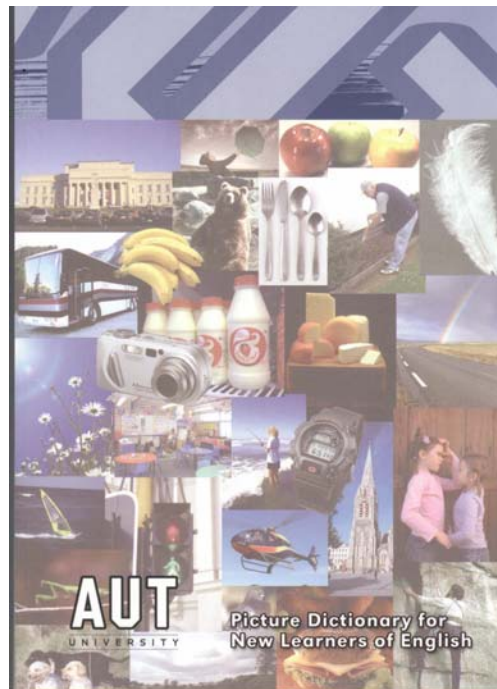# A Teaching Resource for Using
the
Picture Dictionary for New Learners of English

First Edition   Second Edition

Prepared for the Ministry of Education by
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Contents

SECTION I   Introduction to Vocabulary Learning

1.1 Background to the Picture Dictionary

The Picture Dictionary for New Learners of English introduces over 1,000 words widely used in the context of everyday life in New Zealand. The words have not been chosen from high-frequency vocabulary lists based on corpus studies as are the numerous dictionaries currently published, for example, the Collins COBUILD based on 'The Bank of English' (250 million words). Nor do the words necessarily come from the Paul Nation first thousand or second thousand high-frequency lists, although many of them do. For example, the words 'car' and 'taxi' under the heading of *Transport*, on pages 78 & 79 of the Picture Dictionary are also included in the first thousand word list and *train*, *tractor* and *transport* are in the second thousand word list.

The vocabulary items were originally chosen by the Centre for Refugee Education staff to support the topics taught in the on-arrival orientation programme at the Centre. The topics were thought to be the things that adult refugees might need to know for their new lives in New Zealand. The selected topics, vocabulary items and their groupings have changed over time and the Picture Dictionary is now a teaching and learning resource for all English language learners.

This teaching and learning resource has been developed to assist teachers to make effective use of the Picture Dictionary in their programmes. This resource can be downloaded from http://www.tki.org.nz/esolonline

1.2 Context

The particular teaching context, among other things, will influence how and when you decide to use the dictionary. You need to consider the following:

- age of the students
- institution – Early Childhood Education, compulsory sector (primary or secondary school), tertiary, private provider, special education etc.
- background of student - previous educational background, literate or pre-literate in first language, migrant, refugee, International student
- purpose for learning English
- English proficiency level of student
- type of class - mainstream, ESOL, streamed or multi level, whanau grouping, English for Special Purposes etc.

1.3 Topic

The dictionary has been divided into topics. A teacher can use the dictionary as part of a topic being covered in the classroom: pre-topic, during the topic, evaluation or revision.

1.4 Ways of Using the Dictionary and Tasks

The dictionary can also be used in a wide variety of ways, depending on the learning intentions or aims of the lesson.
It can be used to:
- introduce /teach new vocabulary for the first time
- stimulate elicitation of known vocabulary/knowledge related to the topic
- review topic vocabulary/topic knowledge that has been introduced previously – retrieval.

The dictionary can be:
- part of a regular routine e.g.10 minutes daily
- available to students all the time
- used for a particular purpose
- used as a reference.

1.5 A Balanced Programme

Nation (2001)[1] devotes the final chapter of his book "Learning Vocabulary in Another Language" to designing the vocabulary component of a language course.

Four strands are identified by Nation (2001, p.2) as being important to a balanced language course:
- comprehensible meaning-focussed input
- language-focused learning / form-focused instruction
- meaning-focused output
- fluency development.

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[1] Nation, I.S.P. (2001) *Learning Vocabulary in Another language.* Cambridge: Cambridge University Press.

1.6 Vocabulary learning. [2]

In the very early stages of English language acquisition students need to know **what it means to know a word:**

- **what the word sounds like**
- **how to say it**
- **what it means – most common meaning.**

If the learner is literate in their first language and knows or is learning the letters of the English alphabet they will also be learning:

- **what the word looks like**
- **how to recognise the written word**
- **how to write the word**
- **the function(s) or part(s) of speech of the word.**

1.7 How to Learn Words

See page **10** for a routine strategy that helps learners to memorise words.

Nation (2001, Chp.3) identifies three important general processes that help learners to remember words.

- **Noticing -** when attention is paid to the word or chunk, when the word and the meaning are together.
- **Retrieval -** when the same meaning (word/chunk) is retrieved/recalled several times during teaching/learning activities.
- **Generation -** using the word in different forms and contexts, and creative use of the vocabulary.

1.8 Repetition

The processes of noticing and retrieval involve a lot of repetition. Repetition is an important part of learning new vocabulary. Research suggests that six or seven spaced repetitions involving retrieval, with a delay time or wait time to allow the learner time to process the recall or guess, is important and these repetitions are required before the vocabulary is learned (Nation 2001).

Repetitions within the noticing and retrieval process should involve the four skills - listening, speaking, reading and writing.

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[2] The *English Language Learning Framework* (MoE) has more information on vocabulary learning and vocabulary lists.

The teaching/learning tasks could involve input that is spoken, tape recorded, written, a text message, indicated (pointing), visual, or mimed.

The learner response during the learning/teaching task should also be varied and could involve any one or a combination of speaking, recording, writing, texting, identifying, drawing, labelling, sorting or miming.

Beyond early emergent literacy level, the learning task should involve some level of cognitive challenge or cognitive demand rather than simple repetition or copying.

SECTION 2   Using the Picture Dictionary

2.1 Developing fluency with spoken vocabulary

Nation (2001, p.127) reminds us that " learners should become fluent with what they learn from the beginning, developing fluency with greetings, numbers, time, days of the week, time indicators like *today, yesterday, next week, last month,* some colours, and other items which could be used frequently".

Nation describes a "listen-and-point activity" (Nation, 2001, p.127), where the teacher works with one learner as below:
- the learner has a list of the numerals 1-10
- the teacher keeps saying the numbers
- the student points to the appropriate numeral.

Nation (2001, p.127)) suggests that the teacher should slowly increase the speed to push the learner to the limits of their fluency.

First Step
Listening Fluency
- Listen and point - teacher/partner says the numbers, learner points
- Learner may also write the numerals if appropriate
- If incorrect the teacher/partner says no and repeats the number
- Teacher/partner gradually increases speed
Spend several minutes on the activity.

Second step
Speaking fluency
- Learner becomes the caller and says the number
- The teacher/partner points to the number and the learner repeats it.

Nation (2001) warns that:
- learners should reach a high level of fluency at *step 1* before moving to *step 2*
- with lexical sets it is important that learners have plenty of time to learn the words separately before fluency practice.

Fluency practice should use the same lexical items over several days to provide opportunity for the all important spaced retrieval.

The Picture Dictionary for New Learners of English pages can be used for this type of oral fluency practice. With a larger group or whole class, coloured counters can be placed on the picture/word. This allows the teacher to see at a glance whether the learner has understood and does not require the learners in a larger group to sit with their finger on the word for longer than is necessary. Learners can also work in pairs and take turns to be the caller.

2.2 Tasks which can be applied to any page

<u>Learning the word</u>

Look
Say
Spell
Cover
Write
Check

<u>Saying the word</u> (work with a partner)
- Students take turns to say the word.
- Students say one (two) more thing(s) about the word/picture.

<u>Sorting or grouping tasks</u>
Coloured counters can also be used for any of the sorting or grouping tasks where a written or spoken response is not needed, or as one task (possibly the first) of a series of tasks. For example;

<u>(a) Identifying/sorting by alphabet</u>:
- first letter, first blend
- double letters – medial, final
- final letter, final blend
- final grouping, -ing, -ed –en.

<u>(b) Identifying/sorting by sound / phonemics</u>
- initial phoneme / phonemic cluster
- medial phonemic cluster
- final phonemic cluster
- silent letter

<u>(c) Identifying/sorting by pronunciation</u>
- number of syllables
- stress on the first, medial, final syllable
- equal stress on two syllables.

<u>(d) Identifying/sorting by meaning / category for example:</u>
- odd one out
- things used for writing
- things that need electricity
- things you drink.

(e) Identifying / sorting by function
    NB Most pages in the Picture Dictionary for New Learners of English have only nouns

- singular nouns
- plural nouns
- collective nouns
- non countable nouns
- proper nouns
- compound nouns

2.3 A Generic List of Learning Tasks

These learning activities and strategies can be used or adapted for use with the particular teaching context for individual pages in the dictionary. The Picture Dictionary can be used in a daily time slot, as part of other teaching, teacher directed, pair work, group work or for independent learning.

Teachers should:
- work with bi-lingual assistants when possible
- give clear instructions
- model the instructions
- show the students the page you are using.

1. Look
   Say
   Spell
   Cover
   Write
   Check

2. Work with a partner. Take turns to say the words.
   Extension: Say one (two) more thing(s) about the word.

3. Look at the word and write it with your finger on the back of your other hand, on the table or on your book.

4. Close your eyes and write the word with your finger on the table or in the air.

5. Make word cards with one word per card on the front and other information on the back, e.g. definition, picture, a sentence, collocations, first language.

6. Write the words (or a specified group of words) in alphabetical order in your book.

7. List the word(s) in English with the first language translation.

8. Put a coloured counter on and/or write a list of words that start with the letter __.

9. Put a counter on and/or write a list of words that start with the consonant blend _____.

10. Put a counter on and/or write a list of the words with, e.g. double vowel, long vowel sound, the same consonant blend at the end.

11. Put a counter on and/or write a list of the words that are singular / plural nouns.

12. Write a list of the words in the singular form, then write them in the plural form.

13. Write / place the words on a Cline (see page 28)

14. Pair testing

15. Completing grids (see page 29, 34)

16. Bingo (see page 38)

17. Crosswords (see page 30)

18. Structured overviews (see pages 53-55)

19. Word maps / Word clusters (see page 56)

20. Dictated sentences

21. Guess who. Guess what. (see page 25)
    Where am I? Yes/No questioning

22. Pairs memory game with 2 sets of word cards

23. Matching word and picture

24. Opposites

25. Matching sentence halves (see page 51)

26. Dominoes(see page 36)

27. Scavenger hunt (see page 25)

SECTION 3   Examples of Learning Tasks

In this section there is a selection of examples of learning tasks. These tasks are included in the Generic List of Learning Tasks in Section 2.

The tasks described are intended as examples of learning tasks that support the learner's vocabulary acquisition. The tasks can be modified for other pages in the Picture Dictionary and are intended only as possible activities for the particular example page. Teachers and learners need to be constantly thinking about how else they could be using the page(s) to help their vocabulary learning and integrate this with speaking, reading and writing into the language programme as a whole.

The table below lists examples of learning tasks. The tasks can be downloaded/copied and used as they are, modified for your learners, or used as a starting point for teachers to develop learning tasks for their particular context.

3.1 Symbols Used

I   task for students to complete independently

P   a task suitable for pair work

I, P   a task suitable for either independent or pair work

I, P, G a task suitable for independent, pair or group work

G   a task suitable for small group work

T   Teacher

Sts   students

T/Sts Teacher with students

43,44 / 44,45 Pages 43 and 44 of the first edition and pages 44 and 45 of the second edition of the Picture Dictionary for New Learners of English

3.2 Summary of Learning Tasks Examples

Topic	Dictionary Page Edition 1st	Dictionary Page Edition 2nd	Learning Task	I	P	G
Money	7	7	identifying, sorting, shopping, acknowledging previous knowledge	√	√	√
Weather	16	16	function – noun / adjective, talking about the weather – formulaic language, tag questions	√	√	√
Seasons	17	17	alphabetical ordering, sentence cloze sentence dictation, comparisons	√	√	
House	22	22	identifying, categorising, jigsaw labelling task	√	√	√
Living Room	23	23	identifying, categorising, alphabetical order	√	√	
Laundry	32	32	guess who / guess what definitions questioning		√	√
Clothing and Accessories	43 44	44 45	labelling scavenger hunt guess who categorising-consonant blends	√	√	√
Fruit	51	52	identifying, categorising cline grid crossword	√	√	
Vegetables	52 53	53 54	identifying, categorising pronunciation grid memory shopping game	√	√	√
Stationery	67 68	68 69	dominoes			√
Actions	71 72 73	72 73 74	word bingo matching sentence halves	√	√	√
Transport	78 79	79 80	structured overview word map / word clusters	√	√	√

3.3 Learning Tasks

Dictionary Page   7   Money   I, P, G

This page can be used as an introduction to the names of the denominations of New Zealand money or as part of a larger unit of work on the maths and/or language of using money.

Using Plastic Coins

1. Match the plastic coins to the pictures of the coins in the dictionary.   **I, P**

2. Talk about the motif on each coin and explain its significance.
                                                                T/Sts

3. Make a rubbing of the plastic coins to complete the table below.   **I, P**

4. Students complete the table on the next page, either by placing plastic coins and writing the number and word value in   **I, P** the appropriate place or by using teacher-made laminated pictures, number values and word values.

Complete the Table (using plastic coins)   **I, P, G**

Plastic coin / Picture	Value (numeral)	Value (words)

Dictionary Page   7   Money   I, P, G

Using paper notes

- Students complete the table below using their quick sketches of the notes or 'play money' notes and writing the number and word values, or by placing laminated pictures, number and word values in the appropriate square.

Note	Value (numeral)	Value (words)	Famous person on the note

Dictionary Page   7   Money   P, G

Extension

<u>Shopping</u>   **P, G**

- Students or the teacher choose one or more appropriate pages from the dictionary that they have studied before, e.g. meat, fruit, vegetables and bread.
- Use sticky notes to put prices on the goods. Pricing could be organised by the teacher for a beginners group or researched by the learner from advertising material.
- In pairs/ small groups work as sellers and buyers using the plastic coins/notes.
- More advanced students could work within a budget and use calculators.
- Teacher and students could talk about the language needed for making a retail purchase.
- This task could be linked to developing early numeracy.

<u>Prior Knowledge</u>

- Ask students about the coins and notes in their own countries.
- Each national group could produce a display of drawings of the coins and notes they remember from the countries they come from or have lived in.
- These could be displayed with a reference to a world map.

Dictionary Page   16   Weather   I, P, G

1. Complete the table below.

Adjective (describing word)	Noun (naming word)
cloudy	cloud

2 List the words in alphabetical order that end in a 'y'.

3 The 'y' at the end of the adjectives (describing words) sounds like a vowel. Which vowel does it sound like?

4 Which word on page 16 is a noun?

5 *Rainy* and *wet* mean nearly the same. Which word means nearly the same as *sunny* ?

Extension   P, G

The weather is a common topic to start a conversation with strangers or friends.

- Teacher models the chunk "it's rainy" and discusses the contraction

- Students repeat "It's rainy", It's windy", ------ ,

- In pairs students ask "What's the weather like?" and repeat the pattern "It's _____ today" with the weather words.

- A discussion about the weather could be a daily routine, with magnetic backed pictures and lexical chunks appropriate for each day or session, left on the whiteboard.

- Forming **tag questions.**

  "It's cold, **isn't it**?"

- Teaching or revision of tenses/modals

  It's going to be *windy* tomorrow.
  It was *wet* yesterday.
  It might be *fine* tomorrow.

Dictionary Page   17   Seasons   T/Sts, I, P

In New Zealand (Aotearoa) there are four seasons but many places get no snow.
Some countries have two main seasons, 'wet' and 'dry'.

1. How many seasons are there in the country you come from?

2. List the seasons in order, starting with spring.

3. Spring has only one vowel, the letter 'i'.
    How many vowels do the other three words have?

4. Autumn has a silent consonant which is not pronounced.
    Write down the word and underline the silent letter.

5. Complete the following sentences   **I, P**

(a) In _____ the days start to get warmer and plants
begin to flower.

(b) In _____ it is hot and lots of New Zealanders go to
the beach.

(c) In _____ the days start to get cooler and the leaves
on some trees change colour and drop off.

(d) In _____ the days are cold and some places in New
Zealand have lots of snow.

<u>Extension</u>

- Weather words are useful for teaching comparisons, e.g.
  Spring is warmer than *winter*.
  Winter is colder than *summer*.

- Dictation.
  Use sentences 5(a) – (d) for dictation.

Dictionary Page   22   House   I, P, G

1.   Put a red counter on all the pictures of rooms in a house.   **I,P**
      Check with a partner.

2.   Put a blue counter on the pictures of the rooms where we   **I,P**
      use water and there are usually taps (look on page 30).

3.   Put a green counter on the pictures of things we usually   **I,P**
      find outside the house.

Extension Jigsaw Labelling Task   **G**

Preparation before the lesson
* Divide the class into small groups (3-5) identified by a letter of the alphabet.
* Find or draw several (3-5) pictures of a range of New Zealand houses (advertising materials are good sources).
* Write a letter of the alphabet (A - E) on each of the original pictures.
* Depending on the English language level of the groups and the target vocabulary to be learned, the teacher could rule lines to the parts of the house e.g. roof, door, window. (This limits the activity to relevant target vocabulary.)
* Make copies of the pictures for each person in the group.
* After the copies have been made, write a number on each of the alphabet labelled pictures A1, A2, A3,

Start with the students in their expert / alphabet groups,
Give the students clear modelled instructions.
* Each member of the group is given the same picture with the same letter of the alphabet and a different number for each student. (A1, A2, A3….).
* Students work together to label the parts of the house using the Picture Dictionary and their prior knowledge. Students can identify with an arrow, the parts of the house they don't know but want to know.
  NB All the members of the group need to know how to pronounce the parts of the house they have labelled.
* Students move into the sharing/numbered groups, all the 1s together, all the 2s together etc.
  Now the student is part of a group where they have the only copy of their picture. They are the 'expert'.
  Each student has a turn to show their picture and name the parts of the house. They can ask other members of the new group if they know the word for any of the unnamed labels.

* The pictures can be displayed and the teacher can provide the unknown vocabulary.

1. Work with a partner. Take turns to say the words.
    Say one (two) more thing(s) about the word.   **P**

2. What is the time on the clock?   **I**

3. Put a red counter on the things that need electric power or   **I, P**
    batteries (page 37) to work.

4. Put a blue counter on the things that we listen to.   **I, P**

5. Put a green counter on the things that are soft.   **I, P**

6. Put a red counter on the things that are hard.   **I, P**

7. Write a list of the words that start with 'c' in alphabetical   **I, P**
    order.

Dictionary Page 32   Laundry   T/G, St/G, P, I

Guess what / Guess who

Guessing the vocabulary item from simple descriptive sentences.

The English language level of the students will determine the amount of support they need.
The clues can be oral (spoken or taped) or written; the students can work independently, in pairs or in a group with a teacher.
The answers/responses can be spoken, chosen from flash cards (word or picture), indicated with a coloured counter or written.

1. I am a machine.
   I use water.
   I am used to wash clothes.   [washing machine]

2. I am made of plastic or wood.
   I am used to keep wet clothes on the line.   [pegs]

3. I am a machine.
   I use heat.
   I am used to dry clothes inside the house.   [dryer]

4. I am used to wash clothes.
   I am usually a powder.
   I am put in the washing machine or the tub.   [washing powder]

5. I am usually a liquid.
   I am usually in a bottle.
   I am used to make clothes and towels soft.   [fabric softener]

6. I am often made of plastic.
   I usually have handles.
   I am used to carry the washing.   [washing basket]

7. I am used to dry the clothes outside.
   I can have one long wire or several
   wires around a frame.
   The washing is pegged on my wires.   [clothes line]

8. I can fold down and be put in a cupboard.
   I am used to iron the clothes on.   [Ironing board]

NB Use of the passive voice could be introduced to more advanced learners.

Dictionary Page   43,44 / 44,45   Clothing and Accessories

Labelling   P

Students cut pictures from magazines and advertising material and overlay them on a cut out or drawn stick figure or body shape, to dress the figure. Students then label the clothing by referring to the Picture Dictionary.

Group scavenger hunt   G

Prepare a pack of laminated word cards of items that the student is to look for in a magazine or advertising material. Examples:
- a red skirt
- two handbags
- blue shorts
- a yellow hat

The amount of extra information and the number of additional words will depend on the level of the group.

A student deals 4 (or more) word cards to each student in the group. Students refer to the Picture Dictionary and search through their magazines/advertising material to find the items on their cards. They cut out the pictures and place them with their cards. Each student reads their word(s) to the group. The dealer checks the reading and the collection of pictures.

This could be a timed activity (egg timer) and the winner is the student who could read their words and had collected the most matching pictures. If there were more than one student who had collected pictures for all of their words, the first to finish could be the winner. The winner becomes the next dealer.

Making this a timed learning activity helps to maintain the focus on the vocabulary and the items the students are looking for and it also reduces the amount of time spent browsing through magazines and advertising material and being distracted by other content.

Guess who   P, G

Prepare a set of several pictures (from magazines and advertising material) of people wearing a range of different clothing. Name the people.

Two to four students sit with the pictures face up in front of them. The students write the name of their chosen person on a piece of paper without telling or showing the other student(s), and turn the paper over. This is to ensure that students don't change their choice of person during the activity. Students should refer to the Picture Dictionary to check the vocabulary.

The first student is the caller and says *"I am wearing a _____. Who am I?"*
The second student guesses and says the name on one of the pictures.

If they guess correctly, they become the caller.

If they are wrong, the caller can repeat the first statement and add another piece of information (e.g. another piece of clothing, an adjective depending on the level of the group). The next student or the partner can have another guess.

This process is repeated until someone guesses the correct name.

Extension

1. Write down all the words that start with the letter 's'.
2. Underline the words that start with a consonant blend.
3. Write down the words that do not start with a consonant blend.
4. Write down the two words that start with the same consonant blend sound but are spelt differently.
5. Write a list of words that have only one vowel.

Plurals

The two pages of 'Clothing and Accessories' could be used to discuss plurals with an advanced group of learners as it has some interesting, complex and irregular examples. Supplementary pictures would be helpful to explain clearly the difference between a pair of shorts and two pairs of shorts.

Dictionary Page 51 / 52   Fruit   **T/G, P**

1. Put a red counter on the fruit you really like.
2. Put a yellow counter on the fruit you don't like.
3. Put a green counter on the fruit you've never eaten.

Teacher models   **T/G**

I like _____.

I don't like _____.

I've never eaten _____.

Turn to your partner and tell them: **P**

     I like _____

     I don't like _____

     I've never eaten_____

Extension

Question forms could be introduced / revised.   **P**

Do you like _____ ?

Have you ever eaten _____ ?

Dictionary Page 51 / 52   Fruit   I, P

Cline

Sort / Rank the fruit in order of preference. Put the fruit you like the most at the top of the cline.

Students could:
- write the names of the fruit. (This takes time with beginners)
- place prepared laminated pictures/words on the cline
- cut pictures of the fruit from advertising brochures and place/glue them on the cline.

I like

I don't like
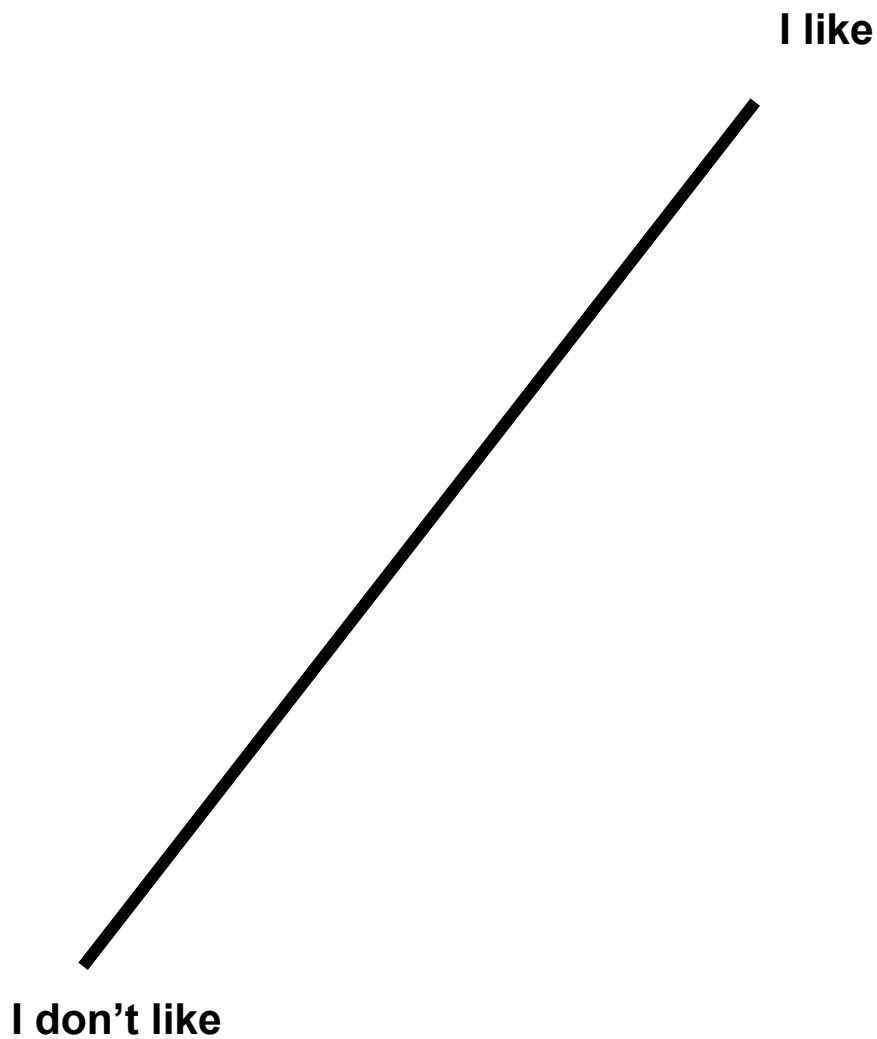
Dictionary Page 51 / 52   Fruit

Completing a Grid   I, P

Students complete the grid individually and then check with a partner.

Tick √ the boxes.

	peach	bananas	apple	kiwifruit	pear	avocado	pineapple	grapes	orange	coconut
soft										
hard										
peel										
seed/pip inside										

This is an example of a grid. Grids can be designed/modified to suit your students and the teaching context.
There could be fewer names and/or categories for complete beginners.
More information could be included on the grid to provide complete sentences, e.g. the part you eat is soft.

Crosswords

Crosswords can:
- be completely blank
- be partially blank, with some words filled in
- have the first letter of each word written in
- have some key letters filled in

Clues can be:
- pictures or drawings, similar to the photographs in the Picture Dictionary, with numbers and arrows to indicate across or down.
- written in an ordered list
- on laminated cards
- simple clear definitions (written, spoken or taped)
- simple clear descriptions (written, spoken, mimed or taped)
- cloze – gap fill sentences
- teacher-made
- learner-made by students with a higher English language proficiency level

Split information or barrier crosswords   **P**
- Learners work in pairs.
- Each learner has a crossword with different parts of the crossword completed.
- Each learner has a turn at providing a clue for their partner.
- The clues can be as above provided by the teacher, or learner A thinks of a clue or a way to explain the word to learner B.

Crossword Examples

The crosswords on the following pages were created using EclipseCrossword which is available from www.eclipsecrossword.com as share ware.
There are several commercial programmes available for generating crosswords from a word list.

Crossword example

A crossword puzzle containing the following fruit words:

- ORANGE
- STRAWBERRIES
- KIWIFRUIT
- CHERRIES
- ROCKMELON
- PEAR
- PEACH
- WATERMELON
- PINEAPPLE
- GRAPEFRUIT
- GRAPES
- APPLE
- APPLES
- AVOCADO
- LEMON
- BANANAS
- COCONUT

Dictionary Page 51 / 52   Fruit

Crossword example

Dictionary Pages 52,53 / 53,54   Vegetables   I,P,G

1. Put a blue counter on the vegetables that grow in the country you come from.
2. Put a red counter on the vegetables you really like.
3. Put a yellow counter on the vegetables you don't like.
4. Put a green counter on the vegetables you've never eaten.

What vegetables do you like?   **P**

I like _____.
I like _____, _____, _____ and _____.
I don't like _____.
I don't like _____ or _____.

Extension   **I,P**

1. Put a blue counter on the 8 vegetables that start with the letter 'c'.
2. Say the names of the 8 vegetables aloud to yourself or a partner.
3. Which one starts with a soft 'c'?
4. Write the names of the vegetables starting with 'c' in alphabetical order into your workbook.

For some vegetables, the part we eat grows above the ground, for other vegetables the part we eat grows below the ground.

5. Put a green counter on the vegetables where the part we eat grows above the ground.

6. Put a red counter on the vegetables where the part we eat grows below the ground.

7. Say the names of the vegetables where the part we eat grows above the ground.

8. Write a list of the vegetables where the part we eat grows above the ground.

Dictionary Pages 52,53 / 53,54   Vegetables

Completing a grid   **I,P,G**

	cucumber	potatoes	tomatoes	celery	silverbeet	cauliflower	eggplant	onions	mushrooms
Eat raw									
Eat cooked									
Eat cooked or raw									
Eat the leaves									
Peeled									
Your own category									

Dictionary Pages 52,53 / 53,54   Vegetables   I,P,G

Memory Shopping Game.   G

Preparation
- Make a set(s) of vegetable picture cards using pictures from advertising brochures.

Playing the game
- Place the cards face up in the middle of the group/class. The first student chooses a card and uses the modelled sentence:
"I went shopping and I bought some _beans._ "

- The student takes the card and puts it face up (or face down) in front of them, depending on the level of the students and the particular teaching context.

- The second student chooses a card and repeats the modelled sentence "I went shopping and I bought some _beans_ and _pumpkin. [a pumpkin] ._

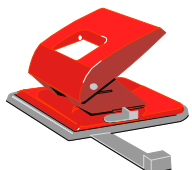- This continues around the group. If a student doesn't know/remember a vocabulary item they can ask the student who has the picture card in front of them.
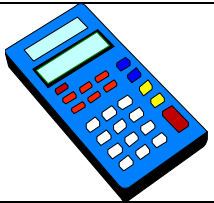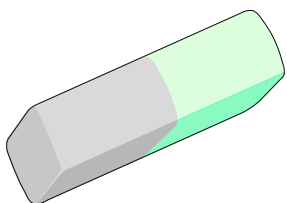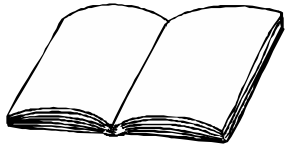
Dictionary Pages 67,68 / 68,69   Stationery
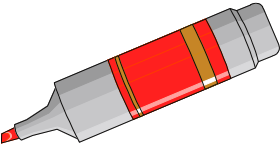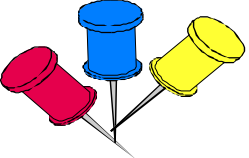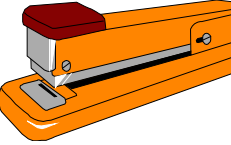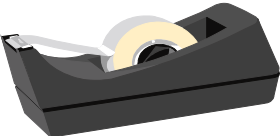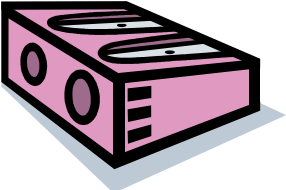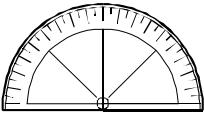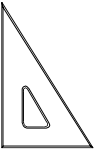
Dominoes.   **P, G,**

- Prepare a series of laminated cards. (or use the ones below)
- Each card will have a word from the dictionary page and a non matching picture. (Advertising material will be useful for the stationery pages.)
- Stationery dominoes is played like number dominoes.

stapler			**pencil**	
---------- cut here --				
calculator			**ruler**	
staple remover			**rubber**	
highlighter			**hole punch**	
paper clip			**whiteboard marker**	

pen			**pencil sharpener**	
scissors			**string**	
stanley knife			**notebook**	
folders			**sellotape**	
glue			**drawing pins**	
protractor			**set square**	
rubber band				

Images are from the following sources: Clip Art, Corel Draw.

Dictionary Pages 71,72,73 / 72,73,74   Actions

Word Bingo.   G

A word bingo can be made from:
- all the vocabulary items on a topic in the Picture Dictionary
- a small selection of vocabulary items chosen by the teacher from the Picture Dictionary for a particular purpose
- a list generated by the students from a brainstorming session

The greater the number of words used in the Bingo and the more cards that are made, the more lexical items the students will be exposed to and the longer the game will take. This may cause confusion if the students are not familiar with the lexical items but it is good for revision. Students can refer to the topic page in the dictionary for support.

For beginners you may decide it is better to restrict the number of words and cards when they have just been introduced to the new vocabulary. Limiting the number of words gives each learner a greater exposure to the target words and thus more opportunities for repetition. The game goes faster, and as a consequence more learners have a turn to be the caller and the participants are likely to be more highly motivated.

Playing Cards
Make four or five bingo cards each with 9 words or vocabulary items. The cards do not need to have completely different words but it is important to have one or two words that are unique to each card as this usually ensures a clear winner.

Counters are used to place on the word on the playing card when it has been called.

Calling Cards
Each word or vocabulary item needs to be written on a separate card. This allows for the caller to change the order that the words are called by shuffling the cards. If the words are written as a list the word order becomes predictable and the students soon become aware which is the winning card and may not want to play if they can't have that card!

The calling card can be:
- a single word or vocabulary item
- a single word or vocabulary item and a sentence containing the word
- a definition of the word or vocabulary item
- a picture of the word or vocabulary item

The Caller
The caller can be a teacher or a student.
The caller can read the word, sentence or definition aloud or read the word and make their own sentence or definition. The callers could read the word silently to themselves and mime the action. There are many possible combinations and variations.
The caller needs to place the cards face down when they have been read, so the winning card can be checked. The winning student becomes the next caller.

Preparation
The table below is an example of how the teacher can organise the words so there are one or two unique words on each card.

Word list A	Card 1	Card 2	Card 3	Card 4	Card 5
carry	√			√	
draw	√				
reach	√				
listen	√			√	
talk	√	√			√
read		√			
write		√	√		
drink		√			
drive		√			
kneel				√	
cut				√	
pull	√				
bend over	√				
enter		√			√
go in		√	√		
exit			√	√	
go out			√		
lie down					√
sit					√
type					√
push					√
run				√	
climb				√	√
mop			√		
wash			√		
sleep			√		√
stir			√		
hold			√	√	
look		√			
walk		√			
eat	√			√	√
dig	√				

Card A1

carry	draw	listen
reach	bend over	talk
pull	eat	dig

Card A2

drink	talk	enter
write	drive	read
go in	look	walk

Card A3

go in	wash	mop
exit	sleep	go out
stir	write	hold

Card A4

carry	listen	kneel
cut	exit	run
climb	hold	eat

Card A5

talk	sit	climb
enter	type	sleep
lie down	push	eat

Dictionary Pages 71,72 / 72,73   Actions

Beginners Word Bingo   G

Restricted number of words and cards.

The table below is an example of how a teacher can organise a more limited number of words so that each card is different. The teacher can put the words they want all learners to focus on, on each card. It is possible to have more than one winner at the same time when each card does not have one or more unique words.

Word List B	Card 1	Card 2	Card 3	Card 4	Card 5
carry	√			√	
draw	√			√	
reach	√	√			
listen	√	√			
talk	√	√	√	√	√
read	√	√	√	√	√
write	√	√	√	√	√
drink	√	√	√	√	
drive	√		√	√	√
kneel		√	√	√	√
cut		√	√	√	√
sit			√		√
run			√		√
climb		√			√

Card B1

carry	draw	listen
reach	read	talk
write	drink	drive

Card B2

read	write	listen
reach	drink	talk
climb	kneel	cut

Card B3

drive	write	run
read	drink	talk
kneel	cut	sit

48

Card B4

write	draw	drive
kneel	read	talk
drink	cut	carry

Card B5

Cut	drive	write
sit	talk	kneel
climb	read	run

Matching sentence halves.   I, P

The complexity of the sentences and the vocabulary included will depend on your teaching context and what vocabulary the students have already covered. Prepare sets of appropriate sentences for your students, make copies and cut them in half appropriately. Code the sets in some way on the back and laminate them. This will make them easier to manipulate and store for future use.

For beginners use simple sentences with the appropriate pronoun based directly on the photographs in the Picture Dictionary. Students can use the pictures and words in the Picture Dictionary as clues.

Extension
Names of the students and a choice of pronouns could be used for a more able reading group. In the table below there is more than one option for some sentences. They do not have to match the pictures in the Picture Dictionary. The challenge is to find a logical ending for each sentence.

Examples

She/He/Name mops	the floor.
She/He/Name washes	the dishes.
She/He/Name sleeps	in the bed.
She/He/Name stirs	the tea.
She/He/Name holds	the glass.
She/He/Name looks	out the window.
She/He/Name walks	down the road.
She/He/Name eats	an apple.
She/He/Name digs	in the garden.

More advanced learners could work with a three part sentence matching task. The sentences below are examples and can be modified.

She/He/Name mops	the floor	in the kitchen.
She/He/Name washes	the dishes	in the sink.
She/He/Name sleeps	in the bed	in the bedroom.
She/He/Name stirs	the tea	in the cup.
She/He/Name holds	the glass	of water.
She/He/Name looks	out the window	at the clouds.
She/He/Name walks	down the road	to school. to the shops.
She/He/Name eats	an apple	after lunch.
She/He/Name digs	in the garden	beside the house.

Students learning past tenses could match sentences using the verbs in the simple past.

In the example below, the sentences have no capital letter at the beginning to allow for more variety in sentence construction. If you want your students to have capitals to signal the beginning of the sentence, adjust the table accordingly.

yesterday	she/he/name mopped	the floor	in the kitchen.
last night	she/he/name washed	the dishes	in the sink.
last night	she/he/name slept	in the bed	in the bedroom.
at breakfast	she/he/name stirred	the tea	in the cup.
yesterday	she/he/name held	the glass	of water.
in the weekend	she/he/name looked	out the window	at the clouds.
in the weekend	she/he/name walked	down the road	to school. to the shops.
yesterday	she/he/name ate	an apple	after lunch.
last week	she/he/name dug	in the garden	beside the house.

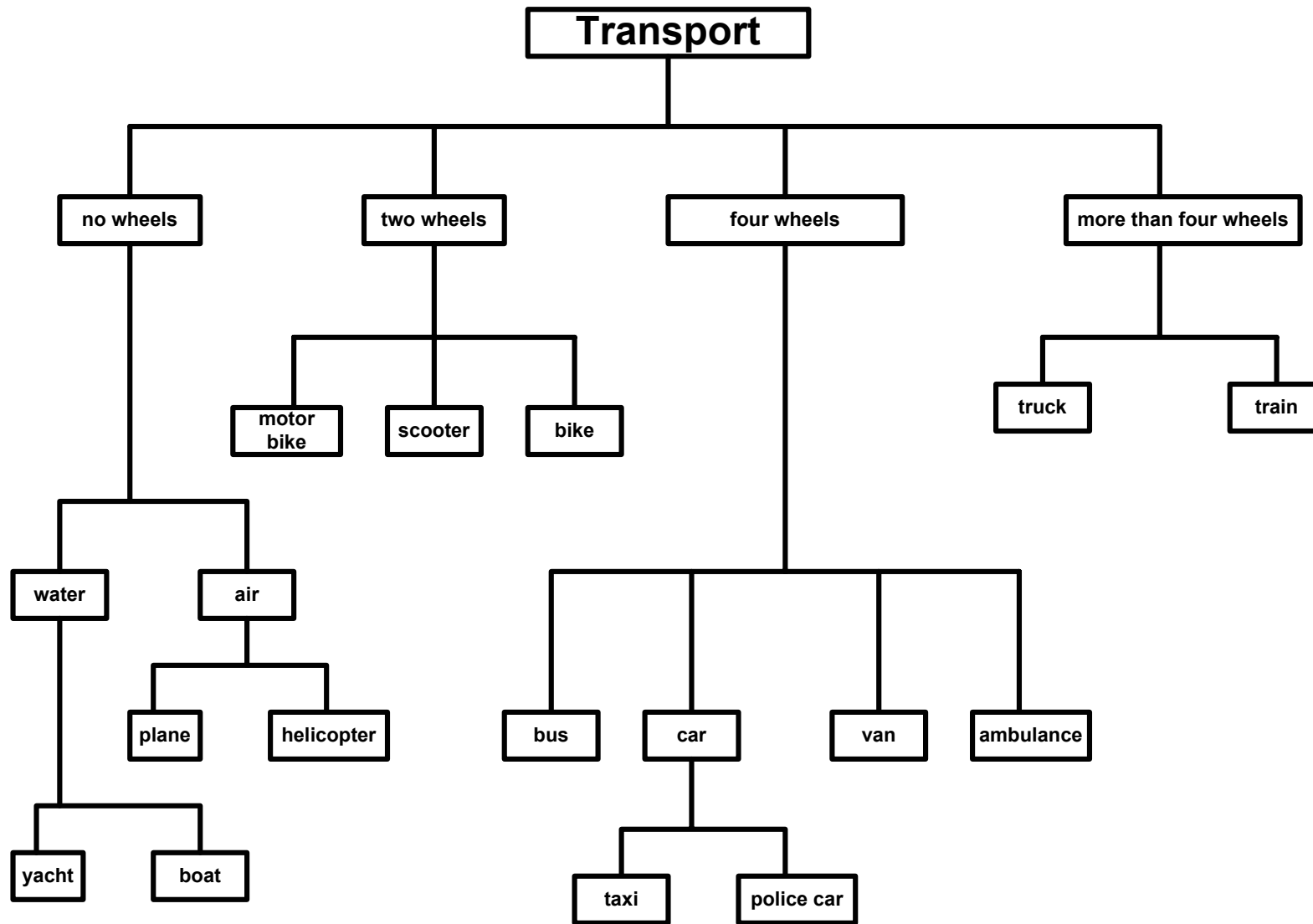# Dictionary Page 78,79 / 79,80   Transport

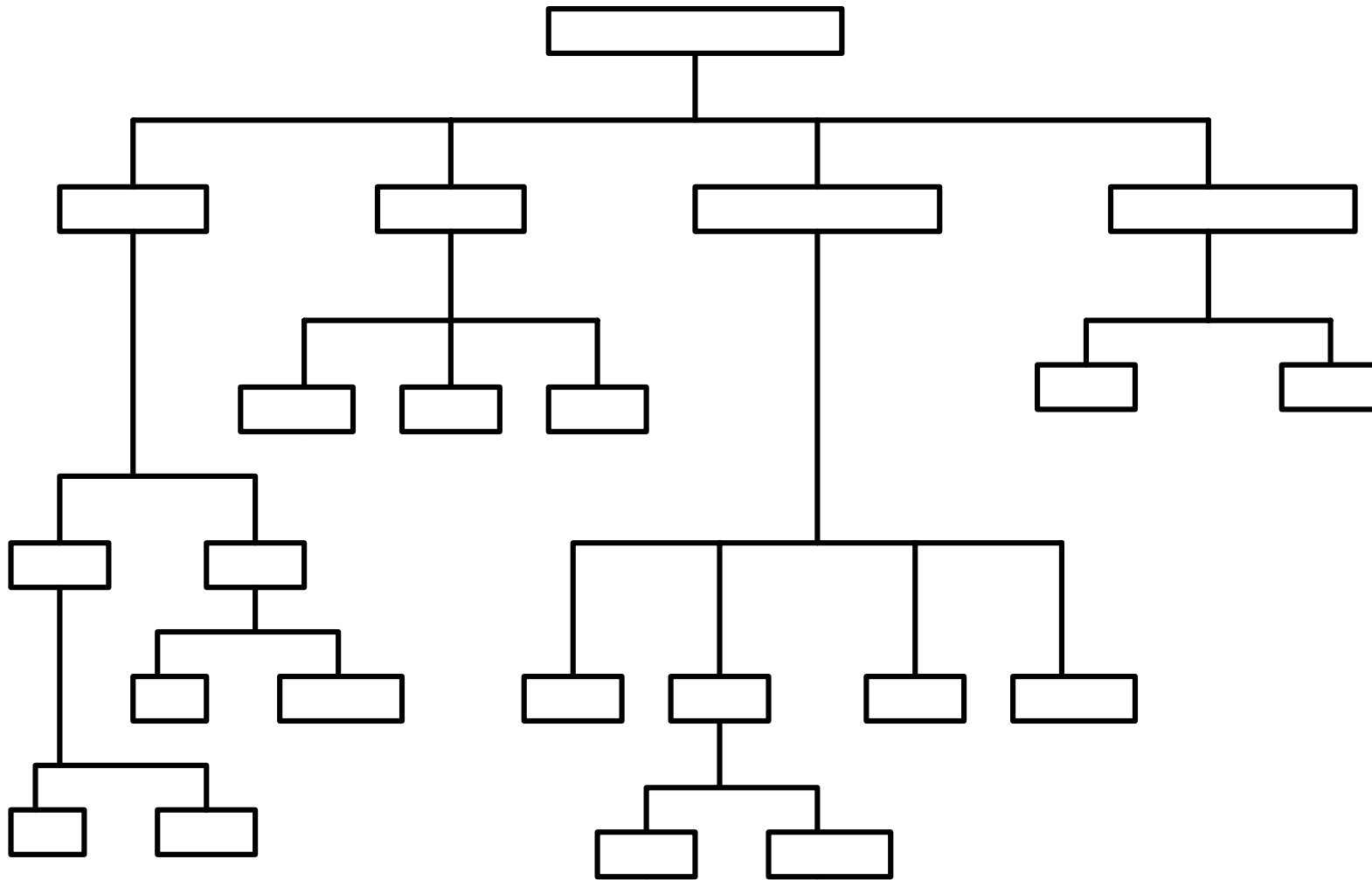## Structured Overview   I,P

A structured overview is a type of sorting task. It is an arrangement of vocabulary on a structured framework that shows a logical relationship between the words.

A structured overview is prepared by the teacher (see the examples on the following pages, created using Microsoft VISIO).

Support can be provided for the range of English language abilities of new learners of English in a range of ways.

- Pictures can be put in place of the text boxes and a set of laminated words provided for the student. The student can refer to the Picture Dictionary and match the words to the pictures, putting them in the appropriate place on the framework.
- All the text boxes can be blank (most challenging), with the key category words provided or most of the words provided.
- Beginning letters of the words in the text boxes can be provided.
- Beginning letters and dashes for the number of letters in the word can be provided in the text box e.g. b _ _ e,   b_ _ t .

Transport

- **no wheels**
  - **water**
    - **yacht**
    - **boat**
  - **air**
    - **plane**
    - **helicopter**
- **two wheels**
  - **motor bike**
  - **scooter**
  - **bike**
- **four wheels**
  - **bus**
  - **car**
    - **taxi**
    - **police car**
  - **van**
  - **ambulance**
- **more than four wheels**
  - **truck**
  - **train**

no wheels

two whee

Dictionary Page 78,79 / 79,80   Transport

Word Map / Word Clusters   **I,P**

This type of sorting task involves the students deciding the categories which show some sort of logical organisation between the words.

The teacher prepares a set of laminated word cards. The students sort the words with the help of the Picture Dictionary, into groups / categories with a common characteristic. There is no one right way to sort the words. Students will devise a range of their own categories, e.g. emergency vehicles, vehicles that people pay to use, vehicles that carry goods. Some students may group the words according to the spelling or formation of the lexical item, e.g. words with a double vowel.

Students may need help to find an English word(s) to describe their categories and a way of dealing with the words left over.

Extension

If possible the students prepare a structured overview framework for their categories.

The Structured Overview and the Word Map tasks can be completed independently but it is better as a paired or small group activity as there is more discussion and oral use of the vocabulary.

References

Ministry of Education (2006). *Refugee Handbook for Schools.* Auckland: ESOL Team.

Ministry of Education (Draft 2005). *The English Language Learning Framework.* Wellington: Learning Media Limited.

Nation, I. S. P. (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press