# The word is: SLÁINTE

## Be

brief  
meaningful  
interesting  
amusing  
memorable  
dramatic  
exciting



## Use

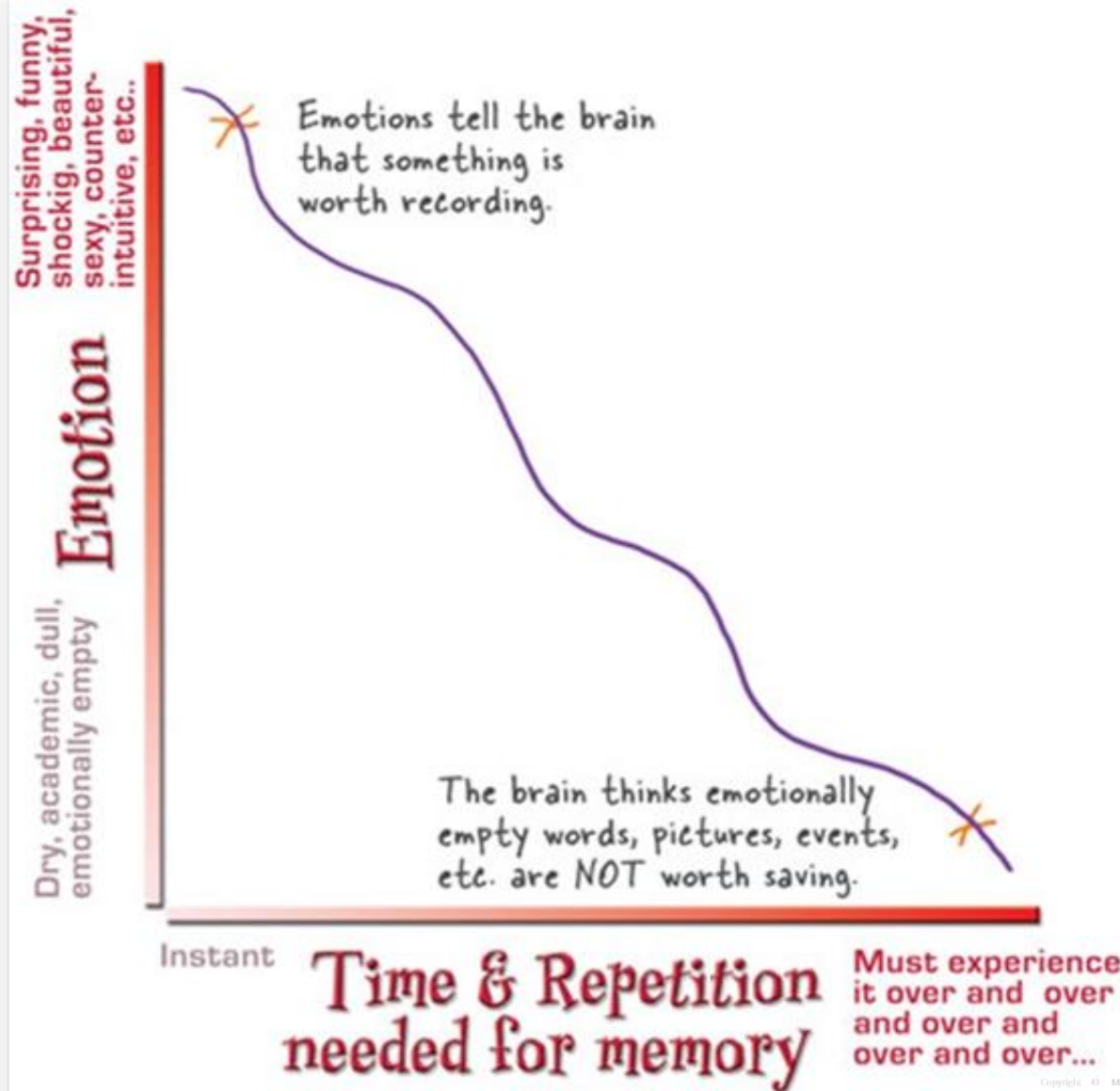
drama  
mime  
Ss' previous  
knowledge

## Include

examples  
visuals  
interaction  
clear  
explanations  
practice

Present 5-7 words  
at a time!!!!

# Make it memorable



1. Which four techniques do you personally prefer? Why?
2. Which one technique would make the words 'stick' best? Why?
3. Which one technique do you consider the least effective? Why?
4. Which techniques were commonly used when you were first learning a foreign language?
5. Which techniques do you think are especially popular in your teaching situation now?
6. What other techniques do you know for presenting new vocabulary?

# Guessing

Realia and visuals

Matching

Demonstrating

Word-building

Synonyms

Song

Familiar or famous words

Pictograms

Translating

Dictionaries...Lexical sets



**The topic of a unit is fruit and vegetables. The teacher brings fruit and vegetables into class and shows them to the learners.**



# Guessing

module 3

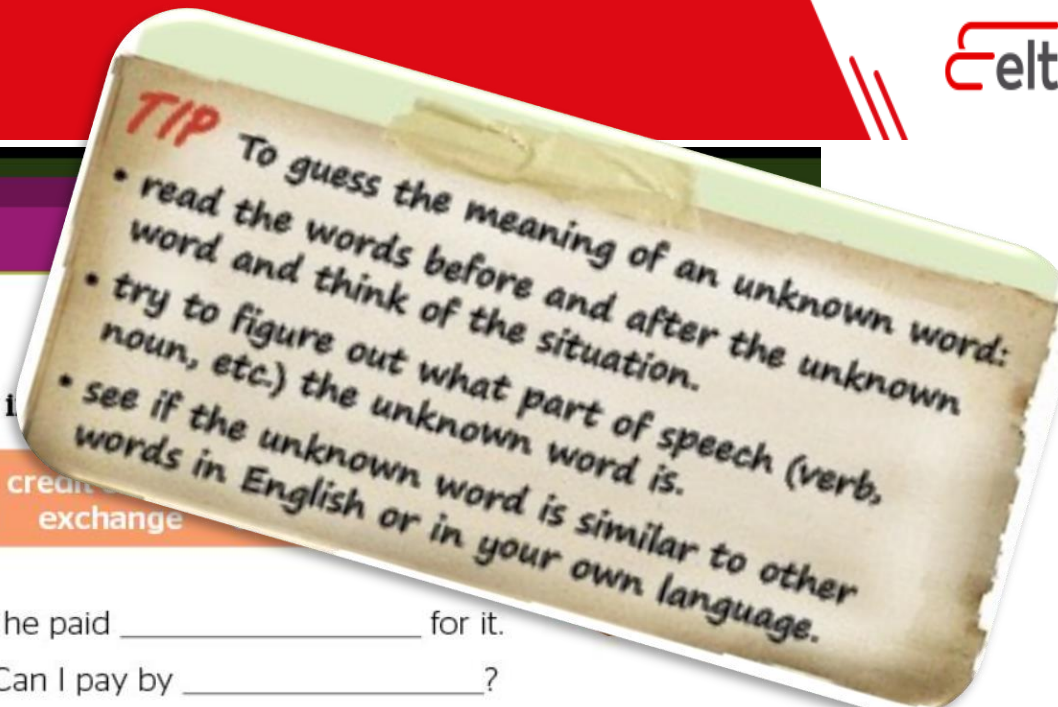
3a Buy it!

## Vocabulary

A. Complete the sentences with the words/phrases in the box.

afford    cash machine    change    broke    credit card  
charge    receipt    an arm and a leg    exchange

1. Andy's motorbike wasn't exactly cheap. In fact, he paid \_\_\_\_\_ for it.
2. I haven't got any \_\_\_\_\_ on me. Can I pay by \_\_\_\_\_?
3. We need to \_\_\_\_\_ some euros into dollars.
4. Sheila can't \_\_\_\_\_ to buy a new game console because she's \_\_\_\_\_.
5. \_\_\_\_\_ are much lighter than \_\_\_\_\_, therefore they are a more convenient form of money.
6. Here are your shoes and €5.60 \_\_\_\_\_. Your \_\_\_\_\_ is in the bag.
7. I wanted to get some money from the \_\_\_\_\_ but I didn't have my cash card.
8. Students and people over 65 can enter the museum free of \_\_\_\_\_.





# Matching

module 4 Places

4e Where I live

Full Blast! PLUS 2

## 1 Vocabulary

Match the pictures with the words and the signs. Then listen and check your answers.



a. train station



b. airport



c. stadium



d. car park



e. bridge



f. castle



g. port

# Word-building

module 7

7a Mother nature

## Vocabulary

Read the note, look at the adjectives below and write I

**NOTE:** A lot of adjectives are formed by adding a suffix to

- |                |       |       |                |       |
|----------------|-------|-------|----------------|-------|
| 1. cultural    | _____ | _____ | 4. astonishing | _____ |
| 2. attractive  | _____ | _____ | 5. delightful  | _____ |
| 3. mountainous | _____ | _____ | 6. enjoyable   | _____ |

Now form adjectives to complete the sentences. Use the words in capitals.

- The explorer's \_\_\_\_\_ journey followed the entire length of the Nile.
- The café looked warm and \_\_\_\_\_ so we decided to go and have some coffee.
- The children were terrified when they saw a \_\_\_\_\_ building with a tall tower.
- In the spring, the park is full of \_\_\_\_\_ flowers.
- Mr and Mrs Davidson enjoyed a \_\_\_\_\_ afternoon walking by the river.
- We wanted to stay at a \_\_\_\_\_ hotel by the lake but it was too expensive.
- After the earthquake, all the \_\_\_\_\_ houses were damaged and people had to find \_\_\_\_\_.
- This book contains \_\_\_\_\_ information about the city.

**TIP**  
In a word building exercise, when you have to complete a blank with a noun, read the sentence carefully and decide if the noun should be in the singular or plural form.

# Serendipity

# Serendipitous

REMARK

INVITE

IMPRESS

COLOUR

PEACE

LUXURY

COAST

VALUE

It's all the same, only the  
names will change  
Everyday it seems we're  
wasting away  
Another place where the  
faces are so cold  
I'd drive all night just to get  
back home

Sometimes I sleep,  
sometimes it's not for days  
And the people I meet always  
go their separate ways  
Sometimes you tell the day  
By the bottle that you drink  
And times when you're alone  
all you do is think

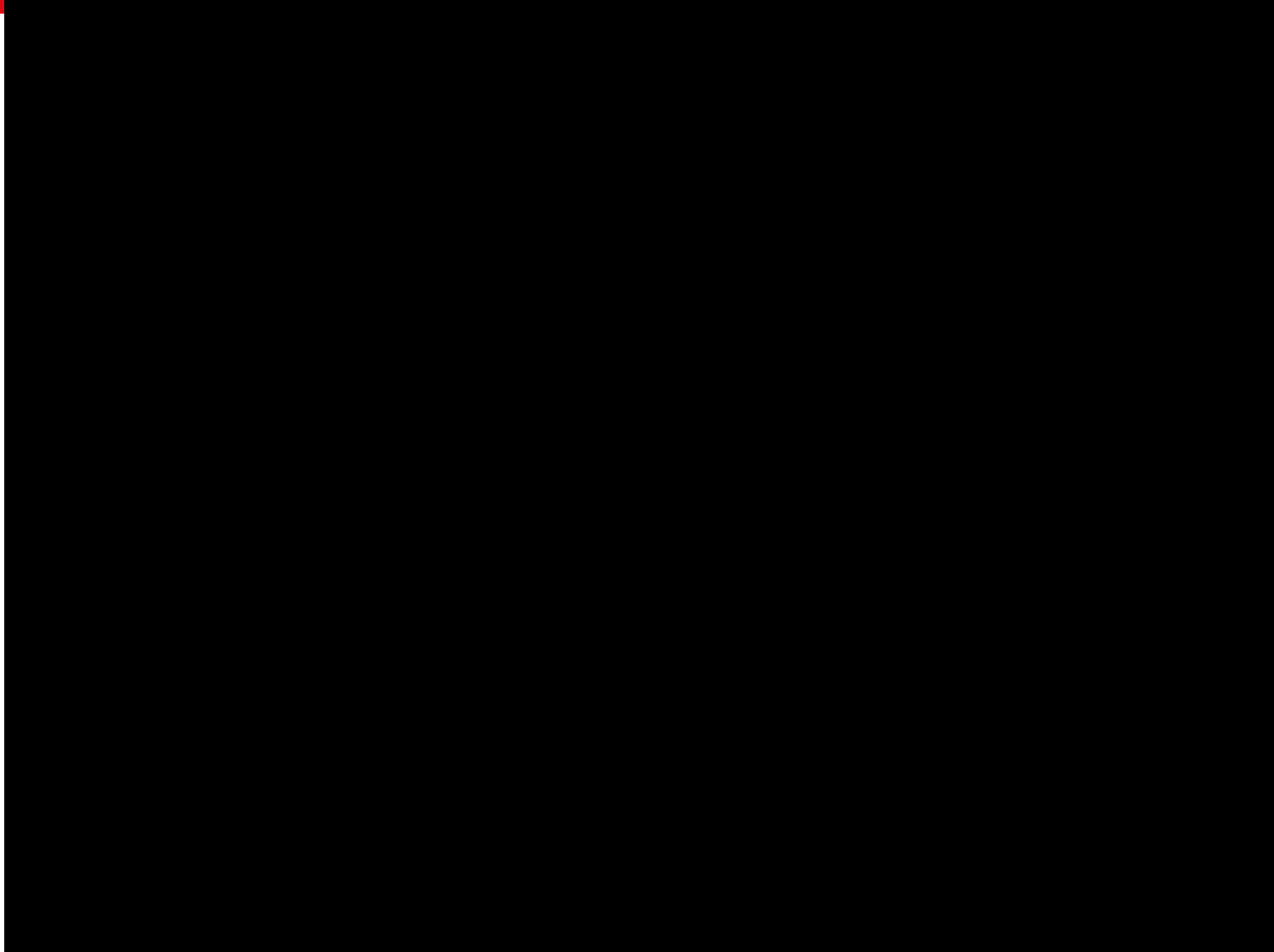
*[Chorus:]*  
I'm a cowboy, on a steel horse  
I ride  
I'm wanted dead or alive  
Wanted dead or alive

# What can you do?



Song

"Wanted Dead Or Alive"



It's all the same, only the  
grades will change  
Everyday it seems we're  
learning away  
Another room where the teachers  
are like gold  
I'd learn all night just to get  
back home

*[Chorus:]*

I'm a schoolboy, on a steel  
tram I ride  
I wanted four or a five  
Wanted four or a five

Sometimes I learn,  
sometimes it's not for days  
And the pupils I meet  
Always go their separate ways  
Sometimes you tell the day  
By the backpack that you take  
And after the P.E. lesson  
All you do is stink!

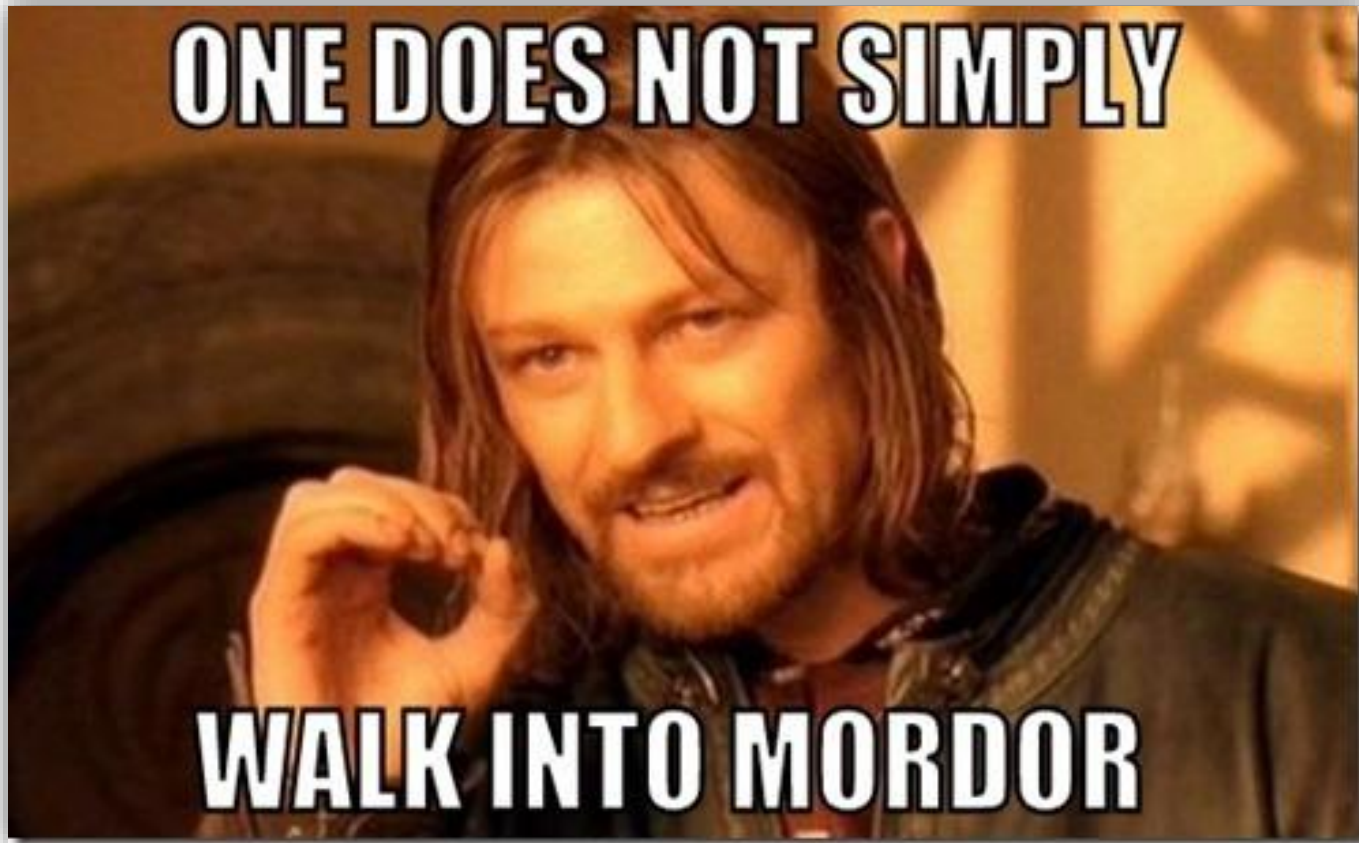
# What can you do?

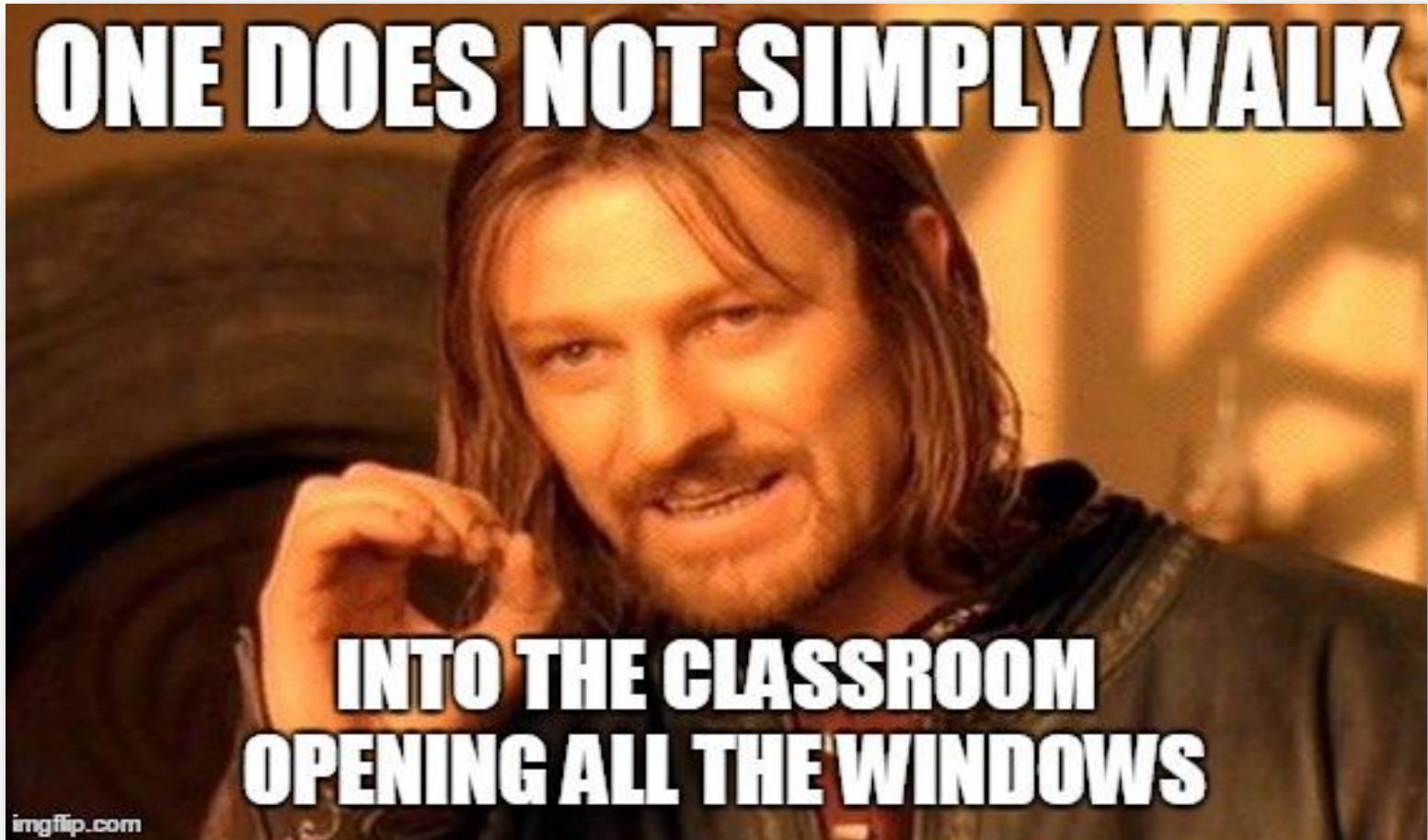


**When introducing new words, the teacher reminds learners of famous or familiar places where they might have come across the words before, for example in film titles or songs or pop groups.**

<https://imgflip.com/memegenerator>







# Blockbusters

Topic: countries



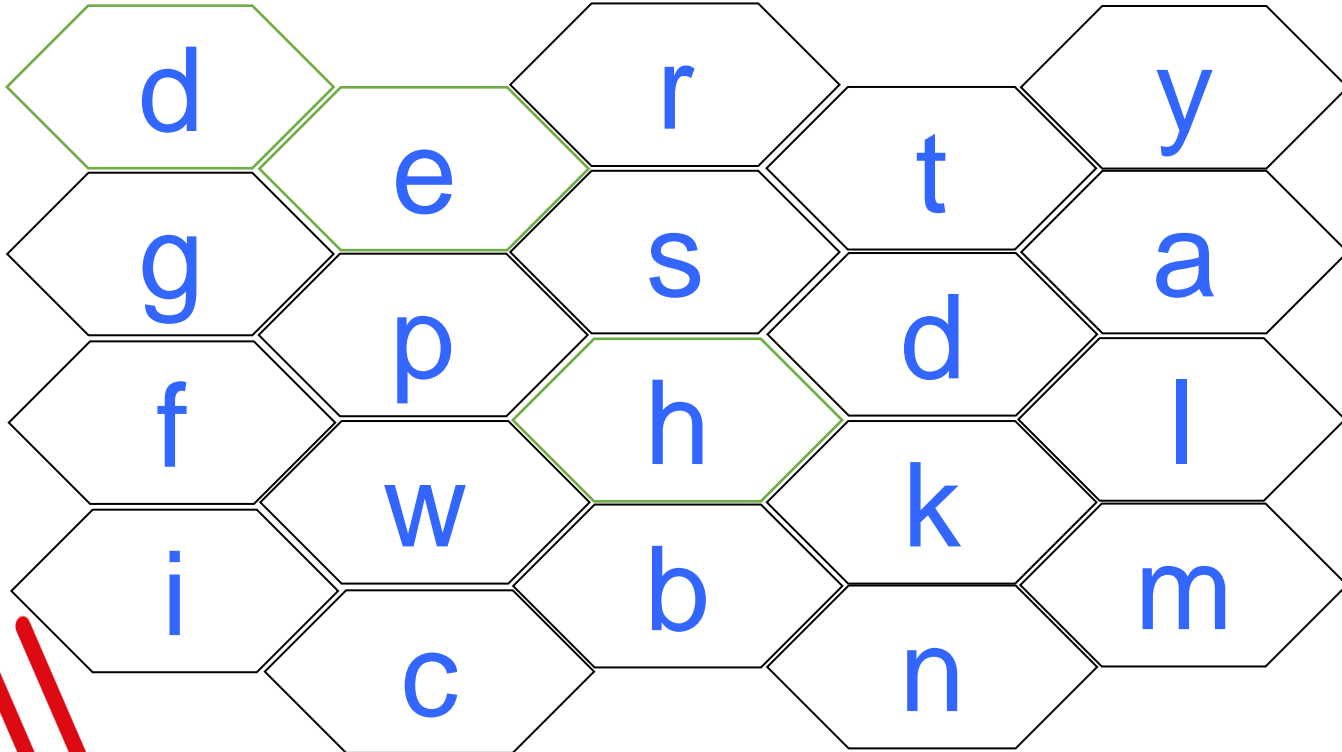
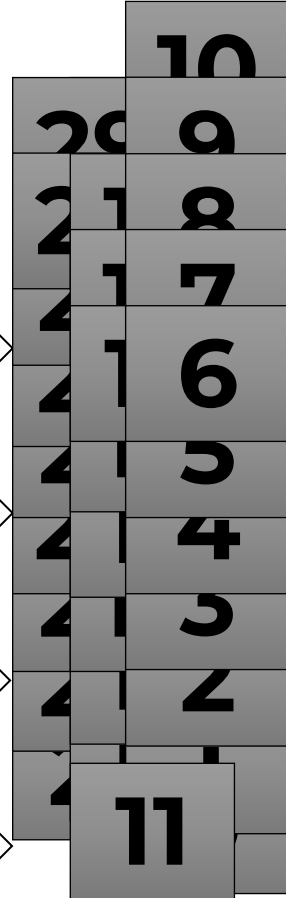
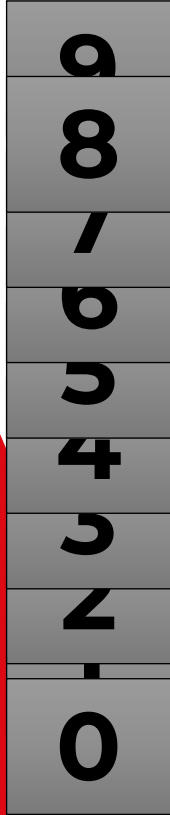
Let's Start

1



10

30



Click for next game

Click to end the game

## What is a lexical set?

# Why Lexical sets?

Words can be related in several different ways, for example:

|                                      |   |
|--------------------------------------|---|
| By topic                             | <i>furniture, clothes, family relationships, animals</i>  |
| By similarity of meaning or synonymy | <i>gorilla, chimpanzee, orang-utang, ape</i>  |
| In pairs – opposites                 | <i>hot/cold, old/new, hard/soft</i>   |
| In pairs – synonyms                  | <i>slip/slide, rough/harsh, booklet/brochure</i>  |
| In pairs – idioms                    | <i>black and white; black and blue</i>  |
| In a series or a scale               | <i>boiling, hot, warm, cool, cold, freezing</i>   |
| By superordinates and hyponyms       | superordinate: <i>FRUIT</i><br>hyponyms: <i>orange, apple, pineapple, banana, strawberry</i>            |
| By activity or process               | <i>steps in making a cake or building a bookcase</i>  |
| Word families                        | <i>paint, painter, painting, paint work</i><br><i>OR know, knowledge, knowing, known, Knowledgeable</i> |



## Why are lexical sets important?

We probably don't store words in our brains in alphabetical order like a dictionary does. Research into memory has shown that **we** apparently **store words in our brain in groups of related words (or lexical sets)**. **Words** that **are** related are somehow **joined together in our brains**; if a **new word can be 'hooked' to words** which are already stored, it might be easier to **remember** it. It would seem **logical**, therefore, that we should teach words in lexical sets to our learners, so that it is easier for them **to retain and store the words in their memory**.

# Vocabulary practice activities

1. **Matching** (words to pictures, translations, synonyms, opposites, examples, definitions, collocations, etc.)
2. **Word-building** (using prefixes and suffixes)
3. **Classifying items into lists** (e.g. Fruit, vegetables)
4. **Spotting the odd-one-out**
5. **Filling in crosswords, grids, diagrams**
6. **Filling in gaps in sentences / texts**
7. **Multiple choice exercises**
8. **Writing sentences / dialogues / stories**
9. **Memory games** eg. *I went to the market and I bought....,*  
*Last letter word*
10. **Board games**
11. **Discussions**
12. **Role plays**
13. ....

## Vocabulary

A. Cross out the odd word. Then add one more.

1. shocked - angry - worried - ~~looked~~ - surprised, frightened, etc.

2. bush - ankle - finger - wrist - \_\_\_\_\_

3. popcorn - doughnut - crisps - blood - \_\_\_\_\_



2a Holiday fun!

1 Vocabulary 

Match the pictures with the holiday activities. Then listen and check your answers.



1





2





3





4





5





6





7





8




travel abroad

go horse riding

go hiking

go sightseeing

buy souvenirs

explore a cave

go on a cruise

sunbathe

reset

check





**3 Vocabulary**

Match the verbs in the box with the groups of nouns.

- make
- build
- produce
- invent
- discover

1. \_\_\_\_\_ → a machine  
→ the telephone
2. \_\_\_\_\_ → electricity  
→ oranges  
→ cars
3. \_\_\_\_\_ → a cake  
→ a film  
→ cars
4. \_\_\_\_\_ → an island  
→ oil
5. \_\_\_\_\_ → an airport  
→ a tunnel  
→ a machine



# JOB SWAP



paramedic



reporter



police officer



newsreader



cameraman



firefighter



electrician



lifeguard



painter

| MEDIA | EMERGENCY SERVICES | CONSTRUCTION |
|-------|--------------------|--------------|
|       |                    |              |
|       |                    |              |
|       |                    |              |
|       |                    |              |



architect



photographer



builder

**TIP!** Put words in groups to learn new vocabulary.



**THANK YOU!**

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show timers

# JEOPARDY!!!

