

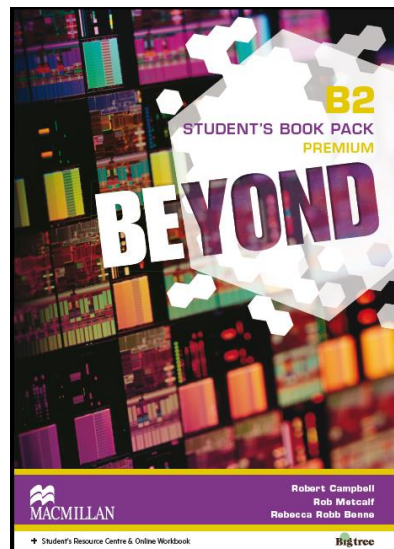
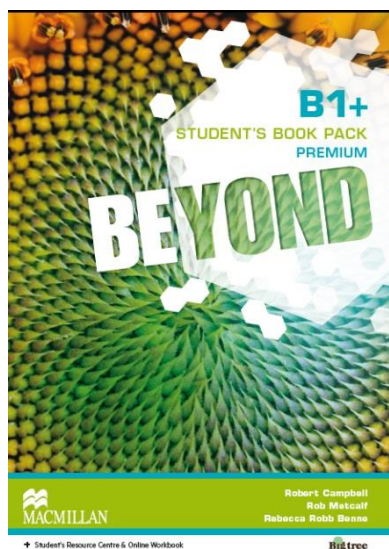
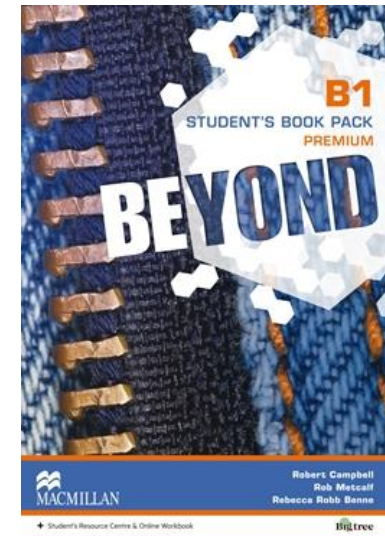
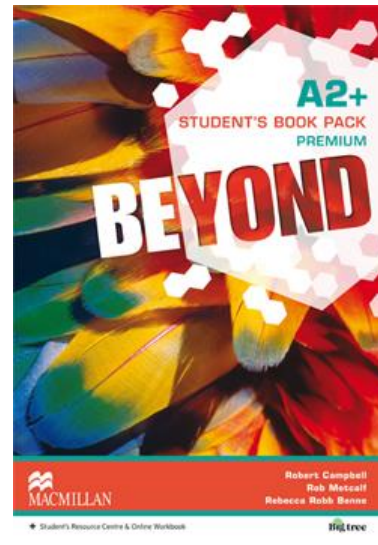
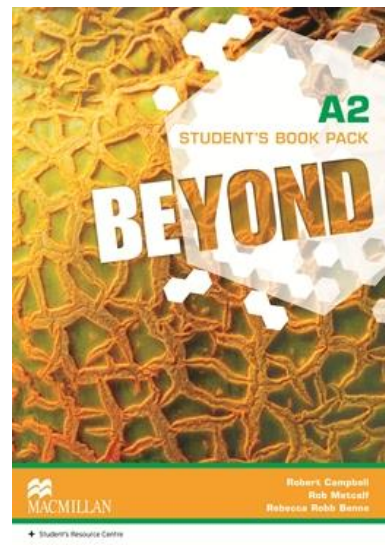
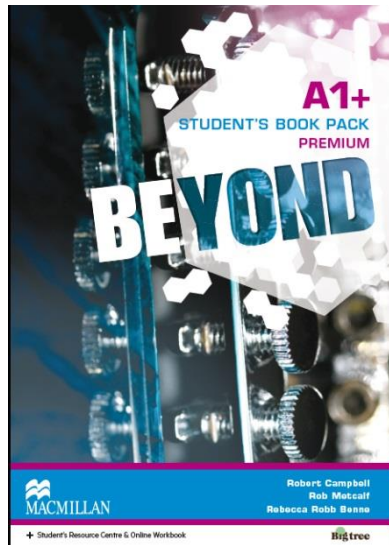
Beyond words

Rebecca Robb Benne



macmillan
education

About me



www.macmillanbeyond.com

Beyond words

How to teach and learn vocabulary

“While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

(D. Wilkins, 1972)

Beyond words

How to teach and learn vocabulary

“Words are more than individual containers with meanings. They exist in a complex matrix which links them to morphemes (prefixes and suffixes), other meanings (synonyms, antonyms), other words (that is, the words they are likely to occur with), grammar patterns, multi-word units (groups of words that are fixed into phrases or idioms).”

(M. McCarthy, A. O’Keeffe and S. Walsh)

Beyond words

Overview

Vocabulary skills

- Learning vocabulary
- Recording vocabulary
- Paraphrasing
- Understanding the meaning of new words



Learning vocabulary

1

Lexical sets

Category word (superordinate)+ category members (hyponyms)



Lexical sets



Lexical sets



Recalling related vocabulary

Using visuals, categorising

WORK WITH WORDS

- 1 RECALL** In pairs, write the names of the body parts (A–L) in the pictures. You have one minute.

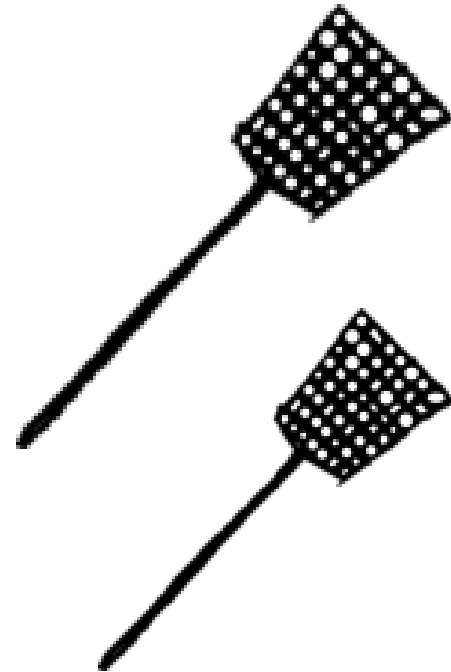
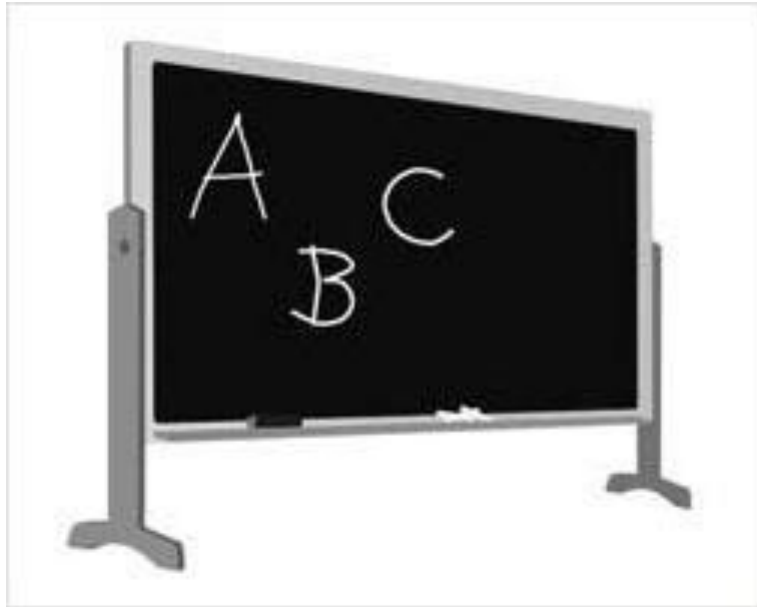
WORK WITH WORDS

- 1 RECALL** Work in pairs. Write lists of food words under the headings. You have three minutes.

Vegetables	Fruit	Meat & Fish	Dairy	Other	Drinks
<i>onion</i>	<i>lemon</i>	<i>chicken</i>	<i>egg</i>	<i>bread</i>	<i>orange juice</i>

Recalling related vocabulary

The fly swatter game



Introducing and practising in context


Puzzle, audio-visual task

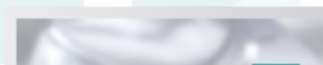
_____ ankle	<u>M</u> brain	_____ chest	_____ finger	_____ heart
_____ knee	_____ neck	_____ shoulder	_____ stomach	
_____ throat	_____ thumb	_____ toe		

3  1.68 Listen and check your answers. Then listen and repeat.

4 Write the body parts in Exercise 2 in order, from the highest to the lowest when you're standing up.

brain, ...

5 **THE MOVING PICTURE**  Watch the video. Write the order in which the machine adds the avatar's body parts. What does the avatar do when it's complete?



Practising in context

Cognitive thinking




does the avatar do when it's complete?

6 Do the quiz. Then compare your answers with a partner.

The Body Parts Quiz

How much do you know about the **human body**? Answer the questions.

- 1 It's the most complex object in the universe. What's it called?
- 2 It makes sure air and food goes to the correct place. What is it?
- 3 Two parts of our body get bigger and bigger, but we don't cut them. What are they?
- 4 Three bones connect here, including our biggest bone. What is it?
- 5 This part of our body can destroy metal. Which part?



64

Practising in context

Creative speaking

SPEAK

- 7** Draw an avatar but don't let other students see it. Use the avatars below for ideas.



Futuristic




Manga



Monster



Robot

- 8**  Work in pairs. Describe your avatar to your partner. Can he/she draw it?

PHRASE BYTES



It's got (a) big/small/long/short/round/square ...

It's got ... next to/above/under/around its ...

It looks like a ...

GO BEYOND



Do the Words & Beyond exercise on page 135.

Practising using co-operative writing

Consequences

1 (name of a girl)

MET

2 (name of a boy)

AT

3 (a place)

SHE SAID

4 (what she said)

HE SAID

5 (what he said)

SO ...

6 (what they did)

Saffron, a shy, stylish girl in a red coat
and black boots
met

Harry, a rude and annoying boy in baggy jeans
and a black cap
at

the dentist

She said

"Do you want to go bowling?"

He said

"Do you want a ham sandwich?"

So...

They went horse-riding.

Practising using co-operative writing

A strange story

A strange day

It's a strange day with strange weather. *Describe the weather.*

You go to a strange house.
Describe the house and the door of the house.

A strange person opens the door.
Describe the person.

Something very strange happens.
Describe what happens.

Recording vocabulary

2

Recording vocabulary


In lexical sets

Page 64

RECALL

PARTS OF THE BODY

- arm
- back
- ear
- eye
- face
- foot
- hand
- head
- leg
- mouth
- nose
- tooth



WORK WITH WORDS

TIP: Learn the plural form of nouns. Does the spelling change? Is the plural form different?

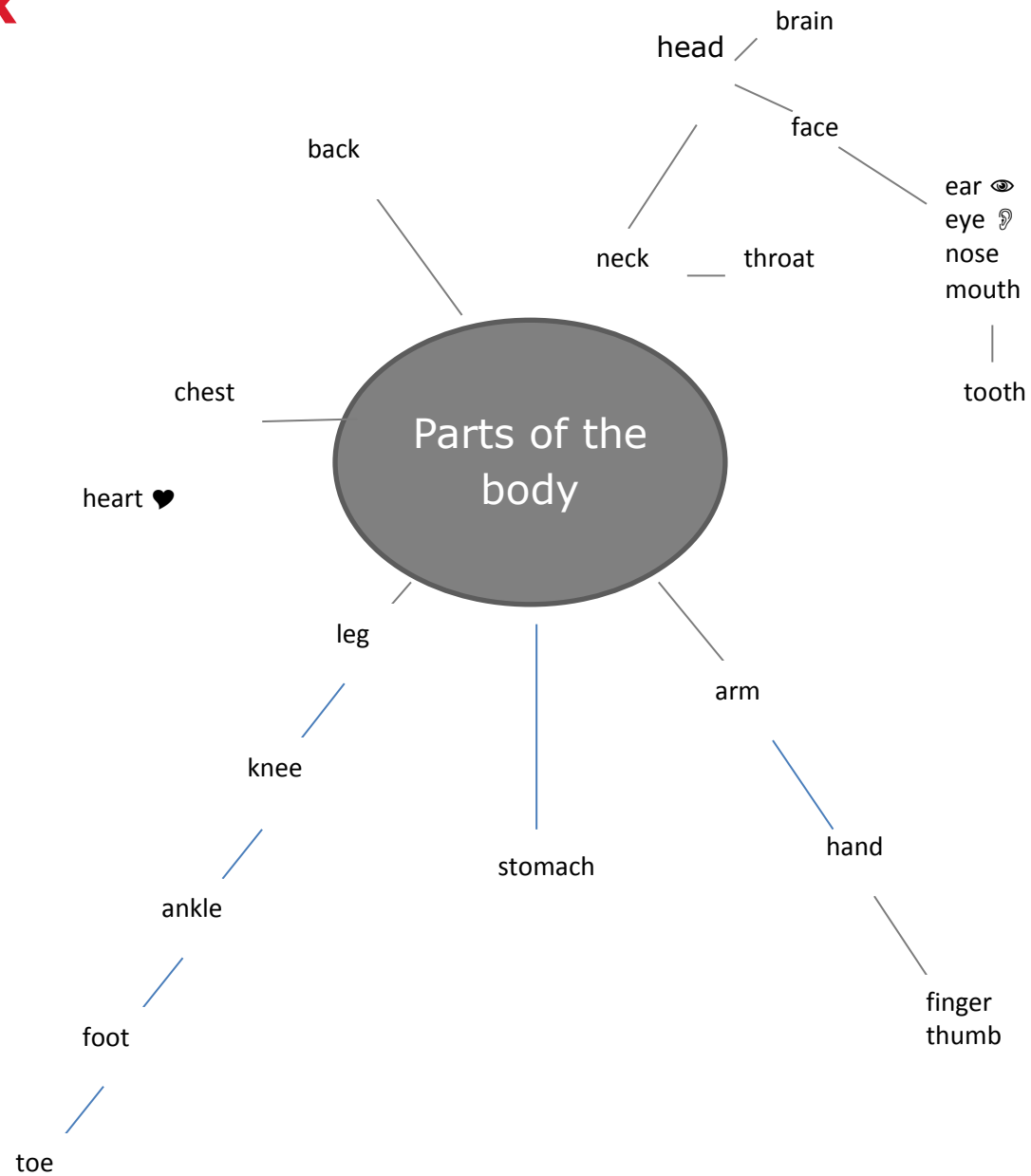
TASK: Write the plural form of the RECALL words. Which ones are different?

Words & Beyond, Beyond A2+

Labelled picture



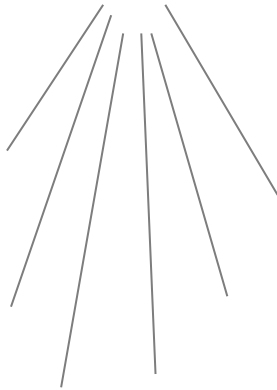
Network



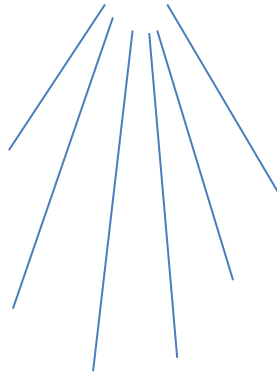
Word tree

Parts of the body

Head



Body



Table

Parts of the body	
Head	Body
brain	neck
face	throat
eye	back
ear	chest
nose	heart
mouth	leg
tooth	knee
	ankle
	foot
	toe
	stomach
	arm
	hand
	finger
	thumb

Making connections

Associations

Pages 64 and 65

PARTS OF THE BODY

ankle
brain
chest
finger
heart
knee
neck
shoulder
stomach
throat
thumb
toe

GO BEYOND

Write words you associate with five of the body parts – verbs, adjectives, clothes, etc. For example, brain: *head, think, intelligent, grey.*

Making connections

Different word sets

Page 108

RECALL

SPORTS

basketball
football
swimming
tennis

COLOURS

blue
green
red
white
yellow

CLOTHES

(football) shirt
shoes
socks
T-shirt
trainers
trousers

PARTS OF THE BODY

arm
back
ear
eye
face
foot
hand
head
leg

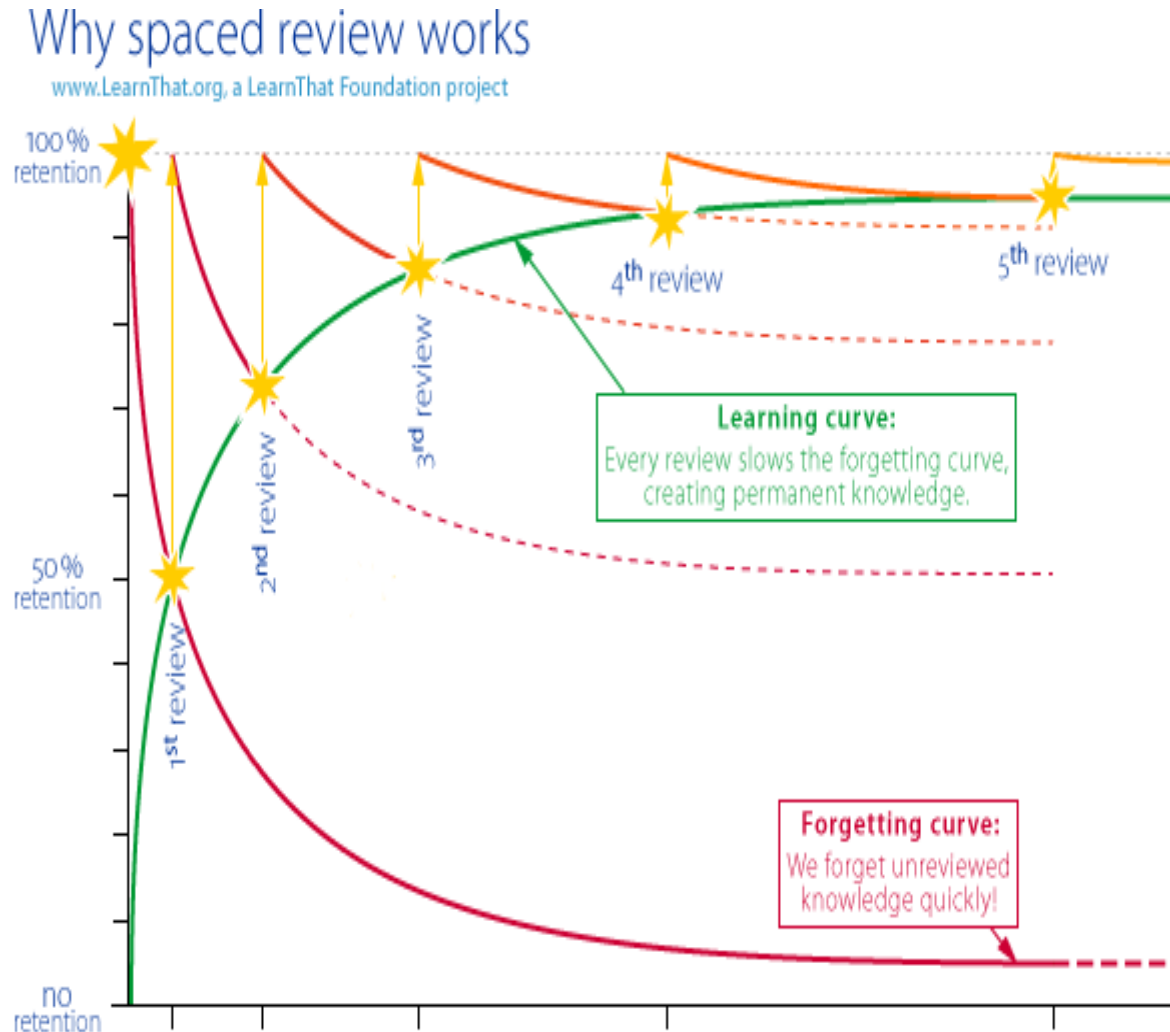
WORK WITH WORDS

TIP: When you learn a new word, think of other connected words.

TASK: Think of your favourite sports team and player. What colours, clothes and parts of the body do you think of? What other words do you think of?

Reviewing and recycling

Ebbinghaus forgetting and learning curves



Paraphrasing

3

Paraphrasing

At the chemist's



Paraphrasing

Conversations

1

Finn: Are you all right there?

Bella: I need something for my (1) I've got ... I'm not sure how to say it in English. It's a pain.

Finn: You mean (2) ?

Bella: Yes. Is this the right thing for a (3) ?

Finn: Yes, it is.

2

Ruby: Can I help you?

Emma: Yes. I need some of that cream you put on your (4) I don't know what it's called. It's a special cream for keeping (5) away.

Ruby: Do you mean (6) repellent?

Emma: I think so.

Beyond B1

Paraphrasing

Noticing and using chunks/functional phrases

HOW TO



ask for help with words

When you don't know the name of something:

- Say that you don't know the word.
- Explain what it's for (*it's for* + verb + *-ing*).

PHRASEBOOK 2.11



Explaining what you need

I need something for ... / It's for ...

I need some of that cream/liquid/stuff ...

I'm not sure how to say it in English.

I don't know what it's called.

Paraphrasing

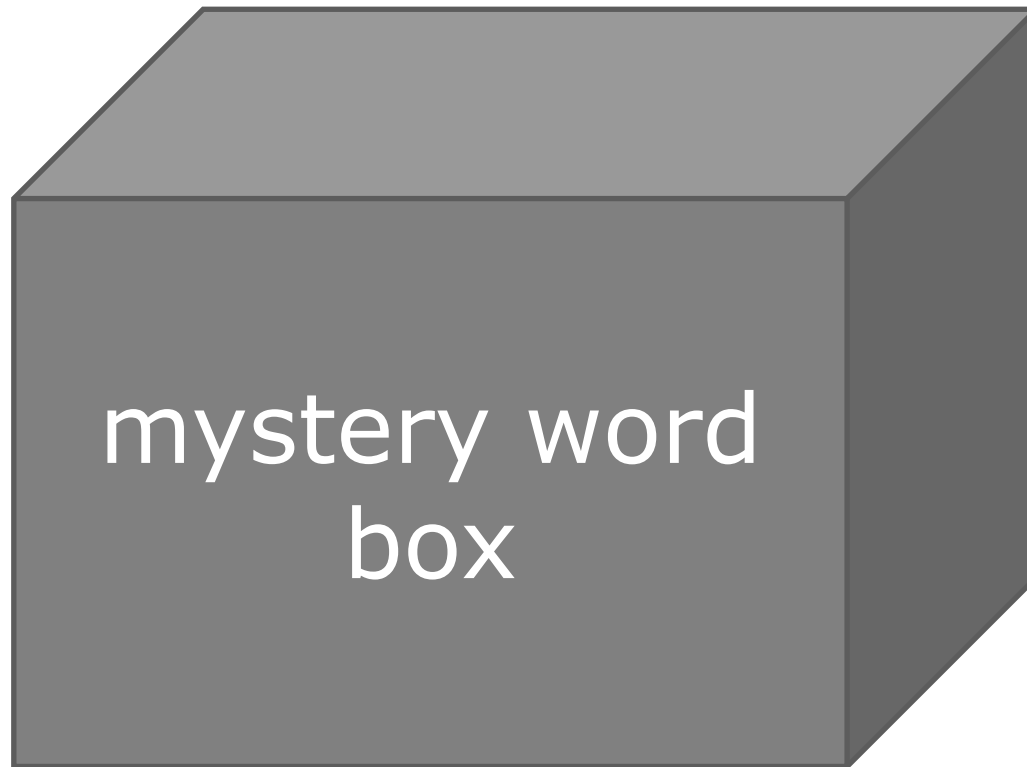
Use of superordinates

- It's a kind of ...



Paraphrasing

Mystery word box game



Understanding the meaning of new words

4

Understanding the meaning of new words

Activation

- Establish the topic
- Activate students' general knowledge of the topic

Do you need to **switch**^{off} more?

SPEAK AND READ

1 Work in pairs. Read the sentences. Are they true for you? If not, explain why.

- 1 I have lots of free time.
- 2 I listen to music or watch TV when I do my homework.
- 3 It's difficult for me to relax at home.



Understanding the meaning of new words


Activation

- Activate students' knowledge of the text type (layout, headings, pictures, links etc)

Do you need to **switch off** more?

How often do you do nothing? For a lot of young people the answer is never. When we sit down and relax, we're always doing something. We watch TV, listen to music or send text messages. We sometimes do all three at the same time. We hardly ever just sit quietly and stop thinking. But our brain uses a lot of energy during the day and gets tired. We need to stop thinking and switch off from time to time. Switching off helps us to relax completely and feel full of energy again.

Do you need to switch off more? Answer the questions in the survey to find out.



How often do you do these things? Tick your answers.		A	B	C	D
A = once a day or more	1 Watch TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2 Listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B = often, but not every day	3 Play video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4 Phone friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C = sometimes	5 Send text messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D = rarely or never	6 Read and send emails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7 Use a social networking site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8 Chat online with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9 Go on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Watch videos on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Calculate your score (A = 3; B = 2; C = 1; D = 0).
Then read the explanation for your score.

Scores and explanations

0-10	You regularly do nothing. Don't stop switching off!
11-20	You do nothing once or twice a week, but it's good to switch off more often.
21-30	You rarely switch off. Find 10 minutes a day to do nothing.

Understanding the meaning of new words

Focus on task

- Read or listen only in order to fulfil the task or reason for reading/listening
- Don't worry about vocabulary that isn't important for the task

Understanding the meaning of new words

HOW TO



understand new words

- Identify the type of word (verb, noun, adjective, adverb).
- Compare it to your language. Is there a similar word? Does its meaning help you?
- Look at the words and sentences before and after the new word.

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learn English



live English



love English

Beyond words

Summary

Vocabulary skills

- Learning vocabulary
- Recording vocabulary
- Paraphrasing
- Understanding the meaning of new words



Beyond words

Rebecca Robb Benne

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Thank you