

ETpedia™

Vocabulary

500 ideas
and activities
for teaching
vocabulary

corpus

discourse

idioms

collocation

words

lexical
sets

Stacey H. Hughes, Fiona Mauchline and Julie Moore

Series editor: John Hughes

www.myetpedia.com

Pavilion



Contents

Introduction

10 reasons for using this resource	6
10 ways to use this resource	7
10 facts about the authors	9

Before you start teaching vocabulary

1 10 basic parts of speech.....	12
2 10 more ways to refer to vocabulary	14
3 10 useful terms for talking about vocabulary	16
4 10 things we often teach about words.....	18
5 10 ways learners' first language affects vocabulary learning	21
6 10 things to consider when creating a lexical set.....	24

Section 2 In the classroom

7 10 ways to present a new word.....	28
8 10 activities for practising new vocabulary.....	31
9 10 tips for memorising vocabulary	34
10 10 ways to revise and recycle vocabulary.....	37
11 10 tips for teaching the pronunciation of vocabulary.....	40
12 10 ways to teach the grammar of a word.....	43
13 10 ways to teach spelling.....	46
14 10 ways of using the L1 knowledge actively in the classroom	48
15 10 ways to keep a record of vocabulary.....	51
16 10 vocabulary warmers to start your lesson	54
17 10 quick vocabulary games to end your lesson	57
18 10 tips for testing vocabulary.....	60

Section 3 Features of vocabulary

19 10 activities for practising word forms	64
20 10 ways to practise prefixes and suffixes	67
21 10 ways to build a word	71
22 10 tips for teaching collocations and fixed expressions.....	76
23 10 tips and activities for teaching idioms.....	79
24 10 tips for teaching phrasal verbs	82
25 10 ways to teach learners about register	85

Section 4 Developing skills

26	10 ways to choose reading and listening texts to teach vocabulary	90
27	10 reading and listening activities to teach vocabulary	93
28	10 speaking activities to use target vocabulary	96
29	10 writing activities to target vocabulary	99
30	10 ways to teach vocabulary using video.....	103

Section 5 Specific contexts

31	10 tips for teaching vocabulary to beginners.....	106
32	10 vocabulary activities for intermediate learners.....	109
33	10 ideas for teaching vocabulary to advanced learners.....	113
34	10 vocabulary activities for exam preparation.....	117
35	10 tips for teaching vocabulary to young learners	121
36	10 tips on teaching vocabulary for English for specific purposes (ESP)	124
37	10 ways of teaching academic vocabulary (EAP)	128
38	10 vocabulary practices that students with dyslexia hate	133
39	10 tips for teaching vocabulary to students who are hard of hearing.....	136
40	10 tips for teaching students who are colour-blind or who are partially sighted.....	139

Section 6 Useful resources

41	10 things a dictionary can tell you about a word	144
42	10 ways to integrate dictionaries into a lesson	147
43	10 apps and websites for vocabulary practice	151
44	10 ways to use corpus tools with students.....	153
45	10 online tools for analysing vocabulary	158
46	10 tips for using images for teaching vocabulary.....	161
47	10 ways to use audio and video as a stimulus for vocabulary practice	164
48	10 tips for using realia	167
49	10 more ways to use flashcards.....	170
50	10 more resources for teaching vocabulary	174

Appendix	177
-----------------------	-----

10 reasons for using this resource

1. Everything in one place

ETpedia Vocabulary brings together a collection of ideas, tips and classroom activities for a one-stop, quick and easy reference. It's organised into 50 units with 10 ideas in each unit.

2. Range of contexts

This book does more than provide classroom ideas: it aims to help teachers better understand different approaches and methods of teaching vocabulary and how to adapt to any given context and the related learners' needs.

3. You're new to teaching or in need of some new ideas

If you are new to teaching, this resource will be invaluable in supporting you on your way. If you've been teaching for a while, this resource might both remind you of techniques and activities you haven't used in a while and offer you fresh new ideas to increase your repertoire.

4. Supplement your coursebook

Many teachers find that they need to offer their students more practice than is found in their coursebook. You will find plenty of ideas in this book to help you meet the needs of your students in creative ways to support their language learning, in and out of class.

5. You read on the run

Teachers who need something bite-sized that they can dip into between classes will appreciate the format of the book.

6. You want something that works

The ideas in this book are designed to be simple, effective and down-to-earth.

7. You haven't got much time to prepare lessons

Most of the practical ideas and activities in this book are straightforward and need little or no preparation.

8. Teacher's block

You might be familiar with the term 'writer's block' in relation to novelists. However, there are also times when teachers simply cannot come up with original ideas or activities for students. Keep the book in the staffroom for such moments and open the resource of any page and see if the 10 ideas on that page give you a new idea for teaching vocabulary with your students.

9. You're looking for staffroom discussion-starters

Senior teachers and heads of department can select units of the book to kick-start staffroom conversations, peer collaboration and idea-sharing among colleagues. Read a unit and then discuss it with your colleagues. Share your own ideas and techniques.

10. You enjoy teaching

This book is written for teachers who love teaching, and who want their lessons to be memorable and enjoyable – both for their students and themselves.

10 ways to use this resource

This resource has been written for English language teachers who would like to learn new ways to teach vocabulary or need to adapt to teaching vocabulary in a new or unfamiliar context. It can be read and used in different ways according to your needs, interests and level of experience.

1. Cover to cover

If you are less confident at teaching vocabulary or are adapting to a new teaching context, you might use this resource as a way to develop your teaching techniques. If so, it's worth reading the book from cover to cover in order to get a thorough overview and grounding in the different approaches and methods of teaching vocabulary.

2. Read a section

The contents page will direct you to different sections, with groups of units on a specific aspect of vocabulary teaching. Some sections may not be immediately relevant to the students you are working with, or to the resources you have available, so you can ignore them for now. Other sections will be of immediate relevance and will provide you with key information and ideas to plan effectively and teach vocabulary to your students.

3. Finding the vocabulary point you need

This book can be dipped into when planning practical activities for lessons. Within many of the units, which are listed on the Contents page (pages 3 and 4), you'll find the vocabulary point you need and related activities that are sequenced from easy to more complex, in terms of both tasks and language. The first section of the book also provides you with the background knowledge you need for understanding how vocabulary works. So you can choose to approach the units in whatever order best suits the needs of your learners.

4. Planning a lesson

Every unit provides you with 10 different ideas and activities. You might be looking for a single activity to supplement your coursebook or you may want to revise the vocabulary from the previous lesson. You may be looking for an alternative context to present a given vocabulary point. Or you may want to use the unit to build an entire lesson. You'll find a short introduction to the vocabulary with information on when it's normally taught and why it's used.

5. Photocopiable activities



Each unit contains one activity based on a photocopiable handout, which you will find in the appendix (pages 177-254).

6. Suggestions for homework and self-study



You'll find throughout the book suggested tasks for students to do after the lesson on their own. Rather than provide you with a typical homework activity, such as completing a gapfill exercise (which you can find in lots of other books), it suggests a motivating task such as noticing how vocabulary works in real-life contexts, or taking a photo related to the vocabulary point and presenting it.

7. Read it critically

No two language classes are the same, and experiences differ. Modify and adapt ideas to suit your own needs.

8. Compile a 'Top 50'

Read the book from cover to cover. At the end of each unit, circle the point that you like the most. Then add notes about how you used it in class and how students reacted.

9. Revisit ideas

Not all ideas work for every class and you don't teach the same level or type of class all of the time. Go back to ideas you've used before and weigh up if they will work with your next set of students. Use this book as a notebook to jot down ideas of what you can use with your new class and then how it impacted their learning.

10. Common difficulties

Many units give tips relating to the difficulties students can have with the vocabulary point in question. Some of the units also highlight the way a student's first language might impact on their use of the vocabulary, or the reasons why students often confuse particular words. Add your own notes to these sections of any additional difficulties you encounter with your students. You may then want to share these with other teachers in your institution to discuss the best ideas and techniques to help your students.

"ETpedia saves hours of planning time and opens opportunities for variation, adaptation and even creating my own materials inspired by the ideas it offers."

Ayat Al-Tawal, teacher, Egypt

10 facts about the authors

Between them, the three authors of this book have over 75 years' worth of experience in teaching, teacher training and materials writing.

Stacey H Hughes...

- ▶ started her career in 1992 as an EAP teacher in the US and went on to teach in Poland, Italy and the UK. Her main interest in ELT is in maximising student engagement through student-focused learning using traditional and digital tools.
- ▶ works freelance as a teacher trainer and writer/editor of educational materials, including materials for digital assessment and online training.
- ▶ has written teacher's books including several for the Macmillan *Skillful* series as well as *Headway Pre-intermediate* (Oxford University Press). She regularly writes articles and blogs, and gives talks and training sessions for teachers in many different countries.

Fiona Mauchline...

- ▶ is the author or co-author of various ELT coursebooks for teenagers including *Dive in!* (Delta Publishing) and *Motivate!* (Macmillan Education), as well as *How to Write Secondary Materials*, published by ELT Teacher2Writer. She also blogs at Macappella and Blood, Sweat and Gazpacho.
- ▶ speaks five languages (and studied two others back in the mists of time), so enjoys 'collecting' vocabulary through reading, keeping her eyes and ears open and being generally curious when travelling – particularly where menus are concerned.
- ▶ is an active member of two IATEFL special interest groups. She co-edits the e-bulletin for TDSIG (Teacher Development) and is also the Joint Events Coordinator for MaWSIG (Materials Writing).

Julie Moore...

- ▶ started her writing career as a lexicographer working on learner dictionaries for CUP, OUP, Longman, Macmillan and Collins COBUILD. She still loves the opportunity to work on dictionary projects whenever she can.
- ▶ has worked on General English and EAP coursebooks, including *Oxford EAP C1* (OUP), photocopiable resources, *Timesaver for IELTS Vocabulary* and *Timesaver for IELTS Reading (Scholastic)*, self-study materials, such as *Common Mistakes at Proficiency*, *Common Mistakes at IELTS Advanced* (CUP) and *Oxford Academic Vocabulary Practice* (OUP) and reference resources, including *Key Words for IELTS* (Collins COBUILD).
- ▶ has never been very good at spelling, but knows which words she can't spell, so looks them up.

10 tips for teaching vocabulary to beginners

Traditionally, a beginner is a learner who has no previous knowledge of English. Realistically speaking, there are very few complete beginners (A0 level), so you can generally assume that your beginner-level students know a few words and phrases. The other term – false beginner – is also used as a term to refer to an adult student who may have studied English at school, but has not studied or used English since then, and so has forgotten much of what they knew. These students are around the A1 level.

Commonly, you will teach classes with a mixture of beginners and false beginners. With both of these groups, the main challenges are finding a way to present vocabulary, as you are more limited in how you introduce new items, and the sense of frustration on the part of the learners, as they often feel they aren't learning fast enough to be able to communicate. However, by varying your resources (see Tip 6) and allowing learners some control over what items they learn, you will go a long way towards overcoming these challenges.

1. Recognising words on Day 1

Beginners often lack confidence, so you can start your course by writing 10 to 20 high-frequency and internationally used words or phrases on the board, such as *airport, beautiful, bicycle, café, cat, celebrity, city, computer, fashion, game, house, person, pizza, play, phone, restaurant, soccer, sport, star, television, ten, video, website, woman*. Ask students to write the words under the headings *I know this, I think I know this, I don't know this* or use the three emojis 😊 😐 😞. Being able to put most of the items in either of the first two columns will help reduce anxiety.

2. Pronunciation straight away

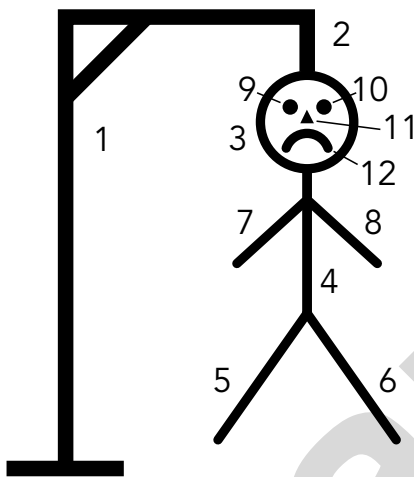
Helping students with pronunciation right from the start will increase their self-confidence. Even if a beginner recognises some words, they will still feel inhibited and frustrated if they don't know how to say them. Students need to hear the word and repeat it. Sometimes teachers think 'listen and repeat' will be boring for their students, but at this level, it allows them to work on correct word stress and to practise saying the words in a safe environment.

3. Make it relevant

Think about how you choose the vocabulary you teach your beginner students. Are the items in the coursebook relevant to them? For example, words like *blouse, carpet* and *snow* are on the A1 vocabulary list, but these may or may not be appropriate for all students. If they aren't relevant to your learners, supplement them with alternative words they can use immediately in similar contexts (*top, shirt, tiles, rain, cloud*). The more they can see a need to use words, the better the learning.

4. Get to know spelling patterns

Remember that beginners are not yet familiar with the spelling patterns of English vocabulary, so they need spelling activities. Hangman is a good way of practising spelling patterns and helping students to become familiar with them. Choose an item of vocabulary you have been working with recently and indicate the number of letters on the board using dashes. Students call out letters they think might be in the word. If they are correct, write the letter in the correct place. If they are not correct, write the letter on the board and draw part of the hangman. The student who guesses the word correctly then chooses a word from their notebook in secret and draws the lines on the board for classmates to guess. This is a good way of helping students learn to spell combinations such as final *-ng*, *-tch* or *-ght*. You can also draw a snowman (see Tip 13.6) if you prefer not to use the traditional image. Suggestions: *bedroom*, *book*, *foot*, *mouse*, *house*, *mouth*, *horse*, *nose*, *cheese*, *teeth*, *green*.



5. Odd-man-out

Odd-man-out also helps practise spelling patterns and allows students to begin to associate spellings and sound. Either (1) give students groups of three words with similar spellings but where one of the three is pronounced slightly differently, e.g. *floor*, *foot*, *book*; *chair*, *church*, *chemist* or (2) dictate words with similar sounds in threes for students to work out which one is spelt differently, e.g. *red*, *head*, *bed*; *nose*, *toes*, *goes*. Once they are familiar with these, learning new words and their spellings will be easier.

6. Graded readers

There are some wonderful graded readers for beginners, often written in graphic novel format. Graded readers are devised in such a way that key vocabulary is repeated throughout and supported by the illustrations. Encouraging beginners to read graded readers by having a small collection of 'Starter' and 'Beginner' books in your classroom (or in a shoebox that you take to class) and planning a 20-minute session where they can just flick through and get an idea of the stories is a highly effective way of helping them expand their vocabulary quickly.

7. Involve beginners in choosing input



If students have a stake in the input, they'll learn better and will also be keener to actually learn. As a simple homework task, ask them to think about their normal day or a special weekend, and to think of up to six words they would need if they wanted to tell someone about it. For example, if they have been to a wedding, they might come up with the words: *wedding, bride, groom, wedding cake* and *gorgeous*. Ask them to research their words: they should find the English word, note the spelling, pronunciation, and so on, and put them in a simple sentence or find photos they can share on their phone so they can teach them to their classmates. Teaching their classmates will also help them learn the words. An added bonus is that they become the 'class expert' on their words, and while their classmates may not remember what they were taught, they'll remember who taught them, so in future classes they can ask that person: *What was the word for ...?*

8. Use sensory stimuli

When we present new vocabulary to beginners, we often use visuals, but remember that you can tap into the other senses, too. For example, for adjectives of mood (e.g. *happy, sad, angry*), play very short music clips, such as the introductions to various songs. Students note down emotion adjectives that they associate with the music. They can then compare their ideas with those of their classmates. You can allow them to write adjectives in their own language and to look them up if you want them to expand and personalise their vocabulary. Perfumed candles are also good for eliciting, presenting or practising mood vocabulary, or even for practising the names of fruit, as learners sniff and guess what the scent is.

9. Show, don't tell

An obvious difficulty when teaching vocabulary to beginners is that conveying meaning without using the learners' own language can be tricky. Visuals are one solution to that, but beginners are more directly involved with learning meaning if they do activities using the whole body, such as mime. You can mime for students as you present them, but you can also use games like Charades, where a word, phrase or sentence such as *She is eating pineapple* is mimed for others to guess.

10. Selfies for adjectives

Repetition is essential for learning, but so is problem-solving, so the more puzzles and games your students do the quicker they will learn. Matching activities can become more engaging if they're turned into a game. For example, ask students to take one or more selfies where they are making faces expressing particular moods. In class, they can share their photos in groups for classmates to guess the emotions.

10 tips for teaching phrasal verbs

Phrasal verbs are usually defined as common verbs (e.g. *look, bring, move, give*) with one or two particles (e.g. *at, in, to, down, into, forward*), which take on a new meaning that is not obviously related to the meaning of each part. When the meaning is more obvious (e.g. *give back, stand up*), they're sometimes called *multi-word verbs*. As learners find it difficult to guess the meaning of phrasal verbs, they often avoid using them. Phrasal verbs are, however, very frequent in spoken contexts, so they are crucial to most interactions. When learners try to replace them with more formal equivalents, this can affect intelligibility. For example, L1 speakers know what *tell off* means, but not all are so familiar with *reproach* or *castigate*.

1. Group by particle

Phrasal verbs are often grouped by the verb – *look after, look up to, look up* – but grouping them this way can be confusing for students because they look so similar. An alternative way is to group phrasal verbs by particle because certain particles convey a particular idea. For example, in the phrasal verbs *tidy up, wash up, eat up, drink up, lock up* and even *shut up* and *give up*, the particle *up* implies completion. *Off* often refers to movement away: *He walked off. She ran off with my wallet. The plane took off.* *On* can suggest continuing: *He moved on. Go on, I'm listening. They carried on working until 7 p.m.* Drawing attention to these tendencies gives learners a tool to help them understand new phrasal verbs.

2. Grouping by lexical area or context

The easiest way to group phrasal verbs is like any other lexical item: by context or lexical area. You can then use story-telling to convey meaning. This means that when your students try to recall a phrasal verb, they will be more likely to remember at least an approximate meaning, as they are likely to be able to bring to mind what topic they were talking about in class when they learnt it.

3. The grammar of phrasal verbs

With low-level learners it's best not to focus on the fact that some phrasal verbs are intransitive (e.g. *give up*), some are separable (e.g. *bring someone up*) and some are inseparable (e.g. *look forward to something*), although doing so can be useful for higher levels. There is a grammatical reason for these differences but knowing the reason will not help students use or understand them. As many students struggle to grasp and use phrasal verbs until they are around B2 or even higher, drawing attention to the differences too early is likely to make students anxious. Make sure, however, that they note down where the object goes (if there is one).

4. Pronunciation of phrasal verbs

In spoken English, speakers almost always link the sound between the verb and the particle, or between two particles in a phrasal verb; for example, *stand_up, take_over, come_on, look_down_on*. Draw students' attention to this pronunciation feature when teaching phrasal verbs. Remember that it isn't just consonants that link with vowels: speakers also link phrasal verbs in which the verb ends with a vowel sound and the particle starts with a vowel sound, e.g. *go_on, do_up*. Typically, speakers put a /w/ sound between them, i.e. *go_/w/_up, do_/w/_up*.

5. Phrasal verb charades

Many phrasal verbs lend themselves to being mimed; for example, for *look up (a word)*, you can act out holding a large dictionary, look up as if puzzled, look in the dictionary, then gesture and mime *Aha!* Ask students to guess the phrasal verb. Then divide the class into two halves and give out two sets of four or five phrasal verbs; for example phrasal verbs for daily routines (e.g. *wake up, get up, look through, put on, drink up, head off*). Students work with a partner who has the same set to devise a mime for each of their verbs – ideally that gives a clue to the form as well as the meaning. They then change partners and mime for the new partner to guess the verbs. Other phrasal verbs that lend themselves to mime include: *give up, try out, get by (with), see off, fall out, drop off, back down, break down, come into (money)*.


6. Phrasal verb stories

If you are presenting a set of phrasal verbs that form a logical or frequent order (e.g. *get on with, fall for, fall in love with, go out with, fall out, split up, make up with*), try storytelling as an activity. Think of a story that puts your target phrasal verbs in a logical order. For example:

I met my wife because my brother-in-law was my neighbour at university. He had the next room to me in our student house and we got on very well with each other. When his sister came to visit one weekend, we didn't get on at first, but I soon realised I was falling for her...

Give students the list of phrasal verbs in your story and ask them to put the verbs in the order they hear them while you read the story. After you have read the story, check students have put them in the correct order and ask them to work together to establish what the phrasal verbs mean, using the order to help. You can then get them either to draw simple pictures as cues and retell the story to each other, or to write their own story using the same verbs.

7. Phrasal verb dominoes

 Students work in groups of three or four for this activity. Make one set of dominoes per group using the set on page 211 of the Appendix. One member of the group deals out the dominoes equally to each player. The first player puts down a domino in the middle of the table. Then the second player (moving clockwise round the group) adds a domino to make a complete phrasal verb. They also have to say it in a sentence. The rest of the group can challenge a player if they think the phrasal verb either doesn't exist or has been used incorrectly; if necessary, the group can check in a dictionary or ask you. Then the next player plays, and so on. The winner is the player who plays all their dominoes first. One variation is for the player to make a question using the phrasal verb; the player on their right has to answer it.

8. Sketches for practice

The beauty of drama and sketches is that the repetition needed to learn lines helps with memorising vocabulary. Give students a lexical set that includes at least four phrasal verbs. Allocate them a situation or context and ask them to write a short scene. This works well with ESP and business English students as well as with general English students. For example, give students *moving forward*, *hand over*, *get through something*, *look up* (improve), *decrease*, *go up* (increase) and *strategy*, and ask them to write a sketch involving a business meeting. Students practise and then perform or audio-record their sketches. If they perform for the class, encourage applause.

9. Phrasal verb haiku

A haiku is a Japanese poetic form consisting of 17 syllables and three lines. This is usually organised so there are five syllables in line 1, seven in line 2 and five in line 3. Give students a list of phrasal verbs and ask them to include at least one in their haiku. Once they have written it, they practise it to recite for the class. They could also display their haiku on the wall.


Here are three examples of haikus using these phrasal verbs which you could share with the students to help them with their own ideas: *grow up*, *look back*, *think over*, *go through* (thoughts), *move on*, *bring up* (memories).

*Look back on your life
Then reflect;
It's time to move on.*

*Growing up's easy
So why is
Adult life so hard?*

*Moon, come up tonight
So I can
See your silver smile.*

10. Phrasal verb homework

 Daily mini-challenges are a good way to boost the number of phrasal verbs students know and use. Set one (for lower levels) or two (for higher levels) every lesson for students to research and learn for the next lesson. Tell them to find out the meaning and the most frequent contexts the phrasal verb is used in (e.g. for the phrasal verb *try on*, the most frequent context might be 'shopping for clothes'). They then write an example sentence. At the start of each class, ask students to report back and share their sentences with the class.

Unit 24.7 Phrasal verb dominoes

Cut out the dominoes to play.

on	look	up	bring	forward	move	✂
on	give	back	stand	up	tell	✂
off	wash	up	eat	out	go	✂
along	run	into	take	off	go	✂
up	come	across	put	on	back	✂
down	break	into	make	off	bring	✂
up	move	on	grow	up	come	✂
into	do	up	try	out	get	✂

You may photocopy this page.