

# UNIT - III

## Vocabulary

### Introduction :

- \* Vocabulary should be presented in context.
- \* Different presentation techniques are appropriate for different words.
- \* Teachers should select which words will be part of learners' active and passive vocabulary.
- \* Vocabulary should be practiced in a creative and meaningful context.

### Techniques for presenting Vocabulary :

- A. Presentations of new vocabulary should be contextualized the words should be presented in a sentence, with a picture or other context.
- \* Learners see how the word is used.
  - \* Learners develop strategies to understand words they don't know.
- a. Guessing words from the context is an important real life skill.
- B. Before teaching new vocabulary, teachers should decide which words should be part of learners' active vocabulary and which words should be part of learners' passive vocabulary.
- \* Learners should be able to use active vocabulary both productively and receptively.
  - \* Teachers should spend more time teaching active vocabulary words.
  - \* Learners should recognize the meaning of passive vocabulary

- \* Teachers can spend less time teaching passive vocabulary words.
- \* Learners' language needs change over time: a word that is part of a learner's passive vocabulary now may become active in the future.

### Techniques for Teaching New Vocabulary:

#### A. Translate the word into learners' L1.

1. Very fast - but learners don't work to understand the word - they can forget it easily.
2. It also means that learners have less opportunity to hear English.

#### B. Explain the meaning in simple English.

1. A very effective technique.
2. It is important for teachers to plan a simple explanation before class.

#### C. Bring on draw a picture of the word.

1. A very good technique for tangible things.
2. It doesn't work very well for abstract ideas.

#### D. Give an example of how the word is used.

1. Gives learners more information about the new words and its meaning.

#### E. Ask learners to repeat the word after you.

1. A pronunciation technique - it can be done without understanding the meaning of the word.
2. Teachers can use repetition to practice pronunciation after explaining the meaning.

## Techniques to Explain Vocabulary in Context :

A. Teacher can show the meaning of a new word by :

1. Bringing or drawing a picture - good for concrete words.
2. Bringing an object - good for small things.
3. Acting out - good for verbs or adjectives describing people or feelings.
4. Pointing to something in the classroom - good for objects in the classroom.

B. Teachers can tell the meaning of the new word by :

1. Giving a definition in simple words - good for many types of words.
2. Giving a situation - good for many types of words.
3. Giving a synonym or antonym - good for adjectives.

C. Teachers can use more than one of these techniques to present new words more effectively.

D. Explaining vocabulary in simple words is a skill which requires planning and practice.

E. Learners can guess the meaning of new words when they are reading or listening.

1. Guessing from the context requires practice - the more opportunities learners have to guess from context, the better their skill will be.

## Helping Learners Remember New Words :

A. Learners will remember new words better if they are connected to something the learners already know.

B. After explaining the new word, teachers should ask questions using the word.

1. This will give them the opportunity to see if learners have correctly understood the word.
2. It will also give learners a chance to hear the word more times.

C. Teachers can ask learners to use the new words in a problem solving or creative activity.

D. Teachers can also expand the word morphologically:

1. The word vary can be expanded: varied, variable, variety, variant
2. This helps learners increase their vocabulary easily.
3. It also helps learners become aware of morphology and develop word-building skills.

E. Teachers can expand words semantically, by giving learners words with related meanings.

1. They can give synonyms for the new word: trip a journey, voyage, pilgrimage
2. They can give words from the same context: trip a luggage, visa, reservation.

Using Inferences to Develop Vocabulary:

The ability to understand the connections between two things is an important part of learning. Inference is the process of identifying the connections between two words or ideas. Below are some examples of thirteen types of inferences:

1. Similarity : the relationship between synonyms or words that are nearly the same in meaning. For example Happy : Glad or Rich : Wealthy.
2. Contrast : the relationship between words which are antonyms or opposites in meaning. For example Happy : Sad or Wealthy : Poorly.
3. Prediction : the words are connected by a verb or verbal relationship. One word usually describes the other words in some way. For example Car : Road, Dog : Bark, Factories : Pollution.
4. Subordination : in this type of inference A is a kind of B. For example Tomato : Vegetable or Fanta : Soda.
5. Superordination : in superordination A is the category and B is, belongs to the category. For example Vegetable : Tomato and Car : Mercedes.
6. Coordination : the two things both belong to the same group or category. Carrot : Potato and Sandal : Boot.
7. Completion : each word is a part of a complete expression. Los : Angeles and Tea : pot.
8. Part-Whole : In this relationship A is part of B.  
Day : week or Student : class.
9. Whole-part : In this case B is part of A.  
class : student or House : kitchen.
10. Equality : When two things are logically or mathematically equivalent. One fourth : Twenty-five percents and year : Three Hundred sixty five days.

11. Negation: When two things are logical or mathematical negations. For example, Right: Wrong or True: False

12. Word relations: This type of inference is based on grammatical or morphological relationships between words. Is: Was, Imagine: Imagination.

13. Nonsemantic: When words are related by similar sounds or letters, but not by meaning, their relationship is nonsemantic.  
Beat: Meet, Pat: Tap.