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**Teaching Vocabulary with Reference
to the First Year Secondary School**

**ESL Textbook
By**

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Dedication

Any endeavor of this project could not have been completed without Allah's blessings and the help of many individuals. To our parents We are extremely grateful for everything you did to us. We thank you for your tolerance of our absence, physically and emotionally. We are blessed and strengthened by your unconditional support, love, and for your sharing with us the belief that our efforts are worthwhile and useful.

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Introduction

The aim of this research project is to highlight a number of various techniques and strategies involved in the instruction of vocabulary. In order to achieve the aforementioned goal, this paper is divided as follows:

Chapter One provides background to the study including defining vocabulary, its types, its importance and what vocabulary knowledge involves. In addition, it sets out a brief account of how vocabulary items are learned and what factors contribute to making some words more difficult to learn than others. Chapter Two deals with the techniques of vocabulary teaching. Finally, Chapter Three focuses on the practical application of the techniques outlined in Chapter Two to the first-year secondary school ESL textbook used in Libya.

Chapter One

Background to the Study

1.1. What is vocabulary?

Vocabulary may generally be defined as the words taught in a second or foreign language. According to UR (1996), the term ‘**vocabulary item**’ may extend to mean not only single words, such as *cat*, but also two or three words which combine to make up a single idea, e.g. *a piece of cake*, where the meaning intended is not usually expressed by the actual words which make up the idiom, can come under the general concept of **vocabulary item**.

Vygotsky (1986, p.196) defines a word as "... a microcosm of human consciousness". Another definition is introduced by Hatch and Brown (1995, p.1), who view vocabulary as "a list of words for a particular language or a list or set of words that individual speakers of language might use".

The Longman dictionary of language teaching and applied linguistics (2002, p.580) provides the meaning of vocabulary as "a set of lexemes, including single words, compound words and idioms".

1.2. Vocabulary Types

Broadly speaking, there are eight-word classes; nouns, verbs, adjectives, adverbs, conjunctions, prepositions, pronouns and determiners. Indeed, some words can belong to

more than one category. On the basis of this classification, words can be divided into two groups: **grammatical/function words** and **content words**.

Grammatical words generally include prepositions, conjunctions, determiners and pronouns. They are the words or classes which contribute to the grammatical structure of the language.

Content words, on the other hand, are those classes which carry a high information load, including nouns, verbs, adjectives and adverbs. Content words are an open set, which means that new items can easily be added to them and there is no limit to their number. Grammatical words in contrast, are a close group, which means that they cannot admit new members easily and their number is, to some extent, limited (Thornbury, 2002).

Another distinction can be made between **concrete** and **abstract** linguistic units as stated by (Friedlander, 2004):

Concrete terms, on the one hand, refer to actual things that can be both seen and sensed, such as the words *spoon* and *table*. If someone asked, for example, for a clarification of the meaning of *spoon*, one can simply pick up the object denoting the lexical item and show it to them.

Abstract words, on the other hand, have no physical existence in the real world. They are words which refer to emotions, qualities and ideas. When someone asks for the meaning of a word such as *democracy*, or *love*, one cannot bring them or point to a real object.

A speaker needs to activate both concrete words to describe entities and abstract words to classify them.

Friedlander (2004) indicates that concrete terms like *spoon* tend to stay fairly much the same and their meaning to you now is probably as it was when you were four. Nevertheless, abstract items, such as *freedom* often change meaning with time and place

1.3. The importance of vocabulary

Generally speaking, words play an inevitable role in languages. Without words one can argue that there is no language, and the more words and synonyms a language contains, the richer it is considered. As a result, learners who would like to be fluent in a second or foreign language must initially master the language lexis.

Lewis (1993, p.89) states that “lexis is the core or heart of language”. Schmitt (2000, p.55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of second language”, and according to Hatch and Brown (1995, p.1) “vocabulary is the foundation to build language, which plays a fundamental role in communication”.

The linguist Wilkins (1972, pp.111-112) goes far beyond that and claims that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”. As a matter of fact, a whole message containing only words with little or no grammar at all can sometimes be grasped by the receiver. If a person said ***“yesterday, Ahmed go home”**, one can understand the message behind this sentence even though the verb choice is not correct. On the contrary, supposing someone said ***“yesterday, Ahmed went...”**, this message would not be fully comprehended without the noun “home”.

One may conclude that vocabulary is an unavoidable part of acquiring a certain language if one is to speak and understand it, since students' ability of listening, speaking, reading, writing and translating is influenced to a great extent by vocabulary. This is true even if we just want to use that language for basic communication as tourists, for example.

1.4 Factors affecting the learning of vocabulary

A number of scholars including Ur (1996) distinguish the following factors as crucial to be mastered by learners in order to understand and make good use of a new vocabulary item:

1. Form, pronunciation and spelling:

Learners need to know which part of speech a word belongs to which would help them recognize how it fits in a sentence and use it appropriately. Pronunciation is another aspect that pupils have to master to be able to use the new word efficiently in speaking and recognize it when they hear it. Additionally, students need to know the way a lexical item is spelled so that they can produce it and recognize it in a written form, especially if it follows an irregular spelling, e.g. *the Czech Republic*.

2. Grammar:

Another feature that has to be taught is the grammar of the new item, particularly if it follows any unpredictable grammatical pattern. Hence, when teaching a verb, one may mention whether it is regular or irregular and teach its past form. Pupils may also be provided with whether a noun is countable or uncountable and any irregular plural forms

of nouns, e.g. *men* and *mice*. Furthermore, verb patterns that follow certain verbs, e.g. *want + to + verb* or *enjoy + v + ing* may also be presented. Adjectives and adverbs can be introduced with the prepositions accompanying them, e.g. *in charge of* and *responsible for*.

3. Collocation:

Students may know a word, but do not know what other words match it. Therefore, collocation is another piece of information worth teaching. As an example, the word *mistakes* collocates with the verb *make* but not with the verb *do*.

4. Aspects of meaning: denotation, connotation and appropriateness:

4.1. Denotation: is that part of the meaning of the word found in a dictionary, and it is usually what it refers to in the real world. For instance, the word *dog* denotes a kind of animal.

4.2. Connotation: Ur (1996, p.61) defines the connotative meaning of a word as "the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary". The word *dog*, as an instance, in the British society has a positive connotation of friendship and loyalty.

4.3. Appropriateness (register): students have to be equipped with the context which fits the lexical item, i.e. whether it is used in formal or informal situations or whether it tends to be used in writing rather than speaking. A good illustration of this is the word *weep* which is more formal than *cry* and it tends to be used in writing rather than speaking.

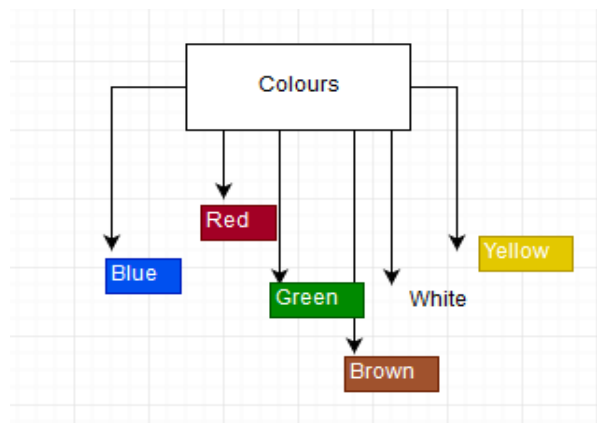
In addition to the above-mentioned list, learners may need to know about the word's sense relations and formation.

5. Sense relations: these can be defined as “the meaning words derive in relation to other words” (McCarthy, O' Keeffe and Walsh, 2010, p.18). Sense relations are of various kinds:

5.1. Synonymy: this is where different words have the same meaning. For example, *couch* and *sofa*. Some synonyms can be used interchangeably, e.g. *sofa* and *couch*, while others cannot, for instance, *bicker* and *quarrel*. *Bicker* means to argue often about things which are unimportant, whilst a *quarrel* is considered to be more serious and often refers to an angry disagreement between people.

5.2. Antonymy: when two words possess opposite meanings, one can say that they are antonyms. An illustration of this would be *black* and *white*.

5.3. Hyponymy: this can be defined as a superordinate acting as a general concept including other words with related meanings. *Black*, *white*, *grey*, *red*, *yellow* and *blue* are all instances of the more general concept *color*.



6. Word formation: pupils could also be supplied with the knowledge of how the word changes to suit different grammatical environments. For example, the verb *speak* has *speaking* and *spoken* as its present and past participle forms and *spoken* can be used as an adjective as well. Learners, furthermore, need to know which suffixes and prefixes can be attached to the new vocabulary item and how.

Finally, it might also be highlighted to students whether the new word is frequently or rarely used by the native speakers of the language learnt.

McCarten (2007) argued that introducing all of the previous information the first time we present a word may result in the class being tedious and students may not grasp all the above mentioned information if it was presented all at once, thus McCarten suggests that teachers have to be selective in terms of what to tell students about a new lexis. For example, in the case of teaching the word *like*, one may wish to present only one of its meanings the first time pupils encounter it , i.e. to enjoy with one grammatical pattern (*I like + singular/ plural noun*) and some of the words that collocate with it; for instance, *I like football* and *I like children*. Then at a later stage, another meaning or grammatical pattern, such as *like+v+ing* is presented. The choice one makes has to be based on factors as the word's frequency, usefulness for the classroom and learnability - how easy the item is to be learnt by students.

1.5. Learning vocabulary

There are two ways in which vocabulary is learnt either intentionally or incidentally according to (Hulstijn, 2003):

- **Intentional learning:** refers to the process of studying and deliberate memorization of words (their meaning, sound and spelling).
- **Incidental learning:** refers to the process involved in picking up words encountered in a variety of communicative activities, particularly reading and listening activities, where the focus is on the meaning rather than on the form of language.

1.6. Difficulties in Learning Vocabulary

Thornbury (2002) assumes that a number of factors may contribute to make it more difficult to learn and use a new vocabulary item effectively than others, and these are:

1. False friends:

These are words which mean one thing in English, but something else in another language. For example, the English word *embarrassed* means “nervous, worried, or uncomfortable”. However, the Spanish *embarazada* means “pregnant”, thus, they are false friends, which may make the learning of *embarrassed* difficult, or at least confusing, for a Spanish speaker.

2. Irregularities between spelling and pronunciation:

According to Thornbury (2002, p.27) “sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty”. A common example of this is the word *Czech*, which is pronounced as /tʃek/.

3. Length and complexity:

Long words are usually considered harder to command, memorize and use effectively than short ones.

4. Grammar:

Another problematic aspect is the grammar related to the word. Spanish speakers, for instance, deal with the English verb *explain* as though it follows the same pattern as the Spanish verb *explicar* and may utter such sentences as **he explained me the lesson* instead of *he explained the lesson to me*.

5. Meaning:

Usually when two words overlap in meaning, learners are potentially likely to confuse them. A good instance of this would be the confusion which students often experience with regards to the verbs *make* and *do*: *You do your homework*, but *you make a cake*.

6. Range, connotation and idiomaticity:

Items that can fit in a variety of contexts are generally considered to be easier to pick up than those with a narrow range. The verb *put*, as an example, is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc.

Additionally, the connotations associated to the new word may well make it difficult to learn, words such as *eccentric* do not have negative connotations in English, but their nearest equivalents in other languages may do; *eccentric* means *deviant* in other languages.

Finally, idiomatic expressions are usually harder to learn than their single-word counterparts, e.g. *make up your mind* = *decide*, *keep an eye on* = *watch*. It is their idiomaticity, combined with their syntactic complexity which make them difficult.

Chapter Two

Techniques of Vocabulary Teaching

2.1. What is vocabulary teaching?

Even though trying to define the concept of teaching is a complex and difficult task, a number of scholars have made some attempts to do so. Hornby (1995, p.125) believes that teaching is ‘giving instruction to somebody’s knowledge, skill, etc.’. Kimble and Garmezy (1963, p.133) define teaching as “showing or helping someone to learn or to do something”.

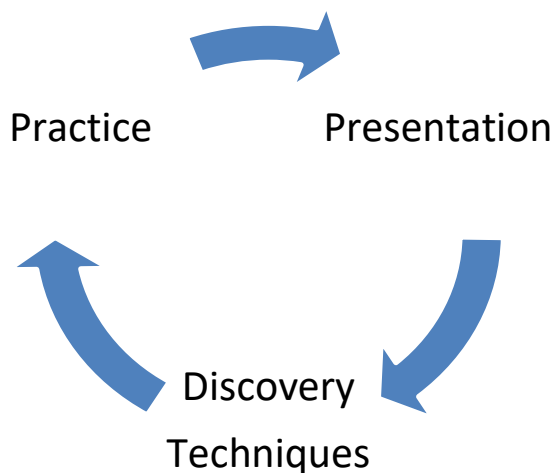
Accordingly, vocabulary teaching may roughly be defined as the procedures taken by the teacher to provide the student with useful knowledge about vocabulary items, or the ways in which the teacher assists the student to increase their vocabulary inventory independently.

2.2. Vocabulary teaching techniques

As in any domain of knowledge, a number of theories have dominated language teaching throughout its history. Some of these methods of teaching, especially recently, paid more attention to vocabulary teaching than others. A lot of techniques, approaches and models have been suggested to help students expand their vocabulary knowledge inside and outside the classroom and minimize any difficulty of understanding that they face during the learning process.

Consequently, such a variety in techniques offers motivation and opportunities to teachers to vary their ways and make their classes more enjoyable and interesting, as well as firing learners' enthusiasm to learn.

According to Harmer (1991, p. 159), "Teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too". Harmer (1991) suggested that vocabulary teaching consists of three main stages, none of which can be dismissed out of hand. These stages are: **the presentation stage, the discovery techniques stage and the practice stage.**



Harmer's vocabulary teaching model

2.2.1. The presentation phase

Teachers attempt to use almost everything available to them in order to deliver the goal of their lessons efficiently, i.e. creating realistic situations in which the target language would be taught and acquired. Creative instructors tend to integrate and blend

a variety of techniques together to present new vocabulary items instead of introducing words in students' native language and then translating them into English.

To be able to move beyond the over reliance on translation, Harmer (1991) has proposed the following techniques to help teachers introduce new lexical items:

1. Realia

It is the use of real objects to show the meaning of new items. Harmer (1991, p.12) states that "one way of presenting words is to bring the things they represent into classroom".

One of the main advantages of using this technique is to enhance students' learning, not to mention making it arguably more enjoyable and memorable. In addition, students would be fully immersed into the learning process as if they were in real life situations. For instance, if your lesson is about *fruit*, a collection of fruit can be presented to the learners in the classroom, such as *an apple, a cherry, etc.* As a result, learners will live through the whole experience of smelling, touching and sensing the real item, which in turn reinforces their acquisition of the lexical item denoting the object.

2. Pictures

One essential technique in teaching new words to students is the use of visual aids like pictures, which is considered vital when it comes to engaging students who are learning the new language. This indispensable technique, when applied in the classroom,

can draw students' interest, create an entertaining atmosphere and encourage learners to use the target language instead of their native one.

As stated by Alqahtani (2015, p. 27) “visual support helps learners understand the meaning and helps to make the word more memorable”. Teachers can bring printed images on flash cards, hand- drawn pictures or even illustrations from learners' course book.

3. Contrast

It is where new vocabulary items are compared to present a clear difference between them. For instance, a learner can grasp the sense of *big* by contrasting it with *small*. Furthermore, the integration of antonyms in classroom to demonstrate new words is a valuable way to develop students' lexical background.

4. Mime

Expressing meaning through gestures works well with learners rather than drawing pictures (Harmer, 1991). It is usually thought that using facial expressions, pantomime and body movements transmits a clear explanation of the words presented. Moreover, mime can be a good way to engage students physically in the lesson, for example, when the teacher acts out words like *jump*, *laugh*, *cry*, *smile*, and students try to imitate him/her, the learning experience will definitely be more enjoyable and effective.

5. Enumeration

Another technique which is often used when demonstrating new vocabulary is teaching words with their relations to each other. When explaining the word *clothes*, for instance, the teacher may list a number of clothing items; e.g. *a skirt, trousers, a shirt, etc.* This will lead the learner to comprehend the more general term *clothes* by relating it to its more specific subordinates.

6. Translation

Translation is, obviously, the most direct route to solve the problem of transmitting meaning and message from a target language to students' first language. Besides, a good deal of teachers can find it easy to use, and it can be considered as a technique which does not consume a lot of time. According to Duff (1989, p. 7), "translation develops three qualities essential to all language learning: flexibility, accuracy and clarity".

On the other hand, it can also be argued that using translation is not a very effective way and may cause some obstacles. For instance, it does not motivate learners to think about words' meaning in the target language. In addition to that, some, particularly cultural words in the target language, might not have an equivalent meaning in the pupils' mother tongue. Accordingly, teachers should try not to rely so heavily on translation to teach vocabulary.

Furthermore, in the sense of vocabulary presentation, Ur (1996, p.63) has made a list of the following ten ways of presenting the meaning of new vocabulary items:

1. concise definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which...)
2. detailed description (of appearance, qualities ...)
3. examples (hyponyms)
4. illustration (picture object)
5. demonstration (acting, mime)
6. context (story or sentence in which the item occurs)
7. synonyms
8. opposite(s) (antonyms)
9. translation
10. associated ideas, collocations

McCarthy (1990, p.111) believes that “words may be presented in and out of context”. That is to say, the teacher may present the new vocabulary item with or without employing it in a context to establish its meaning. He also supposes that even when the lexis occurs in a context, the teacher may wish to de-contextualize it temporarily to get a general meaning, and then re-contextualize it later. Moreover, McCarty (1990) states that the instructor has the choice of either providing students with the meaning and then supplying the word, or vice versa, i.e. presenting the word and then developing its meaning.

2.2.2. The discovery techniques phase

One of the big movements in the 1980s was the utilisation of ‘discovery’ learning. These are techniques which help students to work more autonomously to

enhance the amount of vocabulary they possess. In this respect, Lewis (1986, p. 165) promoted this prevailing technique when he wrote that “all learning theory suggests that those things we discover for ourselves are more firmly fixed in our minds than those which we are 'told’”.

Discovery techniques give students the opportunity to activate their prior knowledge, share what they know about words with others and interact with words. Clearly, interaction with words is one effective way which helps students remember them better. There are many different types of discovery techniques:

1. Matching

Students can perform a number of matching activities to learn new words. They might be required to match opposites, synonyms, words with their definitions, as well as pictures to words. As an example, the pupils can be given numbered pictures and the teacher can then write words on the board which they have to match to the pictures.

2. Identifying

In this type of exercise, learners try to underline, circle, highlight, etc. certain words either from a spoken or written text, and then they can work in pairs or groups to discuss their meaning and what they have understood from them. Alternatively, learners may be asked to look the words up in a monolingual dictionary, which can provide them with more exposure to the language being learnt.

3. Categorizing, sorting or ordering

Here the student is asked to list a number of words under main headings, mainly using the hyponymy sense relation. For example, learners may order a list of crime words from the most to the least serious, according to their opinion.

4. Gap-filling (with options)

Such a technique asks pupils to fill a number of gaps from a description, a song, a letter or even a story with the assistance of a given list of words. This technique may also increase the opportunity of students learning incidentally words other than the intended.

5. Guessing the meaning from context

Guessing the meaning from context is an essential skill which students can find more useful and less time-consuming than memorizing long lists of isolated words. McCarthy (1990, p.125) views this technique as:

“Inferring involves creating a schema for the unknown word(s), based on world knowledge and previous experience, both of the world and texts; it means drawing conclusions as to word meaning by following certain rational steps in the face of the evidence available”.

Thornbury (2002, p.53) emphasizes the importance of this strategy when he claims that “words in context increase the chance of learners appreciating not only their meaning but their typical environment, such as their associated collocations or grammatical structures”.

To help learners achieve effective guessing of meaning, Coady and Nation (1988, p.104) recommend the following steps:

1. Finding the part of speech of the unknown word.
2. Looking at the immediate context of the unknown word and simplifying this context if necessary.
3. Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.
4. Guessing the meaning of the unknown word.
5. Checking that the guess is correct

Similarly, Thornbury (2002, p.148) suggests the following steps for inferring the meaning from its context:

1. Decide the part of speech of the unknown word – whether, for example, it is a noun, verb, adjectives, etc. Its position in the position may be a guide, as might its ending (e.g. an-ed or –ing ending might indicate it is a verb).
2. Look for further clues in the word’s immediate collocates – if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?
3. Look at the wider context, including the surrounding clauses and sentences- especially if there are ‘signposting’ words, such as *but*, *and*, *however*, *so*, that might give a clue as to how the word is connected to its context. For example:

We got home, tired but elated: the presence of *but* suggests that *elated* is not similar in meaning to *tired*.

4. Look at the form of the word for any clues as to meaning. For example: *downhearted* is made up of *down* + *heart* + a participle affix (-ed).
5. Make a guess as to the meaning of the word, on the basis of the above strategies.
6. Read on and see if the guess is confirmed; if not – and if the word seems critical to the surrounding of the text – go back and repeat the above steps. If the word does not seem critical, carry on reading. Maybe the meaning will become clearer later on.

Not only does guessing the meaning from context technique assist learners to learn more vocabulary, but it does also aid them to be more comfortable the next time they encounter unfamiliar vocabulary, especially in situations where running to the dictionary or asking someone is not possible or appropriate, as in reading comprehension tests, for example.

2.2.3. The practice phase

Ur (1996, p.19) states that practice is “the rehearsal of certain behaviours with the objective of consolidating learning and improving performance”. As a matter of fact, such a phase helps students to practice the new vocabulary and personalize them to ensure that they have good command of them. For this, it is a critical part of vocabulary instruction since it reassures teachers that their students have learnt what they have been trying to teach. Production usually takes either a spoken or a written form. For example, learners may be asked to use the vocabulary they have learnt to tell or write an anecdote.

Similarly, they can be given a list of words to employ in sentences. Moreover, students can be given a number of questions containing the new words as a basis for a speaking activity.

Alternatively, memory games could be used to practice the learnt items, for instance, the teacher may ask the learners to write in two minutes as many of the words covered in the class as they can remember. There are numerous vocabulary practice activities and games. Some ideas for lexical practice activities are recommended by Scrivener (1994, pp.236-237):

1. discussions, communicative activities and role-play requiring the use of the lexical item
2. making use of the lexis in written tasks
3. Matching pictures to words/parts of the words to other parts, e.g. beginnings and endings/words to other words, e.g. collocations, synonyms, opposites, sets of related words, etc.
4. Word formation activities
5. Classifying items into lists
6. Filling in crosswords, grids or diagrams
7. Filling in gaps in sentences
8. Memory games (e.g. Pelmanism, Hangman, etc.)

2.3. Dictionary use

The use of dictionary is an unavoidable aspect when discussing vocabulary instruction. As a rule, dictionary use was discouraged for a long time and this gets back to the fact that the dependency on a dictionary might prevent the learner from developing more useful skills, such as guessing the meaning from context. Students may also over-rely on the dictionary, especially if it is bilingual. Moreover, semantic errors, particularly those where the wrong word is selected among the various synonyms, are another reason for the disapproval of dictionary use.

However, Thornbury (2002) argues that the dictionary role has been reassessed and that the dictionary has been found to be a useful and effective tool in many ways. Hedge (2000, p. 130) claims that a good dictionary can serve as “a personal resource”. As McCarthy (1990) puts it, “even the smallest dictionary used intelligently and skilfully can be most useful, however limited its information”. A good dictionary, in the view of McCarthy et al. (1994) contains the following:

1. Synonyms and their differences.
2. Antonyms (opposite).
3. Pronunciation.
4. Word stress.
5. The grammatical behaviour of the lexical item.
6. Whether a word is used for people or things.
7. Word class (using the abbreviations *n*, *v*, *adj*, etc.).
8. Whether a noun is countable and whether a verb is normally transitive or intransitive.

In addition, some dictionaries also provide the word's collocations, i.e. other items the word can be used with, as well as examples containing the word, which means that students will experience greater exposure to the target language and see how the word fits in different contexts. Finally, the word's frequency is usually added in the margin.

To sum up, having seen the amount of information a dictionary supplies student with, training students to use dictionaries, particularly the monolingual ones, will definitely elaborate their knowledge and enrich their vocabulary inventory, as well as providing them with a vital tool for self-study.

One can summarize that the main techniques of vocabulary teaching are: the use of realia, pictures, definitions, contrast, mime, enumeration, translation, matching activities, categorizing or sorting, gap-filling activities and guessing the meaning from context. While those techniques which offer the practice of vocabulary are: speaking and writing tasks, matching activities, word formation activities, gap-filling tasks and memory games. The use of dictionary is also pivotal in vocabulary acquisition. Now, this information can be applied in Chapter Three.

Chapter Three

Application to First Year Secondary School Textbook

As it has been observed in chapter two, a great deal of techniques and strategies can be applied when it comes to introducing L2 vocabulary and practicing them, as well as getting learners involved actively in the process of learning.

The main objective of the current chapter is to provide a brief account of examples illustrating how the techniques of Chapter Two are invested in a Libyan syllabus. *The English for Libya* syllabus designed for the junior secondary school pupils will be utilized for this purpose.

The syllabus has been executed in a way which is arguably suitable for Libyan learners and their knowledge and experience of the world, taking into account their needs and lack of access to the target language outside the school setting.

The syllabus itself is organized in such a way where the target language is introduced first and then analyzed, following by its production stage. It is worth mentioning here that not all items of vocabulary are meant to be used productively; some words have been included only for the purpose of recognition and understanding in the context of a particular text. Therefore, each example will be attached with a comment stating its aim and, where necessary, how students can benefit from it.

3.1. Examples demonstrating the presentation of vocabulary:

B Here are parts of Huda's letter to her pen-friend Emma. Use them to complete your letter to Emma.

THE OPENING

Guess what happened yesterday!

THE GREETING

Dear Emma,

THE FAREWELL

Lots of love

SENDER'S NAME

Huda

THE CLOSE

Well, that's all for today. Please write soon.

THE DATE

25th April

SENDER'S ADDRESS

PO Box 596, Tripoli

C Write a letter about your story in Lesson 6. Choose one of these pen-friends.



Lisa, Canada



Jason, Australia



Liam, Ireland



Sita, India

Aim:

Activity B is one which presents some fixed phrases to be learnt to be used later to produce a written text. In this activity, the teacher can use any of the presentation techniques, such as miming or translating to let learners know the meanings of the phrases and simple sentences, and he/she should make sure that they know them well enough in order to master their usage in writing. In addition to developing their vocabulary, these chunks are to aid learners in their writing required by *exercise C* since each of the them is accompanied by its function and in what part of the letter format should be placed.



1. Before you read (Lesson 1)

Look at the photos above and discuss the questions in pairs.

- Which photo shows: a city street, a desert oasis, farms in the countryside, a market in a small town?
- Talk about the photos with your partner. What kind of places are they? Do you think they are nice places to live? Which is better, the country or the city? Why? Use these adjectives to help you.

busy	noisy	quiet	exciting
interesting	boring	clean	
dirty	safe	dangerous	crowded
friendly	pleasant	beautiful	

- Think about where you live. Does it look like any of the places in the photos? Compare them with where you live. For example:
 I think my city is more interesting than this city.
 My street is quieter than this street.
 Maybe the people are less friendly here.

Aim:

This activity presents a number of adjectives to be pre-taught before using them in speaking and reading tasks. Since most of the adjectives are accompanied with their opposites, it may well be worth presenting them using the antonym sense relation. Other strategies of vocabulary presentation, however, can still be of great help. The speaking task that follows serves as basis for practicing those adjectives, and the reading text provides even further exposure to them.

A Look at the pictures. What is the plural of each one?



B Read the explanation.

Irregular plural forms

Some nouns in English have irregular plural forms.

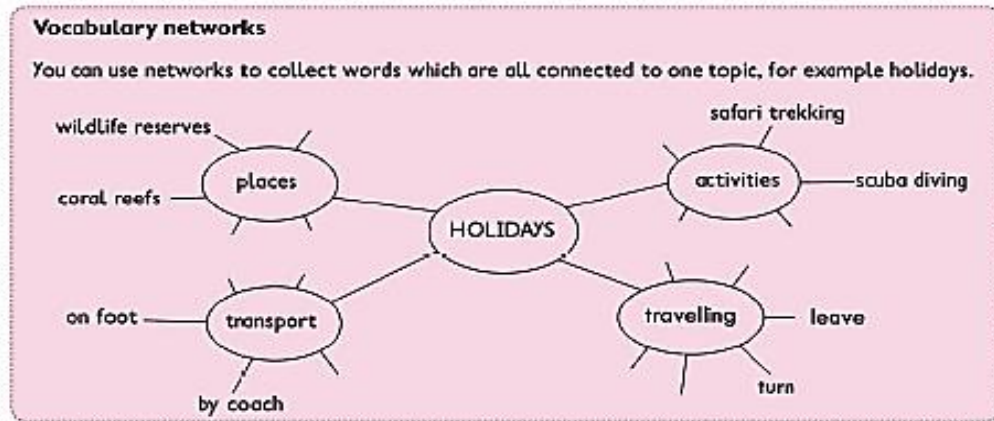
Nouns ending in *-y* change to *-ies* in the plural: *factory* – *factories*

In some nouns 'f' changes to 'v' in the plural: *life* – *lives*; *knife* – *knives*

Some nouns are completely irregular and you must learn their plural form: *person* – *people*

Aim:

Visual aids are given here to introduce some words concerning family relationships. Visuals have proved to be very effective to convey the meaning of words without resorting to learners' native language, which can give them the feeling of being in an English-speaking environment. This activity is followed by the elicitation of the irregular plural forms of the lexis presented, which warms learner up for the explanation supplied about those forms in the next section.



Aim:

Learning vocabulary in clusters is a more effective way than learning individually listed vocabulary. It develops learners' cognitive awareness of the relation between second language words. Students are shown how to interact actively through this task by adding new words from their own entry to the network, which is designed here to help students commit new items to the long-term memory and make an open discussion. The supplied vocabulary network activity is reinforced by the provision of pictures.

According to Ur (1999), brainstorming is an efficient technique of not only revising words the learners already know, which is considered its main purpose, but also introducing new ones by the teacher or students. He claims that a circle of associated

lexis is itself a meaningful context for learning and remembering the new vocabulary even if they are not employed in sentences or paragraphs.

2 The four Al-Magrabi brothers want to drive across the desert and take photos of Ghadamis. They have too much equipment. What do you think is important and what is not? Make statements with these forms.

They must/have to take ...
They mustn't forget ...
They don't have to take ...

Talk about any other things you think may be important or not important, e.g., mobile phones, soap, chocolate, chairs, camp beds, pyjamas, tents, water, rope ...



Aim:

Some new vocabulary to be used to completely fulfill this activity are introduced via pictures. Visuals are a brilliant way to give students the meaning of words, especially those which are concrete like the ones given. They do help students remember the words without using their native language. The activity will be commented upon further in the practice section later in the chapter.

3.2. Examples demonstrating the use of discovery techniques in vocabulary teaching:



Aim:

The aim of this techniques is to help students to infer the meaning of the words by associating them with a specific map, which gives visual illustration assisting learners in both discovering the meaning and recalling it. In addition, the teacher may either ask the learners to discuss the meaning in pairs or groups, which offers them with opportunities to share their ideas and boost their autonomy, and then eventually elicit the meaning from the class as a whole, which could in turn, engage all the students in a less stressful atmosphere, especially for those who are introverted.



A Work with a partner. The pictures show Huda and her brother Omar, but they are in the wrong order. Discuss the order with a partner using the following language.

I think this one comes first/second/next/last.

I think this one comes before/after that one.

I think so too/I don't think so.

B Match the words in the box with what you can see in the pictures.

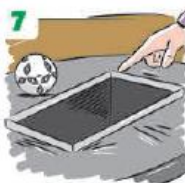
go fishing	catch a fish	fishing boat
fisherman	sunny	windy
cloudy	rain	calm
		rough

Aim:

Matching words and phrases to pictures (*exercise B*) is a very effective discovery technique which allows learners to depend on themselves and increase their confidence and self-esteem. An activity like this performs a dual-function, i.e. it both revises already learnt words and introduces some new ones, such as *rough*. What makes this activity doable for learners is the context preceding it in *exercise A*, where some idea was introduced to students about these words without directly telling them their meanings. The teacher can ask students to carry out this task either on their own or in groups.

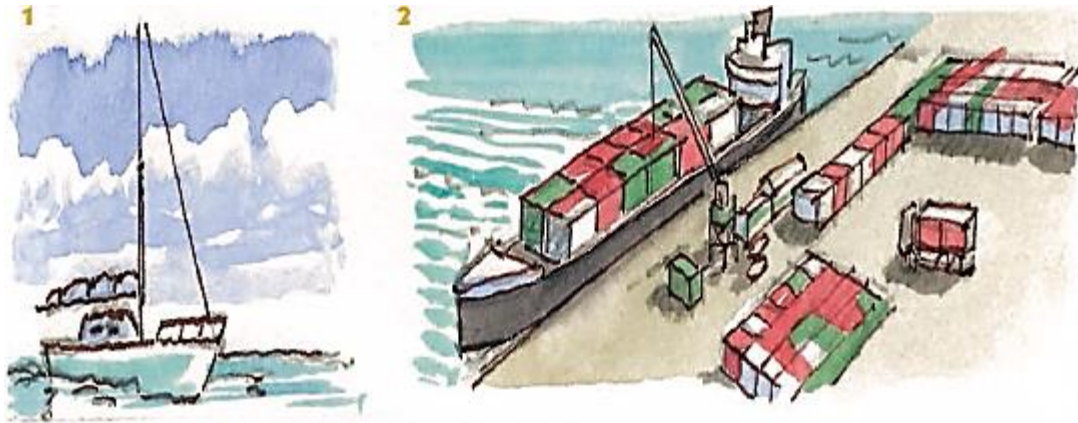
A Huda writes a letter about Hasan's accident to her pen-friend Emma. The following phrases are the beginning of each paragraph. Put them in the right order:

- | | |
|-----------------------------|--------------------------|
| 1. Suddenly, he fell in ... | 6. So I ran ... |
| 2. First, I ... | 7. But I couldn't ... |
| 3. Luckily, I heard ... | 8. Hasan was playing ... |
| 4. I found him ... | 9. Then I heard ... |
| 5. Finally, Dad ... | 10. After that ... |



Aim:

This is an ordering and matching activity, which provides some chunks supplying the basis of how to begin every paragraph in telling a story. The ordering and pictures would help learners to use their imagination effectively and discover the areas where they lack lexical items to express their thought as to ask the teacher for those words and increase their vocabulary. Finally, chunks, as they have their own context, when learnt as phrases usually support pupils' lexical background better than learning isolated words.



A Work with a partner. Look at the two pictures 1 and 2 and answer the questions.

1. What kind of boats are 1 and 2? Choose from this list.

speedboat	ferry	fishing boat	cruise ship	yacht	diving boat	container ship
-----------	-------	--------------	-------------	-------	-------------	----------------

2. What is the difference between a boat and a ship?

3. What do people use these boats and ships for?

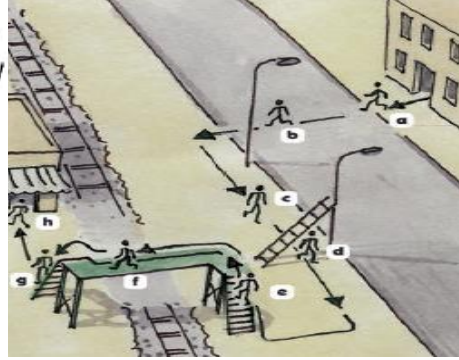
Aim:

Such activities are well worth doing since they offer physical photos that clearly show the kinds of boats students will select and help them remember the words after doing this activity. Moreover, they could acquire new lexical items from the list that is given. Also, this communicative activity promotes cooperation where students are able to interact and motivate each other to elicit the answer.

Furthermore, when a teacher asks learners to try out or come up with sentences to indicate the differences between boats and ships or talk about their use, this will be beneficial for both teachers and students. For the teacher, to check out student's comprehension and for students to end up with greater understanding of the topic. Finally, the task stimulates students to use a variety of adjectives when they point out the differences.

A Look at the drawing of the man in the street. Match the prepositions of movement below with a) to h) in the picture. Check your answers with a partner:

- | | |
|-----------|-----------|
| 1. across | 5. out of |
| 2. along | 6. over |
| 3. down | 7. under |
| 4. into | 8. up |



Aim:

This task provides the majority of prepositions that a learner needs to describe some basic movements. Since these prepositions are interrelated, they should be introduced in an accurate way. By using drawings, students can discover the use of these prepositions easily. Furthermore, they will get valuable language practice while discussing possible answers in pairs.

A Work with a partner. Look at the picture of the airport terminal.

1. Find the following places and mark them with the letter a to d.
 - a) the check-in desk
 - b) the departure and arrivals monitors
 - c) the exchange counters
 - d) the information desk
2. What other places can you find? Make a list.

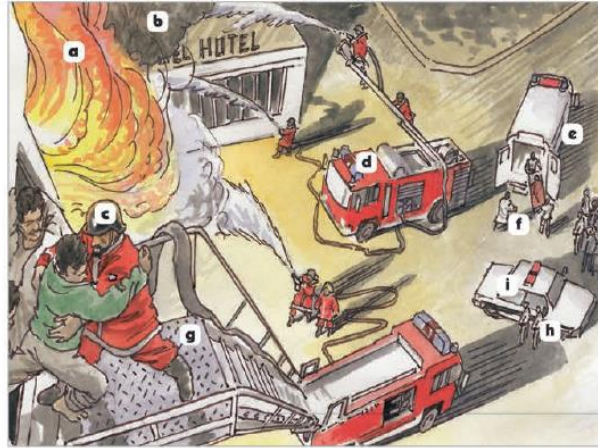


A Work with a partner.
Look at the picture and
match the words in the
box with the letters.

ambulance
ambulance man
fire engine
fireman
ladder
flames
police car
policeman
smoke

B Discuss the scene
with your partner.

1. What has happened?
2. What is happening now?
3. Who are the people in the picture?



Aim:

This activity functions to present new vocabulary and compound words related to an airport terminal and an emergency scene, as well as providing clear illustrating pictures. The pictures help the learner to memorize the words' meanings and the relation between them rather than depending on the Arabic translation. In addition to making language learning more interesting, students are required to match the given words to the pictures in pairs which makes the activity even more communicative. Furthermore, in the second task of the first picture, students are motivated to find out more places that have not been listed in the photo to encourage them to learn from each other. And in *exercise B* of the second photo, they are asked to talk to produce the words acquired in *exercise A* in a spoken form.

B Read the article. Match the numbers in the pictures with the following:

stack approach control ground control tower runway flight control centre

*Dear Aunt Julia,
Well, we've been in Dubai when a five-hour flight from England
landed very late when we were a 400 km. Pakistan 30 years ago the
journey was for weeks, not for hours!
There are already thousands of people here, and another huge
plane arrives every hour. They're from all over the world and
take off every 10 minutes. It's a busy place!
Well, in Pakistan, they're very busy. It's a building, but it
take off every 10 minutes. It's a busy place!
Well, in Pakistan, they're very busy. It's a building, but it
take off every 10 minutes. It's a busy place!
Well, in Pakistan, they're very busy. It's a building, but it
take off every 10 minutes. It's a busy place!*

Safety in the sky

In the earliest days of flying, pilots' eyes were the only sort of air traffic control. Radio communications were soon added. But these were not enough. At night or in bad weather, a controller could not guide a pilot because he could not see the plane. Then, 60 years ago, radar was invented. Suddenly, controllers had what they needed – an electronic eye! Modern air traffic control was born.

Now, thanks to this, thousands of planes carry millions of people round the world every day. And they are much safer up there than people in cars down here!

There are different sorts of air traffic control. At the airport, ground control is in charge of all planes. The controllers work in a central control tower. They guide planes to and from the runways and give each plane a time slot for take-off.

When a plane is in the air, controllers at the nearest flight control centre take over. Each centre controls a large area of air space. When a plane travels along its route, it is passed from one control centre to the next. Radar is used to pinpoint all planes' exact positions. They are then kept a safe distance apart – eight kilometres horizontally and 300 metres vertically.

When a plane approaches its destination, it radios approach control, and asks to land. If other planes also want to land, the pilot has to enter a vertical stack. In this system, each plane flies horizontally in a circle 304 metres above or below other planes. When the plane at the bottom lands, the planes above are moved down one level by the approach controller. Finally, all of the planes are guided to a safe landing.

A lot of people clap the pilot when their plane lands safely. But really, they should clap those invisible air traffic controllers too!

Aim:

This activity provides the opportunity to develop key sub-skills such as working out the meaning from the context. After reading the Safety in the Sky article, students will be familiar with the new words in the box since they have been demonstrated and explained in the article clearly. Subsequently, post-reading, learners will be able to match the numbered pictures to the lexical items with ease.

A Read about a road accident. Work with a partner and discuss the meaning of *hit-and-run*?

Huda and Muna saw a bad accident on the way to school this morning. It was terrible and the worst thing was that the driver didn't stop. It was a *hit-and-run* accident.

Aims:

Here learners come across two lines as a context to come up with the meaning of the term “*hit and run*”. The activity itself requires pair work to engage all learners actively and have the strong ones to help the weak. The context itself is short and simple as to make the activity simple and doable to almost all learners.



B What do you know about these places? Match the activities to the places.

1. Go skiing on a man-made ski slope.
2. Watch flamenco dancing.
3. Visit the London Eye.
4. See Roman ruins.

Aim:

This Task gives students the opportunity to expand their knowledge of famous places in some cities. By providing clear photographs of these places, students can straightforward point out the cities and they will be more likely to develop autonomous language learning if they work constructively in pairs.

Learners can revise vocabulary that describe places and even absorb more language by discussing what they know about these places. In addition, the matching activity would expand students' vocabulary about leisure activities related to these cities when it is carried out as a class activity.

C Look at this set of pictures.

1. What do you think is the connecting idea?
2. What four headings could they represent?



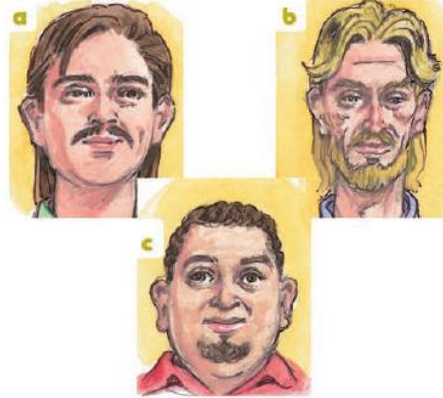
Aim:

A merit of the presented photos is that they help learners activate their imagination to figure out the connecting ideas between them and find a suitable heading for each picture. Additionally, the task encourages learners to use wide range of vocabulary to describe the pictures and it can create an interactive atmosphere in the classroom when students discuss the questions in pairs.

1. Describing people

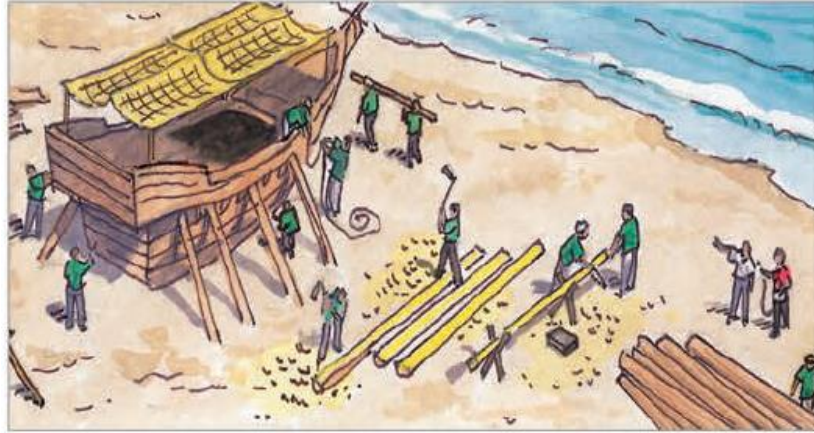
A Study the faces on the right. Then match the sentences to the three people. Choose three for each person.

1. He's got short, brown, curly hair. _____
2. He's got long, dark, straight hair. _____
3. He's got long, fair, wavy hair. _____
4. He's got a long, thin face and a long nose. _____
5. He's got a broad face and a small mouth. _____
6. He's got a round face and large eyes. _____
7. He's got a small beard and no moustache. _____
8. He's got a moustache and no beard. _____
9. He's got a moustache and a beard. _____



Aim:

This is a matching discovery task which students have to accomplish to acquire some words related to the description of physical features. Some of these words are familiar to students, so that they can find it easy to figure out the meaning of the new ones. Students can achieve the exercise on their own and then compare answers in pairs before checking answers with the teacher. The pair-checking stage is a beneficial one here, especially for reluctant pupils.



B Match the phrases to make true statements about what the other men are doing in the picture.

- | | |
|-----------------|-----------------------------|
| 1. One of them | a) work on the ship |
| 2. Most of them | b) cut pieces of wood |
| 3. Two of them | c) join the pieces together |
| 4. Some of them | d) talk to a reporter |
| 5. All of them | e) wear green shirts |

Aim:

This is a matching activity where students learn the meaning of some quantifiers by looking at the picture and figure out from the context what the rest of each sentence is. This exercise is an easy one because most learners are familiar with the words used in the sentences and the picture simplifies it even further.

B Label this diagram using these words. Use your dictionaries to help you.

hair	moustache	beard
eyebrow	mouth	eye
chin	ear	neck
nose	head	



Aim:

Learners are demanded to run this identifying and labeling activity with the assistance of a dictionary. The inclusion of this activity in the curriculum would rehearse learners to develop their self-study techniques, which are considered to be a significant part of their later undergraduate, or even postgraduate studies.

A Reread the three texts on Course Book page 39. Work out the meanings of these words from the context.

1. goods (text 1, line 8) _____
2. Route (text 1, line 12) _____
3. replica (text 2, line 6) _____
4. crew (text 3, line 5) _____

B Work out the meanings of these words from the context (the other words around it).

1. including (paragraph 1) _____
2. corridor (paragraph 2) _____
3. kids (paragraph 4) _____

Aim:

When encountered with unfamiliar words in reading, context clues will be a great way for students to discover the meaning of new items themselves by perceiving the sentences surrounding the unknown word. This activity assists in building up students' observation to identify and learn new words. Students first need to identify the type of

the word, i.e. whether it is a verb, a noun, an adjective, etc., which will make it less complicated for them to infer its meaning.

The aim of this is to engage students' minds in a sequence of inquiries in order to reach the meaning. By doing so, the word will stick to their long-term memory because students have discovered it themselves without relying on a dictionary nor on their teacher. This activity occurs frequently in the workbook which reflects the intention of the designers to involve the learner actively in the learning process. Guessing the meaning from context gives learners a good account of the meaning and structure of the new word, as well as how it is used.

G Vocabulary: collecting related words.

There are many related words in English. Complete the table with words from pages 6 and 7. They are all nouns, but the ones in column one describe things and the ones in column two describe people.

Thing	Person
rescue	_____
_____	reporter
village	_____
_____	messenger

Aim:

The collection of related words allows students to discover and discuss relationships between vocabulary. Such an identifying activity enhances learners' awareness as to give them information about word formation and the idea of word family.

A Match the nationality adjectives on the left with the countries on the right.

Example: *Algeria – Algerian*

Algerian	American	British	Canadian
Chinese	Danish	Dutch	Egyptian
English	French	German	Greek
Indian	Iraqi	Irish	Italian
Kuwaiti	Lebanese	Libyan	Maltese
Mexican	Moroccan	Omani	Pakistani
Scottish	Spanish	Sudanese	Tunisian
Turkish	Yemeni		

Britain	Algeria	China
Denmark	America	Japan
England	Canada	Lebanon
Ireland	Egypt	Malta
Scotland	Germany	Sudan
Spain	India	
Turkey	Italy	Iraq
	Libya	Kuwait
France	Mexico	Oman
Greece	Morocco	Pakistan
Holland	Tunisia	Yemen

B What do you notice about the endings of the adjectives? How many different types are there?

Aim:

In this section, the teacher may demonstrate the instructions by pointing at some of the countries, particularly those which are covered in the course book and have the class responds with the corresponding nationalities. Or they can simply start the lesson by eliciting where students are from and then ask them about their nationalities, which would be even more effective if the class was multinational.

At the first stage, students will learn and develop a variety of different lexis relating to countries and their corresponding nationalities by applying this matching discovery technique. Students may also have the chance to say the words by working with their partners to carry out this exercise, and this will break the wall of shyness of making mistakes in front of others; something which most students in classroom are afraid of.

In *exercise B*, students may also work together in pairs to find out the common suffixes used to form the nationalities and the irregularities. Collaboration on this kind of exercise creates enthusiasm for learning that solitary work usually lacks.

A Read the fax again on Course Book page 23. Explain the following in your own words.

1. ... say a big thank you ... (paragraph 1)
2. ... thank goodness! (paragraph 4)
3. Seconds felt like minutes! (paragraph 5)
4. 'This is the end!' (paragraph 5)
5. ... just in time ... (paragraph 6)

B In your own words, explain the following phrases from the postcard and the text.

1. ... a sea of tents (*postcard, paragraph 3*)
.....
2. ... pilots' eyes were the only sort of air traffic control. (*text, paragraph 1*)
.....
3. ... an electronic eye! (*text, paragraph 1*)
.....
4. Modern air traffic control was born. (*text, paragraph 1*)
.....
5. ... air space. (*text, paragraph 4*)
.....

Aim:

The aim of this exercise is to give the learner time to think about how to explain sentences using his/ her own words and to share ideas with their colleagues. It encourages pupils to give their own interpretations which builds up their confidence and self-satisfaction, especially when they figure out what these metaphorical expressions really mean. This activity opens students' minds to the metaphorical and connotative aspects of meaning which widens their vocabulary scope to recognize not only the denotative meaning and makes their language richer.

A Complete the table with words from Course Book page 55.

verb	noun
pollute	
	consumption
connect	
inform	
act	
	suggestion
	destruction
	production
situate	

Aim:

This activity helps learners to distinguish between nouns and verbs by identifying them independently from the newspaper reading text. This activity is constructed in a completion form, which might make it easier to tackle, even though the teacher might spend a good deal of time drilling the new words with students due to the difficulty involved in the pronunciation of some of them. The teacher may write one of the verbs like *"produce"* on the board, and then ask the students if they can tell the nouns that can be made from this verb. The teacher may elicit *"production"* and if possible, *"producer"*. After that, the teacher can ask the students to complete the table in the same way. Once they get started to notice this phenomenon, i.e. that the *-ion* ending indicates a noun, it will be easier for them to recognize nouns of the kind. Furthermore, meaning and spelling would be emphasized by the instructor after eliciting the answers from students. The teacher should be aware that students may overgeneralize this rule; therefore, he /she may opt to contrast it by providing learners with another verb whose noun does not exhibit an *-ion* ending, for example, *"write, writing or writer"*.

3.3. Examples demonstrating the practice of vocabulary

A Look at the pictures of Muna and her family.
Make statements about them with these verbs:

is/are, has/have got, is/are wearing



Aim:

This exercise aims at revising some words connected to clothing and family relationships by looking at the photos and writing sentences describing them. The exercise also provides some grammatical structures to be used in order to refresh the learner's memory. Not only does this activity help students to recall the vocabulary items, both visually and by requesting them to use the items in sentences, but also revises general writing rules, such as, capitalization. Finally, it could provide the teacher with useful information about learners' writing level right from the very beginning of the course since it is found in the first unit.

B Complete these sentences from the text with these prepositions of movement.

along to across out of

1. Some of these things travelled ... Asia ... the famous 'Silk Route.' (text 1)
2. Quietly, it moved ... the harbour ... the open sea. (text 3)

Aim:

The aim of this activity is to assess the comprehension of prepositions that have been previously taught. It would be a good practice for students to complete these sentences with the appropriate prepositions given in the box individually. Then they can check their answers in pairs to promote working independently without an instructor.

D Look at the pictures below. Describe what you can see in each picture. Take turns with your partner. Use these words to help you.

boys playing football village street school team referee champions trophy newspaper winners captain national team stadium crowd scoreboard score goal



Aim:

This activity practices the newly- learnt vocabulary by producing them in a spoken form with the help of the photos which can function as a powerful stimulus to students' imagination and language.

4 Look at the diagrams below. Write a sentence about each using the following prepositions of motion.

over	up	across
out of	into	



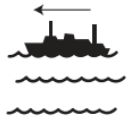
1. A fireman is _____



2. _____



3. _____



4. _____



5. _____

Aim:

This activity is simple. The teacher asks learners to look at the details in the pictures and identify which correct preposition from the box given matches each of them, then write six sentences describing what they see.

The teacher can do the first one as a main caption to show students how to conduct the activity. Through such an activity student will be able to recognize prepositions and their use. Moreover, it is a good opportunity to practice their writing skill efficiently by writing various sentences. It can also further students' vocabulary by using the vocabulary that they have encountered during the course.

B Complete this summary of the story of the Sindbad project. Put one word in each space. Choose from this list.

brought builders finally ancient trade harbour sailor build ago sea

The Sindbad Project

More than two thousand years (1) _____ trade started between East and West. Some of the (2) _____ went by land along the 'Silk Route'. But some trade went by (3) _____. Sindbad was an Arab (4) _____ at this time. An Englishman, Tim Severin, had an idea to (5) _____ a ship in the Arab style and sail from Muscat to China. He wanted to show how these (6) _____ ships made the same journey. The Omani government (7) _____ 30 shipbuilders to Oman and they built a replica of Sindbad's ship. They called it the *Sohar*. For months the team of (8) _____, the Greenshirts, worked on the *Sohar*. (9) _____, in November, it was ready. Thousands of people watched as the small ship left Muscat (10) _____ on its long and dangerous journey to China.

Aim:

This exercise is a great opportunity for students to practice specific language points that they have learnt during the lesson. Students are required to find out the missing words in the context by looking for the suitable one from the given box.

The pros of this type of exercise are that students have limited options in the provided box which makes it doable and not time-consuming. In addition, this activity practices students' guessing from context skill by looking at what precedes and follows the gaps, which would certainly help them increase their vocabulary count.

f Word puzzle. Find six nationalities and six countries in this word puzzle. They may be horizontal or vertical. One has been done for you.

R	V	O	X	U	G	E	R	M	A	N	Y
P	R	M	A	L	T	A	J	L	R	A	J
A	M	E	T	Z	P	O	W	D	S	S	B
K	A	B	V	S	U	M	A	U	L	L	C
F	L	S	O	U	S	A	J	T	P	O	E
R	G	L	M	D	K	N	O	C	B	W	F
A	E	S	P	A	N	I	S	H	J	I	H
N	R	T	B	N	O	R	H	S	T	N	B
C	I	R	Z	E	N	G	L	A	N	D	T
E	A	I	K	S	V	W	O	K	E	I	O
J	N	O	Y	E	M	E	N	H	J	A	J
R	P	G	R	E	E	K	R	P	S	X	L

Aim:

When playing games, students become more engaged in their learning, content is reinforced, class positivity is increased and they will try to participate more in the tasks. Furthermore, puzzle games help them to practice spelling of words and to reinforce the terminology that they have covered.

A Complete the sentences below with the opposites. Use the opposites to complete numbers 1 to 9 in the puzzle. What is number 10?

			4	5		7	8	9
1	2	3			6			
10 →								

1. Tarek went up from the bottom of the class to the ...
2. The planes are too close together. Move them farther ...
3. Close the door and ... the window please.
4. My answer was right, not ...!
5. The plane flew east, and then suddenly turned and flew ...
6. You don't need to stand up. You can ... down.
7. He says he'll come early, but I know he'll be ...
8. The little plane flew ... the building and under the bridge.
9. If you play like that, you won't win the match; you'll ...!

Aim:

The utilization of this game consolidates the learners' comprehension of the idea of opposites. This activity is fun and suggests a competitive atmosphere where learners may compete to the game to practice the items in a classroom environment full of

excitement. It might consume valuable class time, but it would require less time if students worked in pairs or groups and shared ideas and knowledge together.

B Label this diagram using these words. Use your dictionaries to help you.

hair	moustache	beard
eyebrow	mouth	eye
chin	ear	neck
nose	head	



C Work with a partner. Write a few sentences to describe someone you both know (someone in your class, one of your teachers, a famous singer, etc.). Let your partner read your sentences and try to guess the name of the person.

This person _____

Aim:

The chief aim of this activity is to practice the words learnt in *exercise B* via producing a description of a person. The exercise also requires pair-work which results in developing learners' cooperation and increase the chances of them gaining some new words via their partners.

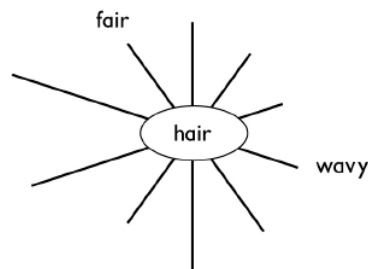
C Complete the table below with these nationalities according to ending.

~ish	~(i)an	~ese	~i	others
British	Algerian	Chinese	Iraqi	French

Aim:

This is a fun exercise for students to do to consolidate learning nationalities. The teacher can turn this activity into an interesting game by copying the table on the board and dividing the class into two groups. The two groups try to complete the activity in order to win. This will be a great chance for them to rehearse the correct use of suffixes and recall the information that they shared among team members to maximize their learning.

A Label the diagram with more adjectives describing hair.



Aim:

Brainstorming is a very practical technique which was appreciated by Ur (1999). This tactic is mainly used to extract out all the knowledge associated to one idea held by

students of different lexical backgrounds. Such networks may make students feel satisfied when they are able to collect a good deal of words linked to a topic. After giving learners some time to work on this activity either independently or in pairs, the teacher may draw this network on the board and elicit from learners as many of the vocabulary items as possible. This would help learners to gain more vocabulary from their partners without much interference from the teacher's side. It also provides a record for those who work at a slower pace.

D The four Al-Magrabi brothers want to drive across the desert and take photos of Ghadamis. They have too much equipment. What do you think is important and what is not? Make statements with these forms.

They must/have to take ...

They mustn't forget ...

They don't have to take ...

Talk about any other things you think may be important or not important, e.g., mobile phones, soap, chocolate, chairs, camp beds, pyjamas, tents, water, rope ...

two-way radio



Aim:

Initially, students can be asked to do this activity on their own and then compare answers with their colleagues. This task will allow students to form simple sentences using their newly-learned vocabulary to distinguish between the things which the Al-Magrabi brothers have to take with them and the ones which they do not. Additionally, they will practice the grammar rule that they have taken during the lesson in the course book and combine it with the vocabulary.

A Complete the table with the plurals of these nouns. The first is done as an example.

baby	child	address	year	virus	knife	country	street	dish
car	mouse	person	university	class	company	house		

~s	~es	~ies	irregular plurals
		baby/babies	

Aim:

Through this activity learners would practice how to distinguish between regular and irregular plural forms. They will know when to add *s*, *es* or *ies* to regular nouns and how to handle the pluralization of the irregular ones. The use of tables is a very systematic way to organize information in students' minds and help them to recall them easily.

C Add the prepositions in the box to these sentences. Underline the time phrases and add them to your list.

on at in from to for since between

1. Muna was born _____ 1994.
2. We have science _____ Monday afternoons.
3. Abdulla has lived in Rome _____ eight years.
4. _____ the winter it rains a lot where I live.
5. Sam went to Beirut _____ October.
6. We have lived in this flat _____ last summer.
7. _____ the weekend I like to visit friends.
8. We usually go for a long walk _____ 6 and 7 in the morning.
9. The weather is very hot in my country _____ May _____ September.
10. The concert is _____ Thursday _____ 8 o'clock _____ the evening.

Aim:

Prepositions are vital when it comes to language mastery due to their relatively high participation in sentence comprehensibility. This gap-filling activity trains learners to employ the prepositions learnt to suit the illustrated different sentences.

D Look at the pictures below. Write two sentences about each picture – one with *too* and one with *not enough*. Use the adjectives below the pictures.



small, large



short, long



expensive, cheap



old, new

Aim:

The target of this technique is to practice and make use of *too* and *not enough* in a written mode. Moreover, the images given facilitate sentence-making in the shortest possible time and they feature some sense of humour which entertains students and engages them positively. This activity also improves students' spelling and writing skill in general.

B Start a list of time expressions as in the examples below.

Time expressions

now

fifty years ago

Aim:

This exercise makes students practice everyday time expressions by asking them to list them from memory. This task can be turned into a fun classroom game by dividing the class into groups and using a stop watch to limit their work time. The group which collects the highest number of items is the winner.

C Complete these sentences using the words in the box.

too very enough just right not . . . enough

1. The exam was _____ difficult, but I passed with a high mark.
2. No, I don't want to swim. It is _____ warm _____ for me.
3. We don't like the beach at weekends. It is _____ crowded for us.
4. I love Tripoli in March. The temperature is _____.
5. My car is small but it is big _____ for me.

Aim:

The objective of this exercise is to help learners fill in the gaps appropriately by reading the sentences carefully before and after the gaps. Gap-filling exercises are an excellent way to practice vocabulary in different sentences and can be used to broaden the students' understanding of the range of meaning of vocabulary.

A Complete the table with words from Course Book page 55.

verb	noun
pollute	
	consumption
connect	
inform	
act	
	suggestion
	destruction
	production
situate	

B Complete the paragraph with words from the table above.

Young people from 14 different countries are here in Valletta, Malta, for the first Friends of the Mediterranean Youth Conference. They say that (1) _____ is increasing in the region and that it will (2) _____ the Mediterranean environment if something is not done soon. They report that chemicals, oil and waste from factories (3) _____ the sea badly. The (4) _____ is getting worse and all of us should (5) _____ now before it is too late. They want the governments of the region to take (6) _____ against the polluters. They (7) _____ that there should be very heavy fines. They also feel that people should have more (8) _____ about what is going on. They need to be told.

Aim:

Activity B is a controlled practice which follows a discovery technique illustrating the difference between some verbs and their nouns. It confirms that the learners have comprehended the meaning of the words in question and are able to employ the right part of speech in its place in the text. It is also a good practice of spelling. At the beginning, students have to read the given sentences very carefully and try to understand them, then they have to identify and choose the suitable word to be used from the exercise prior to this.

To conclude the chapter, the *English for Libya Secondary 1* syllabus does follow the international standards of vocabulary teaching and employs a wide range of the techniques proposed by the scholars in the field. In addition, it promotes learners' autonomy through a variety of exercises, such as those which require the use of dictionaries and guessing the meaning from context. Brainstorming is one technique found in the book which was not discussed in Chapter Two due to the fact that the focus of that chapter was mainly on Harmer's Model of Vocabulary Instruction (Harmer, 1991), which does not list this technique as a main one in the source cited. Finally, the book pursues the engagement of learners and the enhancement of their communication by encouraging them through the diverse activities to speak with each other and personalize the new language.

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