

O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI
SAMARQAND VILOYATI XALQ TA'LIMI XODIMLARINI QAYTA
TAYYORLASH VA ULARNING MALAKASINI OSHIRISH
HUDUDIIY MARKAZI

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TEACHING VOCABULARY TO YOUNG LEARNERS

Samarqand – 2020

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Mazkur uslubiy ko'rsatma umuta'lim maktablari, akademik litsey va kasb-hunar kolleji o'qituvchilariga va malaka oshirish kursi tinglovchilariga mo'ljallangan bo'lib, til o'rganish ko'nikmalarini oshirish maqsadida usullardan foydalanilgan.

Samarqand viloyati xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi ilmiy-uslubiy kengashining 2020 yil 27 iyunda bo'lib o'tgan yig'ilishida muhokama etilgan va 5 -sonli qarori bilan nashrga tavsiya etilgan.

Introduction

There are many books of activities for teaching English in the primary classroom, but this book is different. It is different because all the activities have been tried and tested by the very people who are going to use them, teachers like you. These teachers work in the most diverse contexts and conditions, sometimes with large classes, sometimes with very small groups, sometimes with every type of resource you could wish for, sometimes with only a board to support their teaching. However, they share a desire to help their students to learn English in an enjoyable way. We imagine you too share this desire and that is why you have picked this book. We hope you find the activities useful, engaging and fun too, and enjoy using them in your class. For each activity, we give the ages of the children it is suitable for and the time it takes. Both of these should be taken as guides only. Very often, the English level of the children is more important than their age to the success of the activity. In addition, the timing of the activity depends on the size of the class or how quick the children are to respond. You will always be the best judge of whether an activity is suitable for your class and how long it is likely to take. For many children, their only source of exposure to English will be you, the teacher. For this reason, it is advisable to take all possible opportunities to speak English in the classroom. However, this does not mean that your English has to be perfect or that you have to speak English all the time. Indeed, switching between different languages is common in many everyday contexts for many people, and the classroom is no different in this regard. In this book, we have suggested where using the children's first language might be effective, but this does not mean you should avoid it at other times. You are the best judge of how to support your children's learning in the classroom. There are lots of different ways that you can use English, however. Many of the activities in the book have steps that involve the children in quiet tasks, such as cutting and pasting, drawing, colouring and so on, that do not explicitly practise new structures or vocabulary. While children are engaged in these, you can chat to them more informally. Teachers play a critical role in creating an environment in which children feel happy trying out their English skills. As well as encouraging children and praising their efforts, teachers need to have confidence in their own English speaking skills, whatever their level. If

children see their teacher speaking English with enjoyment and enthusiasm, not worrying about making mistakes or knowing every word, then they have a very positive model for using English themselves. We hope the activities in this book play their part in providing the kind of fun and engaging activities that can motivate children to use English in class.

Activity 1: Act out

Age: All ages 15–30 minutes **Large classes?** No
Mixed level? Yes

Materials: Cards illustrating action verbs (e.g. dance, eat, walk, etc.), sand clock or timer.

Organisation: Pair work, group work, whole class.

Aim: To revise and practise the present continuous tense.

Description: This is a simple but fun way for children to practise a grammar point through a guessing game with mime.

Preparation: Make flashcards with a picture of a different action on each one. Actions could include, run, jump, cry, laugh, run, sleep, cough, stretch, brush, clap, smile, walk, sit, stand, write, read, listen, speak, wash, wriggle, sneeze, blink, wink, turn.

Procedure

1. 1.Show the picture cards one at a time to the whole class. Elicit the verbs illustrated and practise the pronunciation of each one. Ask the children to mime the action.

2. 2.Divide the class into groups of two or three. Each group decides who will mime and who will guess. Decide which group will go first and say that each group will have two minutes to guess as many actions as they can.

3. 3.Bring the first group to the front of the class. Ask the child who will mime to stand so all the children in the class can see. Give the child the first card. They mime the action on the card. The group has to guess what the mime is by calling out, for example, 'you are running/you're running'. If they guess correctly, they take the card and the teacher gives the child a new card. If they don't know, they say 'next one', the card goes back to the bottom of the pile and the child continues to the next card.

4. 4.After two minutes, the group counts the number of cards it has collected and records the number on the board. The cards are given back to the teacher, and the second group comes to the front to guess.

5. 5.The winning group is the one with most points recorded on the board.

Notes

You could make correct pronunciation a condition of getting the point, or you could award an extra point for it.

Alternatives

- Each group takes it in turns to send one person to the front to mime one verb at a time.

- Each group has its own set of cards and works at the same time, with members taking it in turns to pick up a card and act it out. If you have a large class, one member of each group can observe another group. They get points for their group if they notice any errors, for example if the group gives itself a point it should not have.

- Depending on the level of the children, you could also award extra points if they can tell you the past form of the verb, and/or the past participle.

- The game would work with other tenses too, but you should try and make the context as natural as possible.

For example:

- a. to practise the past continuous, the children can call out their guesses after the child at the front has finished miming – ‘you were walking’.

- b. To practise the past simple, the child at front can mime a series of actions while the group writes them down. After the two minutes, the group calls out the sequence: ‘you walked, then you sat down, then you read a book’.

- Rather than miming the action, the children can draw the action on the board. The children in the group guess in the usual way. To make it more challenging, write the verb on the flashcards rather than drawing a picture. Children then have to read and show they understand what the verb means by drawing it.

No resources?

If you do not have the resources to make cards with illustrations, you can simply write the verb on a piece of paper.

Activity 2 Birthdays

Age: 4–10 10–15 minutes **Large classes?** Yes **Mixed level?** Yes

Materials: A birthday hat, a birthday badge or sticker with 'I'm 11' (or whatever age) on it, a fabric or card birthday cake with fabric or card candles.

Organisation: Whole class.

Aim: To practise stress and intonation, and language chunks.

Description: This activity introduces a routine that can be used at the start of the lesson when it is one of the children's birthdays. The presents involved are imaginary, so encourage the children to think creatively.

Preparation: You will need to either find or make the badge, cake and hat.

Procedure

Ask the child whose birthday it is to come to the front of the class. Ask 'How old are you?' and give the child the badge or sticker with their age on it to wear for the duration of the class. All the children sing

H Happy Birthday to you, Happy Birthday to you, Happy Birthday dear xxxx, Happy Birthday to you!

2. Ask the birthday child to 'blow out' the candles on the cake and put the hat on.

3. The birthday child stands at the front of the class. Ask the other children 'who has a present for X'? The children who want to give a 'present' put up their hands and take it in turns to come up to the front.

4. The two children repeat the following dialogue:

Pr Present giver: Hello. I've got a present for you. Birthday child: What is it? Present giver: It's a ... Here you are. Birthday child: Thank you very much.

5. Repeat until all the children who want to give a 'present' have had their turn.

Alternatives

- If you are short of time, the children can write their presents on pieces of paper, which they give to the birthday girl/boy. The birthday girl/boy can open their presents during a break or at the end of the class.

- You can develop class routines for any occasion that you like. Donatella's class also has a rhyme that they chant whenever a child arrives late for class. The child has to knock at the door before coming in and the class chants:

*One two three four come in please and close the door
Five six seven eight it's time for school you're very late
Nine ten nine ten don't be late for school again*

No resources?

You can use a paper hat and a picture of a birthday cake, either from a magazine or you can draw one. Alternatively, you can give the birthday girl or boy a card which all the children have signed, perhaps with messages. Or, just sing Happy Birthday and do the present-giving routine.

Activity 3: Calendars

Age: All ages **Maximum** 15 minutes **Large classes?** Yes

Mixed level? Yes

Materials: A calendar page for each child.

Organisation: Individual work.

Aim: To revise vocabulary.

Description: In this activity the children decide what new language they want to remember. Each child is given a new calendar page at the beginning of each month. Over the month they fill in the spaces on the calendar with new words that they choose themselves.

Preparation: You will need to prepare a calendar page of the month for each child. You can make this on the computer or you can draw it. Make sure each square has a day and a number.

Procedure

1. At the beginning of each month, give each child a calendar page of the month with a square for each day.

2. Every Friday (or on whichever day you choose), ask the children to put a new English word, perhaps with a picture or a translation in each square for that week. The words can be from work

covered in class or the children can ask you for words they would like to know in English. As the children are working on their calendar weeks, go around the class and ask them to pronounce the words and tell you what each word means.

3. At the end of the week, the children take their calendars home and learn the words they have written down. By the end of each month, the children should have learnt about 30 new words and have a colourful record of their achievements.

Notes

This is an easy way to personalise learning as the children choose their own words to write in the squares. You can brighten up the classroom by displaying completed months on the walls.

Alternatives

- Children can write sentences instead of words.
- At the end of each week/month, the children can write a story, trying to include as many words as possible. You can give a prize for the best story.

- For more advanced learners, you can make the task more challenging by asking them to try to use words beginning with as many different letters of the alphabet as possible. You can give a prize to the child who uses the most different letters.

No resources? You can make a class calendar page or the children can draw a grid in their exercise books.

Activity 4: Fairy tale chains

Age: 8+ 20 minutes Large classes? Yes Mixed level?

Yes

Materials: Pieces of paper.

Organisation: Whole class.

Aim: To practise writing stories.

Description: In this activity the children build up stories by writing part of the story and then passing it on.

Preparation: No preparation is needed for this activity.

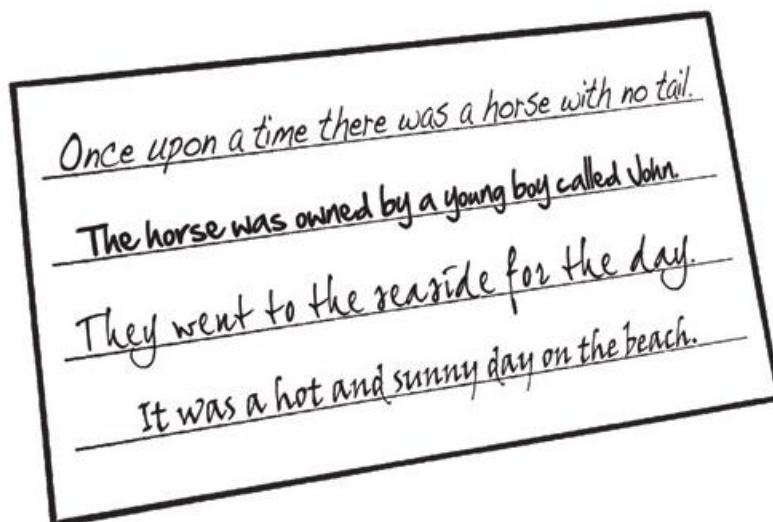
Procedure

1. Give each child a blank piece of paper.

2. Ask each child to write their name on the top of the page.

Then they should write the first line of a fairy tale at the top of the page. It is better if the fairy tale is made up rather than known.

F For example: Once upon a time there was a frog that had no legs. He wanted to get married.



3. After a minute, tell the children to stop writing and to pass the story to the person on their right. They cannot finish the sentence they are writing! The next writer continues the story until the next minute is up and the children pass to the right again.

4. Continue for about eight more turns. When it is the last turn, warn the children that they will have two minutes to write an ending for the story.

5. The children give the fairy tales back to the writer of the first line. The children read the stories and can take it in turns to read them out to the rest of the class.

Notes

This is quite a challenging task for low level learners. You may need to help them to write what they want to say.

Alternatives

- It does not have to be a fairy tale. You could provide a theme for the stories instead, for example, sports or food.

- A popular version of this activity in the UK is called 'Consequences'. In this game, the teacher gives cues and, before passing on the paper, the children fold the paper over so the next writer cannot see what has been written.

So, for example, the teacher might say, 'write the name of three friends'. The children do so, fold over the paper, and pass it on. The teacher then says, 'write a place where they visited'. The children write, fold and pass on the paper. Then the teacher says, for example, 'write what the first friend said when they arrived', 'write what the second friend said', and so on. The teacher can give as many cues as he or she likes. The children have finally to unfold the papers to read the crazy stories.

- Shawn suggests a similar activity called 'Rotating Stories'. For this activity you need a picture for each group of four children, a piece of paper attached to each picture and pens/pencils.

1. Put the children into groups of four and give each group a picture, a piece of paper and a pencil.

2. Assign a role to each child – the Writer will write the sentences, the Checker will check what has been written, the Reader will read what the other groups have written and the Captain will organise the group. Explain that the children must respect their roles although they can help and encourage each other.

3. Each group writes from one to three sentences to start a story about the picture. When they've finished, they pass their picture and paper to the next group, who adds one to three more sentences to the story and so on until the pictures get back to the original group. Each rotation should be about five minutes and it is a

good idea to fix a time limit. First the Reader shows the picture to the group and reads the sentences already written. The children decide together on the next sentences and the Writer writes them on the paper. The Checker then reads the new sentences for grammar and spelling and asks the teacher for help if necessary.

4. When they receive their original picture back, the group writes some final sentences to finish the story.

5. The group edits the story and makes a good copy of it.

6. Display all the stories on the wall or around the classroom.

Notes

- You could ask the children to illustrate the stories before displaying them.

- If you have very large classes, the children can do the activity in pairs from their seats and pass the story to the next pair. Continue until 4 or 5 pairs have added to the story and then return it to the original pair. In this case, only the roles of Writer/Captain and Reader/Checker can be combined.

No resources?

If you do not have enough pieces of paper for each child for the first activity, it can be done in groups. You can build the story up orally asking each child to add a sentence in turn. After a number of turns, ask all the children to write what they remember in their workbooks and to add an ending to the story.

Activity 5: Global presentations

Age: 12+ 20 minutes + 1-1½ hours **Large classes?** Yes

Mixed level? Yes

Materials: Pieces of paper with the names of countries and a box or hat.

Organisation: Group work, whole class.

Aim: To practise extended speaking through presentations, to develop intercultural understanding.

Description: The children work in groups on class presentations about customs and activities in other parts of the world. This activity lasts for two lessons. You need to allow about 20 minutes in the first lesson, about an hour to prepare the presentations (this can be done as homework) and then about 15 minutes for each presentation in the second lesson.

Preparation: You will need to write the names of a number of countries on pieces of paper and put them into a hat or box.

Procedure

1. 1.Divide the class into groups of three or four. Tell them that in the next lesson the groups will have to give a group presentation based on the country they pull out of the hat or box. Pass around the hat or box and groups pick out a piece of paper with the name of their country.

2. 2.Tell the class the presentation can be on any aspect of life in their allocated country. There are three rules:

- -The children need to give some information about the country.

-The children need to do some kind of activity with the class about the country.

- - The whole presentation must not last more than 15 minutes (or whatever time seems reasonable to you).

3. 3. Brainstorm the kind of information that can be given about the country (location, population, capital city, customs, famous people and so on) and the kind of activity that can be done (a quiz, a dance, a song, an exhibition to walk around, food tasting, making something and so on).

Al Also brainstorm where the children can find the information (internet, library, television, by talking to people from the country).

4. 4.Allocate either class time, homework time or both to groups to prepare the presentations

5. 5.In the next lesson/lessons, the children present their work.

Notes

Sometimes topics in the course book can be used to introduce the presentation work, particularly if you are studying about traditions, food, customs and so on.

Alternatives

- You can allocate topics to each child in the group. One, for

example, must describe food, another famous people, and the third, what young people in the country like to do.

- You can introduce a peer assessment task. Children can mark each other on content, interest, the success of the activity and so on.

- You could develop the activity over a number of lessons by giving, for example, 15 minutes a lesson over a two-week period for preparation in class. This will allow you to help the children more and to monitor their progress.

- Presentations can also be spread over a number of lessons, with one or two presentations each lesson.

- You can have a presentation day and invite parents or students from other classes to listen to the presentations and take part in the activities such as demonstrations of dancing, food tasting, singing songs and quizzes.

No resources?

The children might struggle to find information about different countries if a library or the internet is not available. If this is the case, ask the children to focus more locally – on people in different areas of their country or in neighbouring countries, for example. This information can be found by talking to people and in local media.

Activity 6: Hidden words

Age: 8 –12 20 –25 minutes **Large classes?** Yes **Mixed level?** Yes

Materials: Pen and board

Organisation: Pair work, group work

Aim: To develop reading skills and pronunciation and to revise vocabulary.

Description: This activity is designed to challenge children's ability to read sentences and find the names of animals hiding in the sentences. They can use their imagination to write their own sentences and practise the pronunciation of different sounds.

Preparation: You need to write the sentences on the board before the lesson starts (which you can cover up with a big piece of paper if you like) or present them in a different way such as on a PowerPoint slide or on flashcards.

Procedure

1. 1. Ask the children to name all the animals that they know in English. Write the names on the board.

2. 2. Write the sentence '*Close the door at once!*' on the board. Ask the children to read it and to find an animal hidden in the words. If they cannot find the animal, tell them it is 'rat' and ask them to search again. When they have found it, underline the word rat on the board: '*Close the door at once!*'

3. 3. Explain to the children that they are going to read more sentences with animals hidden in them. In pairs, they have to find the animals in the sentences.

Example sentences:

1. He arrived in America today. (cat)
2. Eric owes me 10 cents. (cow)
3. That will be a real help. (bear)
4. 4. She came late every day. (camel)
5. We made errors in each exercise. (deer)
6. If I shout, he'll hear me. (fish)
7. She dresses naked dolls. (snake)
8. At last, I, Gerald, had won. (tiger)
9. He called Nikko a lazy boy. (koala)
10. In April I only called once (lion)

4. 4. Children work in pairs or groups to identify the animals hidden in the sentences. The team to finish first is the winner.

5. 5. Those children who finish quickly can start to write their own sentences with hidden animals in them that they can then share when everyone has finished.

Notes

Do not worry if the sentences contain unknown vocabulary. It is good for the children to be exposed to language they do not know and learn that it is not always necessary to understand everything to achieve the goal. If children want a translation of the sentences, try waiting until after they have found the animal names to do this so that they do not get distracted from the main activity.

You may prefer to avoid 'hiding' words using capital letters in the sentence if you think it might confuse the children.

You might want to provide children with lower English levels with a list of the animals they have to find.

Alternatives

- You can use this activity to revise any set of vocabulary, such as colours, clothes, furniture, parts of the body and so on.
- You can extend the activity by asking the children to draw the animals and label them.
- If the children's level of English is sufficient, you can extend the activity by asking them to tell an animal story, either invented or based on their experience. They can then write the story and illustrate it themselves.
- Children like puzzles. You can use the website <http://puzzle-maker.com/WS/index.htm> to make free crossword puzzles and word searches based on your own vocabulary lists and definitions (thank you to teachers at the JALT Conference for this suggestion).

No resources?

You only need a blackboard and chalk for this activity.

Activity 7: Information translation

Age: 7+ 30 minutes **Large classes?** Yes **Mixed level?** No

Materials: Pieces of paper with questions written in the children's first language.

Organisation: Pair work, whole class.

Aim: To practise asking and answering questions. To translate from L1 to English.

Description: In this activity the children translate questions from their own language into English to get information they need.

Preparation: You will need to prepare folded strips of paper with questions in the children's first language. You will need one set of questions for each pair.

Procedure

1. 1. Choose a set of questions, written in the children's first language, on a particular theme. These might be personal questions the children can ask to find out information about each other, such as *What's your favourite food? What sports do you play?* and so on. Questions can also be more challenging and be about general knowledge or about a particular subject, such as science.

2. 2. Give each pair a set of questions. The children take turns to open a strip of paper and read the question. They then have to

translate the question into English to ask their partner.

3. 3.The second child answers the question in English. He or she then picks a question to ask and so on, until all the questions have been answered.

4. 4.You can extend the activity by asking the children to write a paragraph with the information they have learned from their questions.

For example:

This is Paolo. He's from Verona and he has two sisters. He likes playing football. He has a cat called Blue.

Notes

Although translation is not much used in many current approaches to language teaching, it can support language learning in a number of ways. Here, for example, children are encouraged to make links between their first language and English and to understand that English can be used to communicate ideas successfully.

Alternatives

- If you teach other subjects through English, this activity can be a good way of revising units you have studied in, for example, science, geography, history and so on.

- You can ask the children to think of three of their own questions in their first language and write them on pieces of paper. These are then put in a hat and each child takes out three questions they have to translate and then ask their partner.

- If you have a small class, you can either do the activity as a whole class, or pairs can take it in turns.

No resources?

You can write the questions on the board instead of using strips of paper.

Activity 8: Chain games

Age: All ages **20–30 minutes** **Large classes?** No **Mixed level?** Yes

Materials: Flashcards.

Organisation: Whole class.

Aim: To practise or revise a new vocabulary set.

Description: Children sit in a circle. They learn a new vocabulary set (for example, vegetables). They then take turns to repeat a shopping list and add new items to it.

Preparation: You will need to prepare flashcards of the words you want the children to learn.

Procedure

1. 1.Introduce a set of words you want the children to learn, for example fruit and vegetables, through flashcards. After practising the pronunciation, stick the card on to the board (you might want to write the word under the card).

2. 2.Ask the children to sit in a circle. Explain they will have to use the flashcards to try to remember a list of words.

3. 3.Introduce the phrase, *'My auntie went to market, and she bought an apple'*. The first child should add to the list, using another word from the flashcards, in the following way: *'My auntie went to market and she bought an apple and some carrots'*. The activity goes on with each child adding to the list after having repeated all the items before.

4. 4.Repeat the activity, but this time take the flashcards off the board and erase any writing.

Notes

You can help children who are struggling by mouthing the words in the list.

Alternatives

- It is not necessary to teach a set of vocabulary first. The children can add whatever they like to the list from words they remember. This takes much less time.

- Another alternative is to start the next item in the list with the last letter of the previous item. For example, *'I went to market and bought an apple, an elephant, some trees and a snake'*.

- Add a rhythm. Model the rhythm by slapping your knees (gently) twice, clapping (twice) and then clicking the fingers on each hand in turn. Get all the children to take up the rhythm. Then say your own name on the first click and one of the children's names on the second. The child then says their name on the first click and another

child's on the second. Once the rhythm has been established, introduce a word family, for example, fruit. The activity starts again, but this time you say a fruit with the first click and a name of a child with the second. For example, '*banana, Peter*'. Peter then has to say, for example, '*apple, Justina*', and so on.

No resources?

You do not need the flashcards. You can play the game using words the children already know or you can use the course book to teach the words you want them to know.

Activity 9: Memory game

Age: 6 –10 **30 minutes** **Large classes?** Yes **Mixed level?** Yes

Materials: Sets of cards with words and drawings/pictures of fruit (or other vocabulary group), one set for each group of four.

Organisation: Group work, whole class.

Aim: To introduce and practise vocabulary, to practice pronunciation.

Description: This is an adaption of the classic card-matching game sometimes called Pelmanism. In this version the children have to find picture/word combinations, but there are a number of variations.

Preparation: You will need to create sets of cards – at least 14 cards in each set. To explain the activity we are using fruit as the vocabulary set, but you can choose whichever vocabulary you like. On seven cards draw/stick pictures of fruit and on the other seven, write the names of the fruit.

Procedure

1. Show the picture cards to the children and repeat the words all together.
2. Show the children the word cards with the picture cards and repeat again.
3. Divide the class into groups of four and give each group a set of cards. One child in each group shuffles the cards and lays them face down on the desk.
4. The children take it in turns to turn over two cards to try

and find a picture-word pair. If the child is successful, they say the name of the fruit and take the card and turns over two more cards. If they are not successful, the cards are turned face down again and the next child has a turn. The child with the most cards at the end is the winner.

Notes

In activities where the children are working in groups, especially in competitive games such as this one, it can be useful to nominate one child in each group as the group leader and give them responsibility for leading the activity and monitoring it.

Alternatives

- This game can be played with any vocabulary set. It can also be played with sound / letter pairs, such as the letter 'C' and a picture of a car.
- The same game could be played with question/answer pairs or with matching sentence halves to practise grammar points. For example, matching tenses and adverbs: one set of cards has time adverbs such as *yesterday, I, twice a day, since 2000, next week*. The other set has phrases such as *I went to the doctor's, I'm not feeling very well, I brush my teeth, I've been at this school, I'm going to the USA*.
- The children can draw the pictures on pieces of paper/card in preparation for the game.
- Gulanara Janova (Georgia) suggests another game with cards which she calls 'Fishing'. Put the prepared vocabulary picture cards, or objects into a box or bag. Ask the children to come to the front one at a time to pick a picture/object out of the bag/box – tell them they are 'catching a fish'. The child who has caught a fish has to name it. If they name it correctly, they take it back to their seat. If they cannot name it, they have to put it back in the bag/box. The child with the most 'fish' at the end is the winner. This activity can also be used to revise/practise grammar, for example, children can describe their picture (e.g. *It's a big, black cat*) or say what their classmates have caught (e.g. *I have a cat, Dana has a horse, Ivan has a duck and Josi has a lion.*).

No resources?

Make one set of cards and either play as a whole class or bring a group to the front to play while the others watch. Alternatively, call 14

students to the front and tell seven they are fruit pictures and seven that they are fruit names. Ask them to sit down. Children from the class call out pairs, for example, 'Mohammed is an apple picture and Ali is an apple word'. If they are correct, they get a point. If not, the turn moves to another child.

Activity 10: Numbers and words

Age: 7-11 **25 minutes** **Large classes?** Yes **Mixed level?**

Yes

Materials: Flashcards with pictures on, magnets or tape and pen/chalk.

Organisation: Whole class activity.

Aim: To revise new vocabulary and numbers.

Description: The teacher uses flashcards to revise vocabulary. The children then have to remember the vocabulary items and write them in their workbooks.

Preparation: You will need 20 picture flashcards representing vocabulary you want to revise.

Procedure

1. Use the flashcards to chorally drill the vocabulary. When the children are confident saying the word from the flashcard, stick it on to the board and give it a number from 1 to 20.

2. Read out a number, for example 7. The child who identifies flashcard number 7 by saying the word, collects the card from the board and keeps it. Continue until all the flashcards have been collected.

3. Now you have to get the cards back. To do this, write the words on the board one by one, or show a flashcard of the written word only. The child who has the corresponding picture says the word and puts the picture back on the board next to the correct number. They then write the word on the board next to the picture.

4. When all the pictures are back on the board, the children choose five words they want to remember. They then write the words in their vocabulary notebooks /workbooks and draw pictures to illustrate them.

Notes

You can do this activity with any number of cards from 5 -20.

Alternatives

- The children can choose the words they want to remember and tell the teacher.

- You can revise numbers by using any numbers that you like, not just 1–20. So you could, for example, use 100 –119 or random numbers.

- When the children have collected the flashcards, they can write a short story using the words on the cards. Or they can share their words with a pair or a group and write a story together.

- The children can make the flashcards for homework and then bring them in to do the activity.

- Once revised, the flashcards can be stuck on the wall of the classroom to remind the children of what they have done.

No resources?

Draw the pictures on the board next to a number. When a child ‘collects’ a card, they have to stand next to the picture at the board. The advantage of this arrangement is that the children only collect one picture each. When all the pictures are taken, ask the remaining children to continue with the activity by asking, ‘*What picture does Mohammed have?*’ They have to respond with the correct word, and then Mohammed can sit down.

Activity 11: Outburst

Age: 7+

10–20 minutes

Large classes? Yes

Mixed

level? Yes

Materials: Pieces of paper, clock.

Organisation: Whole class activity.

Aim: To activate vocabulary and to learn new words.

Description: In this game, the children have to guess the words from different categories that are on the teacher’s list.

Preparation: You will need to make some word set lists, with eight items on each list. For example, fruit, vegetables, clothing, furniture, colours, domestic animals, wild animals, things in the classroom, and so on. These can be written in the following way:

Wild Animals

Tiger Snake

Crocodile

Hippopotamus

Giraffe

Zebra

Kangaroo Bear

Clothing

Shirt

Jeans

Dress

Shoes

Cardigan

Coat

Skirt

Socks

Things in the classroom

Desk Chair Board Teacher Book Pencil Rubbish bin
Clock

Procedure

1. 1. Give each child a piece of paper, or they can use their exercise books. Explain the activity. Jane suggests saying the following: *You are going to guess the words I have on my list. You have two minutes to guess as many words as you can and to write them down on your paper.*

2. 2. Give the first category, in this case, Wild Animals. The children write down as many wild animals as they can in two minutes.

3. 3. The children read out the items on their lists in turn, one by one. If the word is on your list, the child gets a point, as do all other children who have written this item down. In small classes where all children get a chance to speak, you can give extra points for spelling and correct pronunciation, if you like. To help, ask a child to write down the children's guesses on the board.

4. 4. Give a new category and start again.

Notes

It is useful to store the lists on a computer so you can reuse, or so you can delete and add different items.

You can allow children with lower levels of English to draw pictures / write the item in their first language as long as they then write down the English word later.

You can add some new vocabulary to the lists as children are very keen to learn the words they have not been able to guess.

Alternatives

- Instead of writing down, the children shout out the answers. This is more fun, but also a lot noisier!

- Divide the class into groups of three or four students. Ask each group to prepare three word lists (you can give them the categories, or they can decide themselves). The children can use the dictionary to help. Then put groups together, facing each other. The groups play against each other using the word lists they have made.

- If you have a projector and PowerPoint in your classroom, you

can prepare the lists on slides. Then as the children make correct guesses, you can make the words appear on your list.

Activity 12: Throwing a ball

Age: All 5–30 minutes **Large classes?** Yes **Mixed level?**

Yes

Materials: Soft objects that can be thrown, such as a soft ball or toy. You'll need one for each group.

Organisation: Whole class or large groups.

Aim: To revise vocabulary.

Description: In this activity, the children take it in turns to say a vocabulary item by throwing the ball to each other. The activity can be used to practise any set of vocabulary you like. There are a number of variations on this game and one alternative is given below.

Preparation: You will need a ball (or the same number of balls as groups).

Procedure

1. 1. Divide the class into groups of about ten. The game is played by each group at the same time. Ask the group to stand in a circle.

2. 2. Tell the students the area of vocabulary to be used in the game, for example, months of the year, colours, animals, numbers, clothes etc. and throw the ball to a child. The child who catches the ball says another word in the series and throws the ball to another child. This child also says a word in the series and throws the ball again.

3. 3. If a child gets a word wrong or can't remember another item, either:

a. a. The child is 'out' and the game continues until only one child is left and is the winner. /or

o b. The child changes the subject of the vocabulary group and a new round begins using the new vocabulary.

Notes

If you don't have room for the children to stand in circles, ask them to sit around tables. If you have desks in fixed rows, they can play by going down the row and back again. You can also use a soft toy rather than a ball.

Alternatives

- With younger or lower level children you can choose simple vocabulary sets with limited items and a fixed sequence, such as months, numbers, letters, days, etc. The child who catches the ball has to give the next word in the sequence.

- Ibrahim suggested a similar activity which can be used when children meet each other for the first time:

1. The teacher starts the game by saying, 'Hello, I'm Maryam' and throws the ball to a child. The child who catches the ball introduces him/herself in the same way, throwing the ball to another child and so on.

2. Once every child has had a turn, the ball returns to the teachers, who says something else about themselves, for example, 'I live in Hebron' or 'I live in Main Street' (if all the children are from the same town) and throws the ball to a child who tells the group where they live and throws the ball to the next child and so on.

Possible prompts might be:

Hello, I'm... I live in... My birthday's in (month) I like (hobbies/favourite food etc) I can (abilities/talents etc)

No resources?

You only need a ball(s) for this activity.

Activity 13: Vocabulary challenge

Age: 6-10 **At least 20 minutes** **Large classes?** No **Mixed level?** Yes

Materials: Flashcards.

Organisation: Whole class activity.

Aim: To learn new vocabulary.

Description: In this game the class have to guess what is on a card chosen by one of the children.

Preparation: You will need to make flashcards of the new vocabulary items (we use furniture here). There should be one card for each child in the class.

Procedure

1. 1. Ask the children to sit in a circle. Teach the children the words on the flashcards. There are lots of ways you can do this. We suggest the following: show each card and say the word. Children

repeat. Show the cards again in a different order and ask the children to say the correct word. Help them if necessary. Then give each child a card. The children show the cards one-by-one and the class says the word. The children can then put cards face down in front of them and the teacher asks, *'What card does Mary have/has Mary got?'* and the children have to remember. If they are right, the card is turned face up.

2. 2. When all the cards have been learnt, you can play the game. Choose one leader and one helper. The helper gathers all the cards and the leader chooses one which they put face down on the floor.

The helper holds the remaining flashcards. The children take turns asking the leader questions. For example, if the vocabulary set is domestic animals, the children might ask, *'Do you have the chair?'* The leader answers, *'Yes I do'* or *'No I don't'*.

If 'Yes', the lucky guesser becomes the leader and chooses a new card to turn face down and there is a new helper assigned. If 'No', the helper turns up the 'cat' so all can see it. Then children take it in turns to ask a question until someone guesses correctly and becomes the leader.

Notes

You can play lots of rounds of this game or just a few – it is up to you! It is also a really useful activity for revising vocabulary previously taught.

Alternatives

- The teacher can be the leader. If a child guesses the card correctly, they keep it. At the end of the game, when all the cards have been collected, the children take it in turns to say what they have, for example, *'I have a chair, a table and a cupboard'*.

- Hatice suggests the following alternative: instead of sitting in a circle, the children stand in a circle. The teacher plays some music and the children walk round the cards. When the music stops, the teacher calls out the item of vocabulary. The children have to point to the correct picture card. If you want to make this into a competition, the last child to point and any children who points to the wrong card can be 'out', until only one child remains. She also suggests putting the pictures on the board. The children can be divided into two teams, A and B. The teacher calls out one item of vocabulary and the first

member of the team has to go to the board and either take the correct picture or point at it. The first child to do so wins the point.

- The same activities can be used to practise sound/spelling associations. Instead of pictures, write the words on the cards, or use a mixture of picture and word cards. The children have to collect both the correct picture and word cards.

- Ask the children to cut pictures out of magazines, newspapers etc and stick them on card (lamine them if you can). Over time, you can build up a class collection of picture cards that can be used for a number of different activities.

No resources?

Flashcards do not have to be of professional quality. Basic drawings on scrap paper are fine.

Conclusion

We have had great fun putting this book together and learnt a lot of new approaches and ideas for teaching English to young learners. We hope that in using the book you will also have fun and learn, and that your children will too!

If we were to choose only one of the teacher's aids listed in this book, easy readers and children's books in English would be our choice, and we feel it is better to have lots of different ones rather than class sets. Readers are a real investment for the language learner, and so we want to look in a bit more detail at how to put your books in order. Although it is tempting to code books according to difficulty, we would not advise it, since we think that children should select books they *want* to read, and not the ones that the teacher says they are ready to read. So try to find some other way of organising your books, such as by subject matter - 'animals', 'fairy stories', 'facts'. This means, of course, that the teacher has to read through all the books first, select and classify. This is the type of activity which can be done usefully with other teachers or with the school librarian. Put the books on low open shelves if at all possible or in clearly marked boxes in your English corner. You might want to put new books or books which lots of people seem to be reading on low tables. Or you might put the books in book pockets. The point is that however you arrange your books, you should try to make sure that the children are physically able to reach them. This book includes a lot of the language you learn in class. It helps you to remember this language and to learn better. It

gives you more opportunities to practice grammar, it helps you to check your understanding of how to use new vocabulary in typical, everyday situation and it helps you with your written English too. There is a big difference between what children of five can do and what children of ten can do. Some children develop early, others in leaps and bounds. It is not possible to say that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into your account in your teaching. You, as a teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

When the learners have worked through a group of modules, it is a good idea to repeat some of the work. This book focuses not just on single words, but on useful phrases and collocations. This book is organized around everyday topics, also has modules devoted to core verbs, as well as modules concerned with ways of learning vocabulary. When your students have finished all the modules in this book, they will be ready to move on to the two higher level books.

We hope you enjoy this book!

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Contents

Introduction	3
Activity 1: Act out.....	4
Activity 2 Birthdays.....	6
Activity 3: Calendars.....	7
Activity 4: Fairy tale chains.....	9
Activity 5: Global presentations.....	13
Activity 6: Hidden words.....	14
Activity 7: Information translation.....	17
Activity 8: Chain games.....	18
Activity 9: Memory game.....	20
Activity 10: Numbers and words.....	22
Activity 11: Outburst	23
Activity 12: Throwing a ball.....	25
Activity 13: Vocabulary challenge.....	27
Conclusion.....	27
References.....	29

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TEACHING VOCABULARY TO YOUNG LEARNERS.

Umumta'lim maktablari ingliz tili o'qituvchilari hamda malaka oshirish kursi tinglovchilari uchun uslubiy ko'rsatma.

Texnik muharrir *Abdullayev F.*

Terishga berildi: 10.01.2021 y.

Bosishga ruxsat berildi: 13.01.2021 y

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