

ACTIVATING VOCABULARY

BOOK A

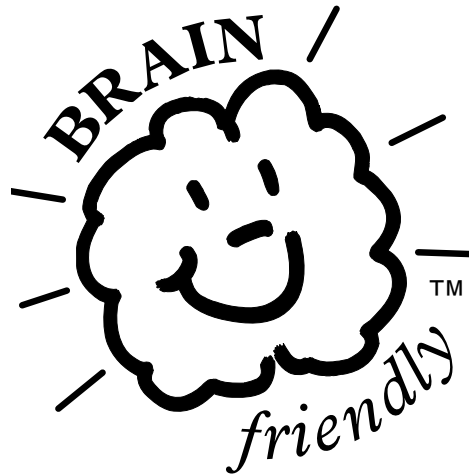
1	My family	11	Jobs 1
2	My town	12	Jobs 2
3	My home	13	Hobbies
4	People	14	Holidays
5	Parts of the body	15	Places to stay
6	In the street 1	16	Food and cooking 1
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Mark Fletcher
with
Richard Munns

Activating Vocabulary

Introduction

Activating Vocabulary A is designed for teachers with limited preparation time who want to provide lively, motivating language skills lessons to introduce, test or revise the use of vocabulary.



Examples from
Activating Vocabulary
Books A,B and C

Activating Vocabulary A

by **Mark Fletcher** and **Richard Munns**

Illustrated by **Mark Fletcher**

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Examples from
Activating Vocabulary
Books A,B and C



*You will find Flexible Friends Vocabulary Cards 1
ISBN 1 898295 11 5
a useful class and self-access resource for further practice.*

TEACHING NOTES

Welcome to this very flexible series of teaching resources.

The activities are simple to use and self-explanatory but a few tips may be useful to maximise the benefit to students. There are three books in the series. As you would expect the vocabulary in Book C is more challenging than that in the earlier books, but the types of learning activities are the same.

Each student should be given their own photocopy of the work sheet.

Introducing the topic It's a good idea to provide a context by briefly using photographs / magazines or other realia to stimulate interest and curiosity. Tell a little story which drops in some of the vocabulary the student will meet in the unit.

1. Word Check The majority of units have a Word Check as their major ingredient.

This is a straightforward 'match the word to the picture activity' best played by giving small groups of students time to brainstorm what they already know and to guess the remainder. The guessing process is more rewarding than immediately looking up unknowns in the dictionary !

Play the '**Question and Answer game**' between the groups.

'Bettina...Please can you tell me number 9'.

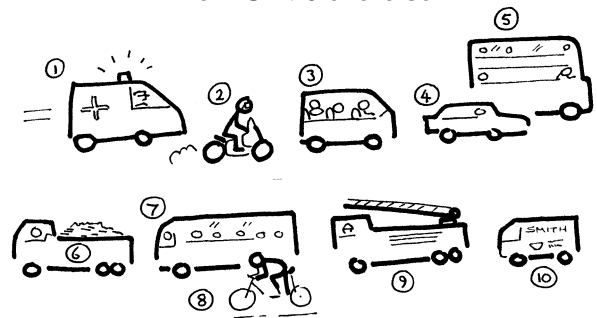
'Certainly Mark...it's a fire engine'.

'Anton. What can you see in picture 7 please?'

'I'm afraid I don't know what it is', Bettina, 'but perhaps my friend Marie can help me?'

Encourage the students to write on the worksheet and to keep it safe for future reference.

from Unit 6 exercise



2. Category exercises

Many units – including the two Revision Units at the end of each Activating Vocabulary book – have 'Put the required number of words into the correct picture category box' exercises.

For example see Unit 16 Food exercise C:

Students work together to decide which words to write in which category box. As a more brain-friendly alternative to underlining or writing in biro encourage students to use a different colour of highlighter for each category.

To exploit the activity...

2a. First check that everyone agrees the selection of words in each category and go through the lists to improve pronunciation.

2b. Each student chooses 3 of the words on the page (secretly) and writes them on the back of the worksheet.

The game is to find someone in the class who has written the same three.

This provides a lot of lively repetition of target vocabulary.

2c. Each student chooses a different 3 words (secretly), writes them on the back of the worksheet, and makes up a little definition for others to guess....

"What am I thinking of.....you can eat it...it grows in the garden....it's green.....Popeye likes itwhat is it?"

2d. Each student chooses 3 words (secretly), writes them on the back of the worksheet, then makes up a simple story to include them. They tell the story to a partner who listens carefully and identifies the 3 special words.

"Last night a friend came for dinner. I cooked roast beef, and after that we had a tin of apricots."

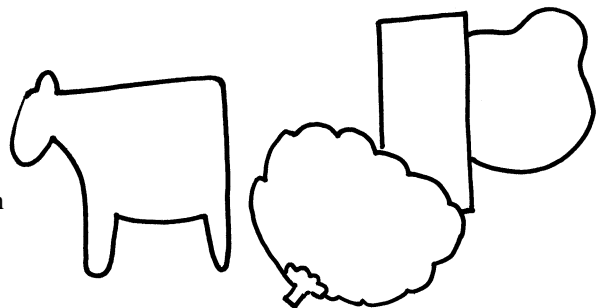
2e. As above but the story is written out as well.

2f. In groups – students brainstorm one new word for each category. Teacher awards one point for a suitable example, and two points if none of the other groups has it.

"What's your new word in the 'Container' category?"

"Our new word is 'bag'."

"Fine – that's one point. Does anyone else have bag? No? OK you get two points because no-one else has it."



TEACHING NOTES

Other Exercises


3. Interviews / Role Plays.

These can be generated from most units.
For example Unit 2 My Town exercise B.
Read through the sample functional language to set up a simple
“Ask your partner about...” activity.

Where do you live? I live in It's an industrial town.

Can I visit you? You're very welcome.

It's { a small town, a village, an old city, a modern city, a port } { in..., near..., on the coast of..., on the River... }



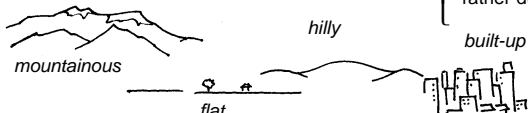
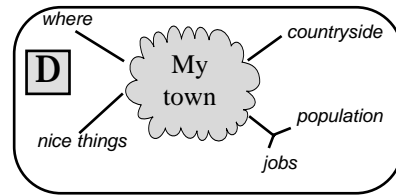
4. The Mind Maps have many uses.

See example Unit 2 exercise D.
Ask students to think for a few moments, and add some information notes to the Mind Map.
Then use it to explain / present / talk through the topic with a partner or the whole group.

How many people live there? The population is about thousand.

What's the countryside like? The countryside is { very pretty, rather dull. }

mountainous flat hilly built-up

Complete the Mind Map and talk about it with a friend

5. Encourage asking questions

Example from Sport unit 47: “What sports not shown here are important in your country?”
“Demonstrate the following event?”

With all units encourage students to present something of interest connected with the topic and ensure that others ask questions about it.

6. Mixed up definitions For example Unit 11 Jobs exercise C.

Students link the correct pair with a line _____, or underline with different colours.

C These are mixed up! Can you make the right connections?

carpenter takes orders in a restaurant
clown controls the company finance
secretary writes articles for magazines
detective does operations in hospital
journalist delivers letters
postman uses a word processor
surgeon makes people laugh
accountant catches criminals
furniture remover makes things from wood
waiter helps people move to a new house

7. Find the Partner

Example On the Farm Unit 8 exercise D

D Find the 'partners'

herd	mud
grapes	spring
milk	cows
earth	dairy
autumn	harvest
crops	famine
drought	wine

8. Odd one out

For example Unit 11 exercise B. Students identify the word which doesn't 'go' with the others and give their reason.

B ODD ONE OUT

- cook – waiter – farmer – hairdresser
- pilot – mechanic – builder – electrician
- policeman – banker – traffic warden – referee
- book-keeper – accountant – engineer – cashier
- sales assistant – actress – model – clown
- lawyer – dentist – nurse – doctor
- receptionist – greengrocer – computer manager – salesman

9. Design your own

The above types of exercises are all good for expanding vocabulary and understanding.
Encourage small groups to create new examples to test their neighbours.

10. Puzzles

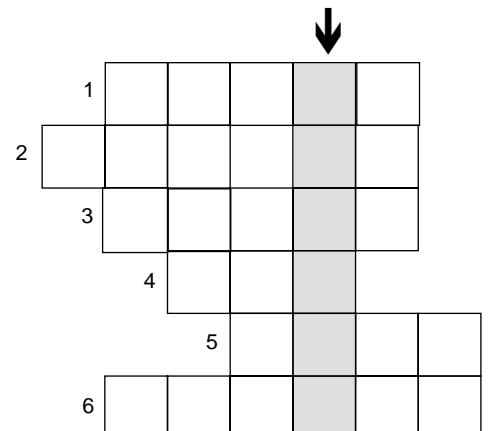
Unit 17 Food and Cooking exercise B.
Give a competitive edge by setting a tight time limit.

chopsticks



B Do this puzzle and find an important piece of kitchen equipment.

- 1 You put food on it.
- 2 Salt and ...
- 3 Eat it on its own – or make a sandwich.
- 4 Water comes out of it.
- 5 It's not a knife.
- 6 You put it on 3.



TEACHING NOTES

11. Music – Suitable for all lessons.

Near the end of the lesson, put on some relaxing music.

The students settle quietly, while the teacher reads through the target words and phrases again – slowly enough to allow them to echo in the memory.

12. Posters – Suitable for all lessons, especially the category pictures units.

Students put words onto cards and arrange them in categories to make a colourful reminder.

Make a big version of the Mind Maps.

















This is good activity for kinaesthetic and visual learners.

13. Movement / Mime / Acting

Wherever possible encourage students to exchange information and to ‘act out’ situations in English.

For example, guessing the actions (7B), or putting on a Fashion Show (22C).

WORD CHECK – What are they doing?

sitting on a bench ...				
getting on a bus ...				
pushing the baby buggy ...				
riding a bike ...				
taking the dog for a walk ...				
waiting (queuing) for a bus ...				
posting a letter ...				
driving a car ...				
making a phone call ...				
buying some fruit ...				
crossing the road ...				
window shopping ...				
talking/chatting ...				
getting off a bus ...				

from unit 7 exercise B

14. Fun with Pronunciation

In each unit select, say, six words. Focus on the pronunciation and syllable stress.

Say them singly / slowly / fast / in a list. Beat out the stress pattern.

Put several into a sentence and practice it as a statement / a question / pleasantly / angrily.

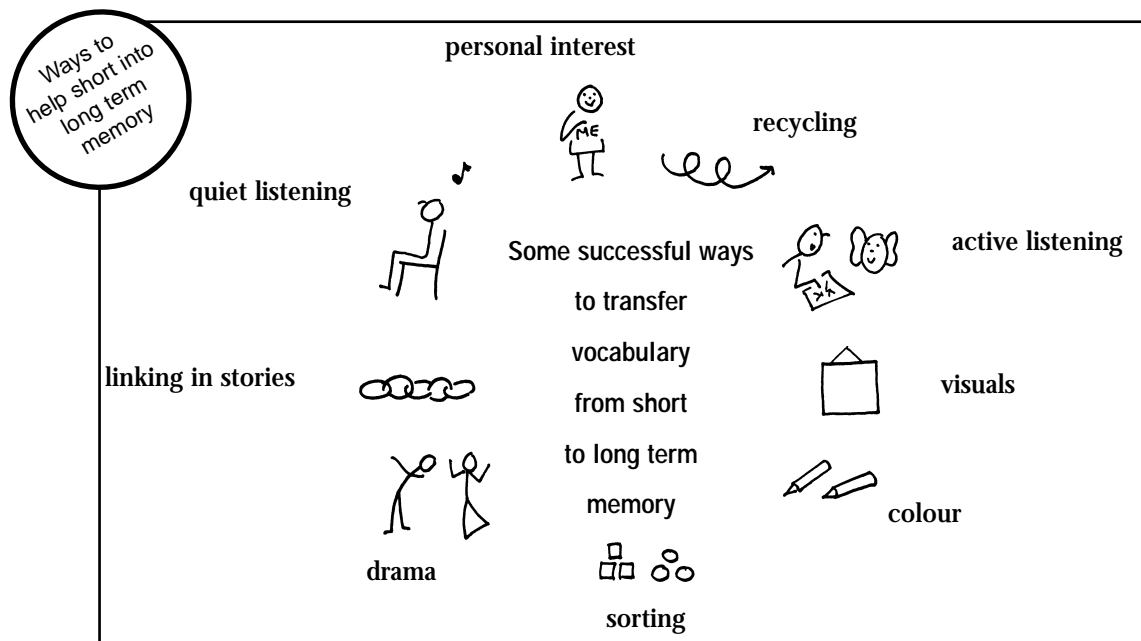
15. Multiple contacts

The greater the **variety of contacts** and associations – that the brain makes with new information, the better the likelihood of transfer from short to **long term memory**. Use as many of these approaches as possible with each exercise. Repetition, recycling, is still one of the most effective ways to remember vocabulary.

Use the poster idea as an ongoing peripheral.

16. Revisit the topics from time to time. Personalise each topic, and look out for any opportunity to bring in colour, movement, sound, humour and the bizarre.

The introduction to *Activating Vocabulary* touches briefly on **BRAIN-friendly methodology**. For a much fuller account of the theory and practice please read the *Brain Friendly Publications* title: *Teaching for Success* by Mark Fletcher ISBN 1 898295 62 X

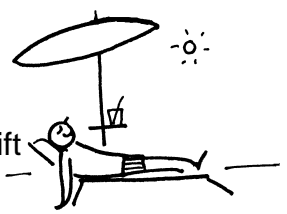


A

What do you do? I'm a teacher / mechanic / shop assistant.

Where do you work?

In my job I travel a lot / help sick people/ do shift work / make decisions about.../ sell.../ mend...



Do you like your job? It's very interesting / boring / difficult / well paid / poorly paid / enjoyable / hard work. I retired 3 years ago.

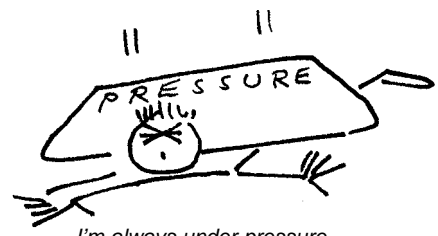


Working Life

apply for a job ... have an interview ... get the job ... join the company ...
 a trainee / an apprentice ... get more responsibility ... get a promotion / a pay rise
 a transfer ... move to a different department / branch ... leave the job / resign / retire
 to be sacked / to be made redundant ... get a 'golden handshake' / a pension ...



I work long hours



I'm always under pressure

B

ODD ONE OUT

- cook – waiter – farmer – hairdresser
- pilot – mechanic – builder – electrician
- policeman – banker – traffic warden – referee
- book-keeper – accountant – engineer – cashier
- sales assistant – actress – model – clown
- lawyer – dentist – nurse – doctor
- receptionist – greengrocer – computer manager – salesman



C

These are mixed up! Can you make the right connections?

- | | |
|--------------------------|----------------------------------|
| carpenter | takes orders in a restaurant |
| clown | controls the company finance |
| secretary | writes articles for magazines |
| detective | does operations in hospital |
| journalist | delivers letters |
| postman | uses a word processor |
| surgeon | makes people laugh |
| accountant | catches criminals |
| furniture remover | <u>makes things from wood</u> |
| waiter | helps people move to a new house |



A

How many traditional holidays do you have each year?
Do you have a carnival when everyone goes wild?

WORD CHECK

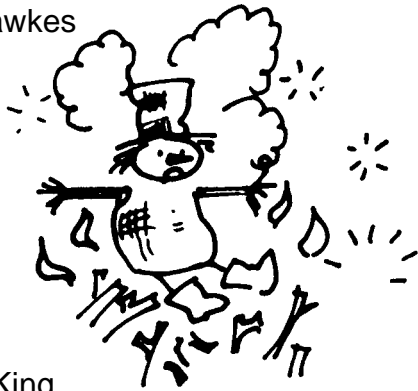


special food ... masks ... decorated floats ... big crowds ... flags ... fireworks ...
street collections ... beauty queen ... banners ... bands ... costumes ...

B

Customs and traditions are very different in different countries and cultures. Very often they go back a long way in time. Sometimes there is a religious origin (and sometimes the origin is an old superstition – or we have forgotten it!)

Here is a very English one ...
Nov 5th
Guy Fawkes night



A failed attempt to blow up the King in 1605 – now celebrated by children in a bonfire and fireworks party.

It is a Scottish New Year custom to visit with coal and salt ...

First footing
New Year



Do you have any New Year Customs?

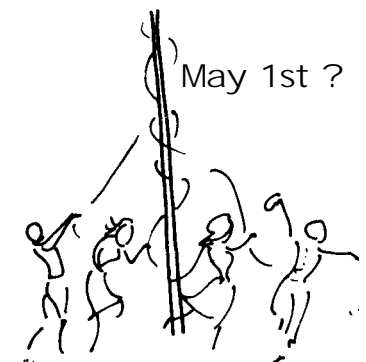
Do you celebrate Halloween?



Easter?



May 1st ?



Christmas Dec 25th
What traditions do you have at Christmas?

C

Describe the special customs and festivals you celebrate to the rest of the class. Have these festivals changed in the last 20 years?

A I'm not very fit. I'm so overweight I get out of breath walking to the fridge!

Maybe you should

- do some more exercise / go jogging.
- join the sports centre / take up yoga.
- join a fitness class.
- give up smoking / go on a diet.

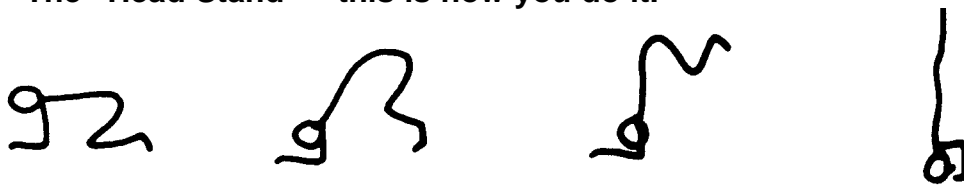


B How are they keeping fit ...?



- playing squash ...
- going on a diet ...
- step aerobics ...
- mountain biking ...
- swimming ...
- weight training ...
- walking up steps ...
- using a rowing machine ...
- yoga ...
- taking the dog for a walk ...
- doing housework ...
- using a running machine ...

C Yoga The "Head Stand" – this is how you do it.



- 1 **Kneel** on the floor and **bend** forward with your forearms on the floor.
- 2 **Rest** the top of your head on the floor. **Inch forward** with your feet. **Push** your bottom up.
- 3 Gradually **transfer** your weight on to your forearms and **lift** your feet off the ground.
- 4 Gradually **straighten up** till you are in a vertical position.

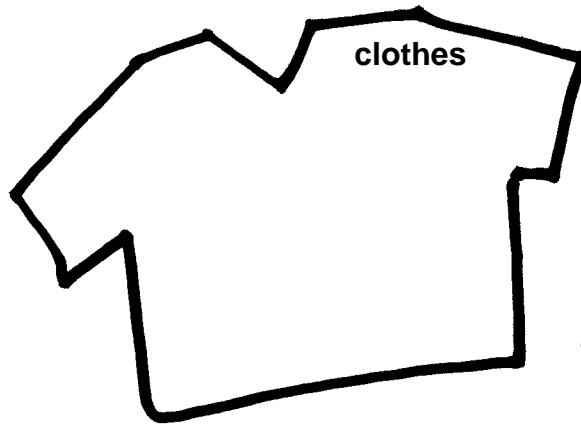
Or – Demonstrate how to do the "Bow"



- ... lie face down
- ...reach back ...
- grasp feet ...
- raise trunk ...
- knees together ...
- slowly lower

A

Put the words into the right categories
(10 in each please)



trendy
whiskers

sink

beak

mirror

leather

gas ring

patterned

horns

fashion

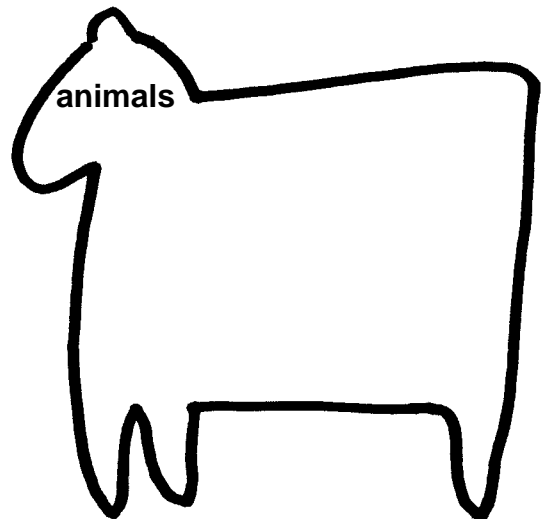
whale

home and buildings

carnivore

ornaments

duvet



trainers

hibernate

wild

scarf

thatched

bangle

detached

ladybird

sandal

monkey

stairs

ruins

spider

wardrobe

tights

stately home

Answers

- 11 B. farmer; pilot; referee; engineer; clown; nurse; greengrocer.
C. carpenter makes things from wood; clown makes people laugh; secretary uses a word processor; detective catches criminals; journalist writes articles for magazines; postman delivers letters; surgeon does operations in hospital; accountant controls the company finances; furniture remover helps people move to a new house; waiter takes orders in a restaurant.
- 33 A. 1 beauty queen 2 decorated floats 3 flags 4 costumes 5 masks 6 bands 7 banners 8 street collections
9 special food 10 big crowds
- 46 B. 1 using a rowing machine 2 swimming 3 step aerobics 4 doing housework 5 playing squash
6 weight training 7 yoga 8 taking the dog for a walk 9 using a running machine 10 walking up steps
11 going on a diet 12 mountain biking
- 39 Clothes - patterned, leather, trendy, fashion, trainers, scarf, bangle, sandal, smart, tights.
Animals - beak, horns, whiskers, carnivore, hibernate, wild, ladybird, monkey, spider, whale.
Buildings - mirror, sink, gas ring, duvet, detached, thatched, ruins, stately home, wardrobe, ornaments.

Activating Vocabulary

BOOK A

- Three books to cover Elementary / Intermediate level vocabulary.
- Twenty topic-based units in each book with revision pages.
- Vocabulary is presented in picture form with exercises.
- Teaching notes provide dozens of creative activities to introduce, recycle, practice and test vocabulary.
- Based on Brain-friendly ways to ensure target language stays in the long-term memory.
- Activating Vocabulary series is designed for teaching at Council of Europe language level CEF-A1. (CEF is the Common European Framework)
- See books B and C for further vocabulary exercises.



OTHER BRAIN FRIENDLY PUBLICATIONS TITLES INCLUDE:

- Teacher Resource Materials
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