

Moderner Wortschatzunterricht

In diesem Seminar bekommen Sie Antworten auf Fragen wie: Wie wichtig ist Wortschatz? Was heißt es ein Wort zu 'kennen'? Wie wird das Wortschatzwissen gespeichert? Wie wird Wortschatz erworben? Wie erinnern wir uns wieder an Wörter? Was für Auswirkungen haben diese Erkenntnisse für den Unterricht? In diesem Seminar beschäftigen wir uns auch mit der Frage, wie Wortschatz getestet und überprüft werden kann. Auch die Frage, welche Strategien wir verwenden können, um die Wortschatzarbeit der Schüler/innen zu verbessern, ist Gegenstand des Seminars.

PI Nummer	2006s0053
Ort	PI des Bundes, Carinagasse 11
Halbtage	2
Termin	Mi 29.03.2006 von 8:30-17:30

Dein Wortschatz ist wie ein Eisberg.
Man sieht nur die 20% über dem
Wasser. Das meiste aber ist
unter der Wasseroberfläche.



Wortschatz ist wie eine Garderobe.
Es ist das erste, was jeder sieht und das
letzte woran man sich erinnert.



A word is a microcosm of
human consciousness
(Vygotsky)



Intensives Grammatikstudium vor
dem Aufbau
eines Grundwortschatzes
ist als ob man den
Karren vor das Pferd spannt.



Ein großer Wortschatz ist wie ein
Hammer für einen Zimmermann.
Er hilft dir, den Kopf des
Nagels jedesmal zu treffen.



Wenn man einen kleinen Wortschatz
hat ist es so als ob man ein Portrait
mit einem großen Malerpinsel malt.



Wortschatz ist wie ein Spiegel in die
persönlichen Wertvorstellungen.
Worte drücken Bedeutung aus;
Bedeutung die Realität

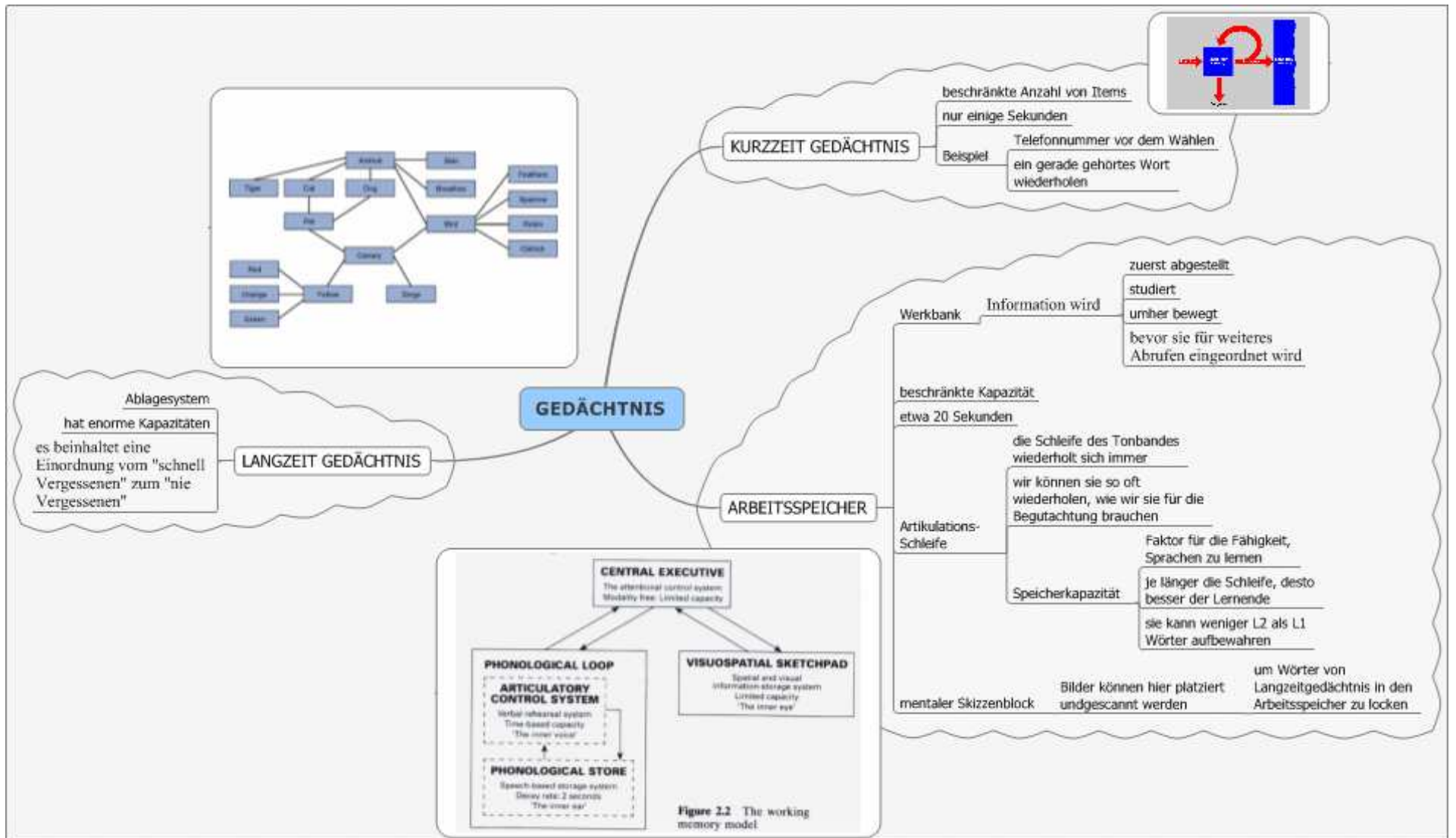


Vokabellernen ist wie Fußballtraining.
Wenn man nicht regelmäßig übt,



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Ein Wort ist ein komplexes Phänomen

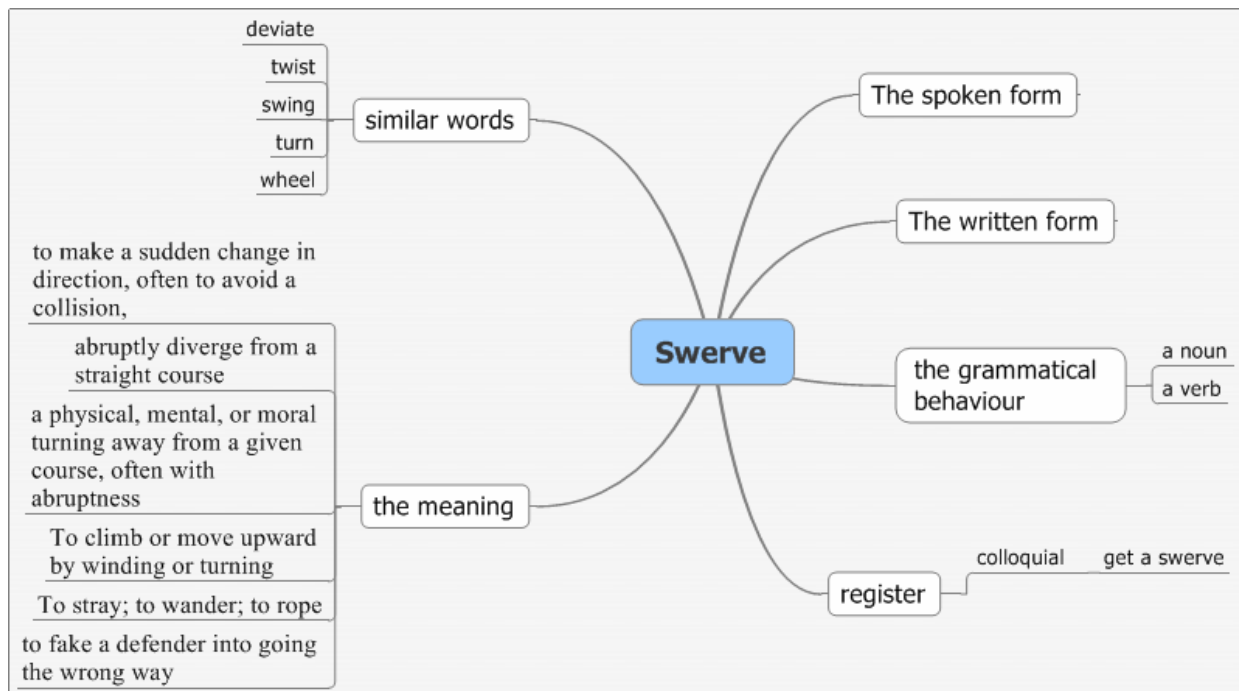
Aus wie vielen Wörtern besteht dieser Satz?

I like looking for bits and pieces like old second-hand record players and doing them up to look like new.

Was heißt es, ein Wort zu kennen?

- es zu erkennen
- die verschiedenen Bedeutungen zu wissen
- zu wissen, welche Rolle es in einem Satz spielt (Nomen, Verb)
- es richtig aussprechen zu können
- es richtig verwenden zu können

Beispiel: swerve



Wie wird das Wissen organisiert?

Experiment 1

- 1 Nennen Sie eine Frucht, die mit einem B anfängt.
- 2 Nennen Sie ein Wort, das mit einem B anfängt und ein Obst ist.

Ergebnis: Semantisch verwandte Wörter werden zusammen abgespeichert

Experiment 2:

Wie heißt das Navigationsinstrument, das schräge Entfernungen misst, besonders die Höhe der Sonne, des Mondes und der Sterne auf dem Meer?

Antworten:

Kompass – richtiges semantisches Feld

Andere wussten die Form des Wortes, den Anfangsbuchstaben usw.

Ergebnis: Es gibt ein phonologisches System, ein Bedeutungssystem und ein Schreibweisesystem.

Das mentale Lexikon hat Mehrfacheintragenungen:

- die Bedeutung
- die Form

Diese Verbindungen sind mit Verbindungen, die ähnliche Formen, Bedeutungen aben, vernetzt.

Ein Wort kennen ist die Summe all dieser Verbindungen

- semantisch
- phonologisch
- orthographisch
- morphologisch
- kognitiv
- kulturell
- autobiographisch

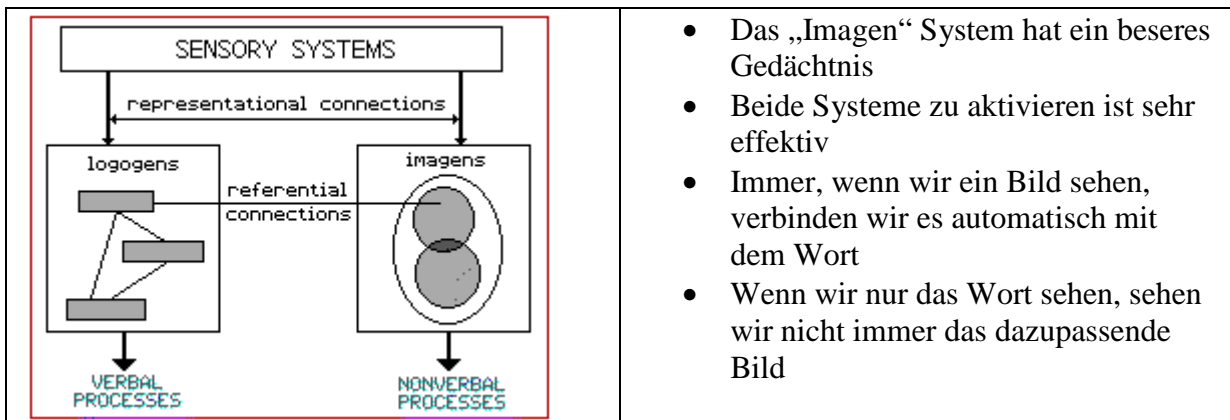
Dual Coding Theory

The dual coding theory versucht, der verbalen und non-verbalen Verarbeitung den gleichen Stellenwert zu geben.

Wir haben zwei verschiedene Systeme, Wissen zu verarbeiten:

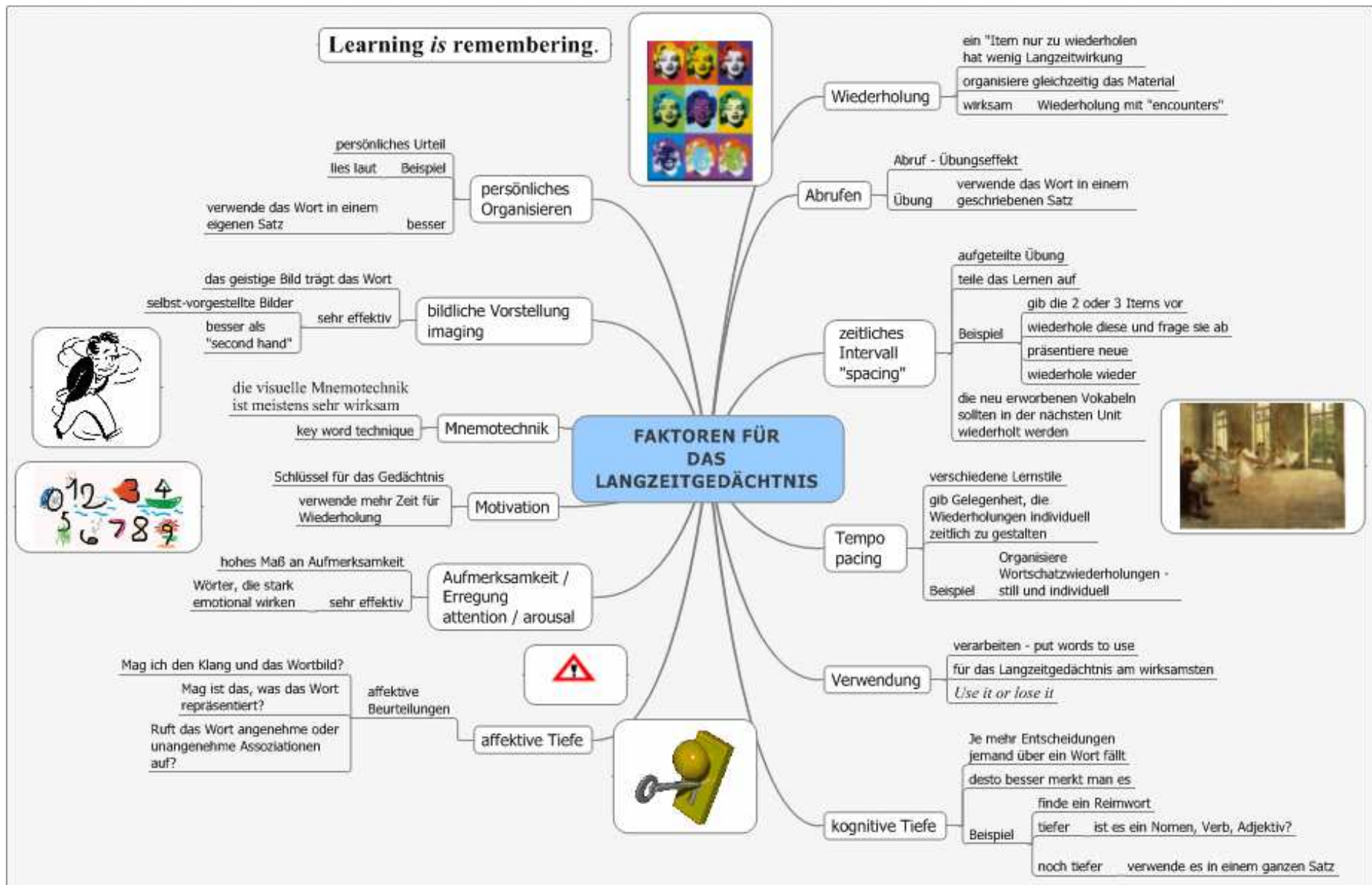
Das Imagen System und das Logogens System.

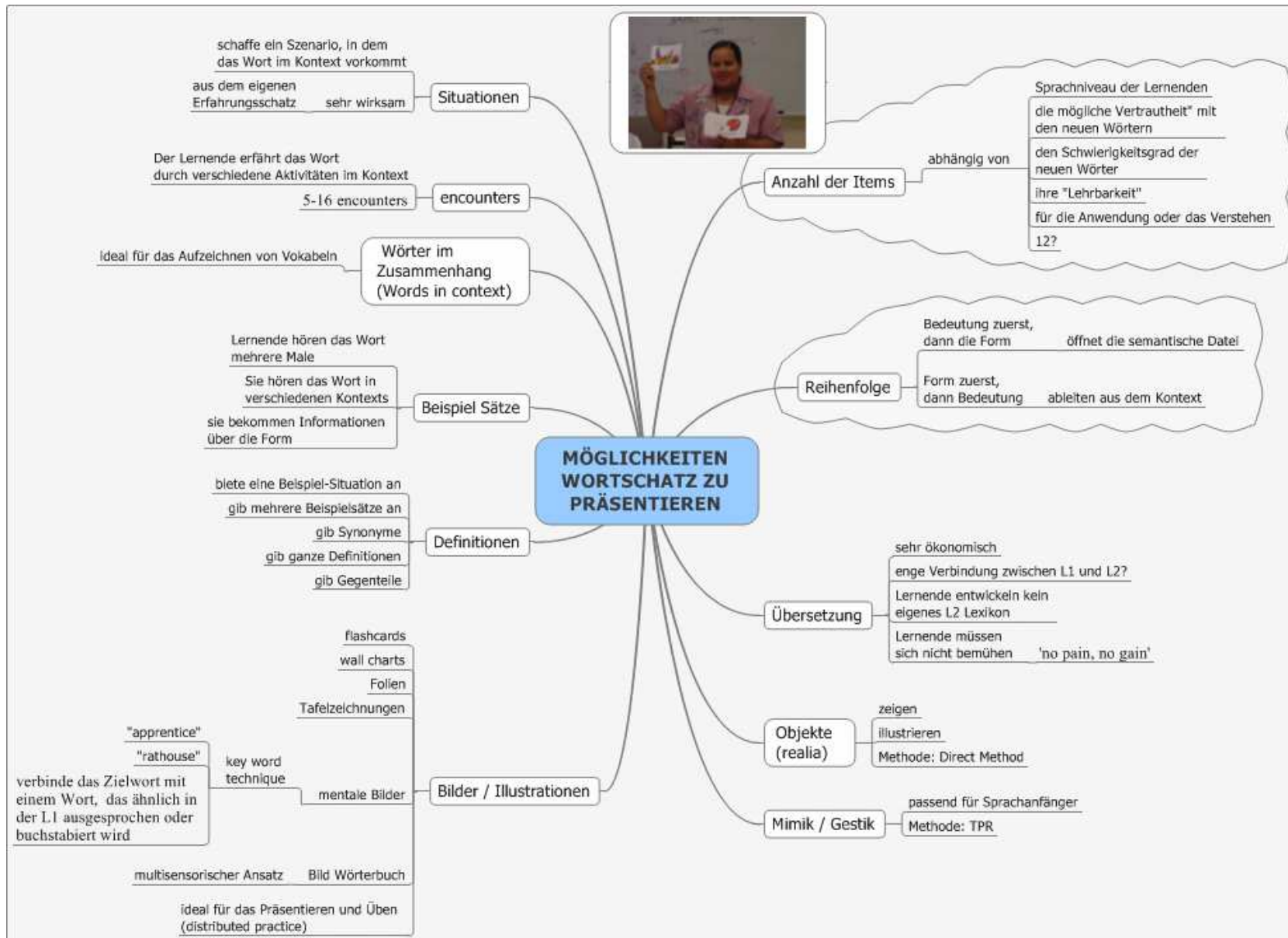
Das „Imagen“ System verarbeitet die Informationen mit Bildern, das „logogens“ system mit Worten.



Umsetzung:

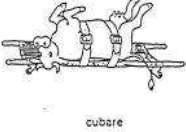

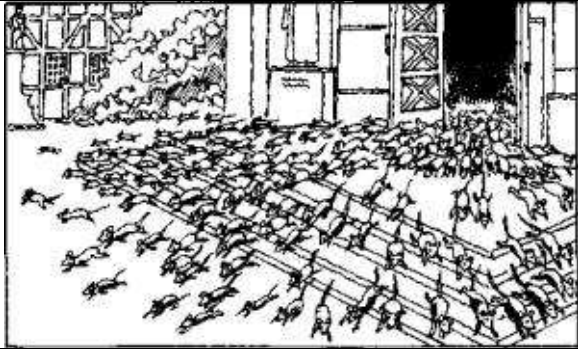

- Die Lernenden brauchen Aufgaben und Strategien, ihr mentales Lexikon zu organisieren, indem sie assoziative Netzwerke schaffen. – Je mehr Assoziationen umso besser.
- Unterrichtende müssen akzeptieren, dass das Lernen von neuen Wörtern eine Zeit der anfänglichen Verschwommenheit beinhaltet.
- Lernende müssen sich von der Zuverlässigkeit von muttersprachlicher Übersetzung abgewöhnen
- Wöter müssen in ihrem natürlichen Kontext präsentiert werden.
- Unterrichten sollte die Aufmerksamkeit auf den Klang des Wortes, besonders auf die Betonung legen.
- Lernde sollten so schnell wie möglich einen Basiswortschatz erwerben.
- Lernende müsén aktiv in das Vokabellernen einbezogen werden.
- Lernende müssen mehrfach den Wörtern ausgesetzt werden und sie müssen sie immer wieder wiederholen.
- Das Merkvermögen kann gesteigert werden, wenn sie die Wörter mit persönlichen Begebenheiten verbinden.
- Lernende brauchen sehr viel Auseinandersetzung und Umgang mit der Sprache.





Wie wird Wortschatz präsentiert? – „Presentation“

a) Mittel der Präsentation

<ul style="list-style-type: none"> • Übersetzung 	
<ul style="list-style-type: none"> • Objekte 	
<ul style="list-style-type: none"> • Mimik / Gestik 	<p><i>Point to the apple.</i> <i>Put the banana next to the apple.</i> <i>Give the apple to Natasha.</i> <i>Offer the banana to Maxim.</i> etc.</p>
<ul style="list-style-type: none"> • Bilder – Illustrationen <p>„Key word technique“</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	 <p>Flashcards Wall charts (airport, market) Picture dictionary</p> <ul style="list-style-type: none"> - laut lesen - Augen zu, nur zuhören - Nachsprechen - „read my lips“ - „Welches Wort fehlt?“ - Wort und Zahl 
<ul style="list-style-type: none"> • Definitionen 	<p>Nicht visuelle Hilfen, die Bedeutung zu klären:</p> <ul style="list-style-type: none"> • Beispielsatz • mehrere Beispielsätze • Synonyme, Gegensätze • ganze Definition
<ul style="list-style-type: none"> • Situationen 	<p><i>Catherine saw a man at the bus stop. His back was turned but she was sure it was her brother, so she tapped him on the shoulder with her umbrella and shouted 'Look out! The police are after you!' The man turned around. He was a complete stranger.</i> SHE WAS TERRIBLY EMBARRASSED. IT WAS A VERY EMBARRASSING EXPERIENCE.</p>

Beispielsätze	<p>Listen to these sentences and see if you can work out what the verb <i>fancy</i> means: <i>Number one: He's really nice, but I don't fancy him. [pause]</i> <i>Two: I fancy eating out tonight. Don't you? [pause]</i> <i>Three: Do you fancy a cup of coffee? [pause]</i> <i>Four: Fancy a drink? [pause]</i> <i>Five: That guy on the dance floor - he really fancies himself [pause]</i> And six: I never really fancied package holidays much, [pause]</p>																								
Words in context	<table border="0"> <tr> <td>1</td> <td>name</td> <td>My brother's name is Tom.</td> <td>Name</td> </tr> <tr> <td></td> <td>great</td> <td>My sister is really great.</td> <td>großartig</td> </tr> <tr> <td></td> <td>want to</td> <td>He wants to sing.</td> <td>wollen</td> </tr> <tr> <td></td> <td>rest</td> <td>My brother wants to rest.</td> <td>sich ausruhen</td> </tr> <tr> <td>2</td> <td>call</td> <td>They call him Biker.</td> <td>nennen, rufen</td> </tr> <tr> <td></td> <td>everybody</td> <td>Everybody likes him.</td> <td>jeder</td> </tr> </table>	1	name	My brother's name is Tom.	Name		great	My sister is really great.	großartig		want to	He wants to sing.	wollen		rest	My brother wants to rest.	sich ausruhen	2	call	They call him Biker.	nennen, rufen		everybody	Everybody likes him.	jeder
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	everybody	Everybody likes him.	jeder																						
Encounters	Wiederholungen mit den verschiedenen "encounters" bringen mehr Erfolg als Präsentationswiederholungen.																								

b) Aufmerksamkeit auf die Form

Sowohl der Klang als auch die Bedeutung bestimmen den Weg, wie ein ort abgespeichert wird.

Möglichkeiten:

Hörverständnisübungen

Mündliche Übungen

Übungen an der Tafel

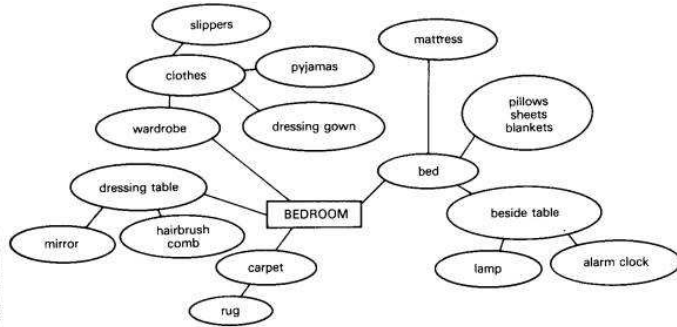
Übungen:

Wo liegt die Betonung?

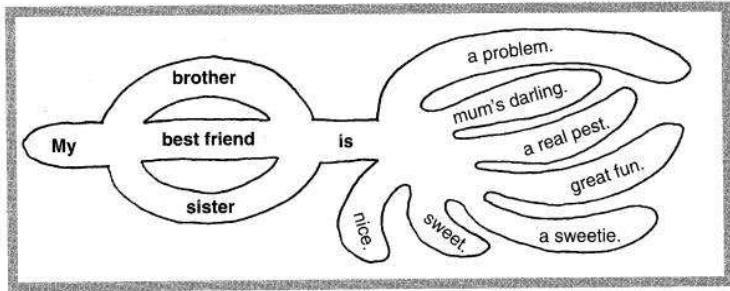
Nachsprechen: Wichtig: 1 – 2 Sekunden Abstand zwischen hören und nachsprechen (sonst Störungen im „articulatory loop“)

Lautschrift

**WORD
FIELD
DIAGRAMS**

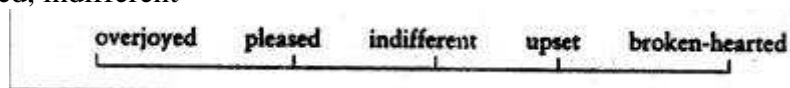


**WORD
FIELDS**



Scale or cline:

Arrange in order from happy to sad: upset, pleased, overjoyed, broken-hearted, indifferent



Venn diagram:

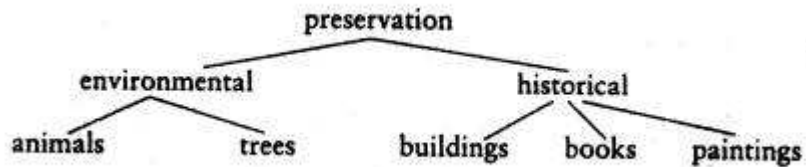
Illustrate how "slide" or "glide" are different.



on ice . . . *across ice . . .* *through air . . .*
 maybe accidentally probably not accidentally
 maybe clumsily gracefully, without (much) effort

Tree diagram:

Classify the parts of preservation.

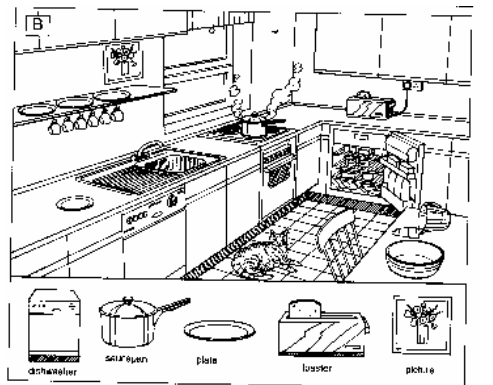
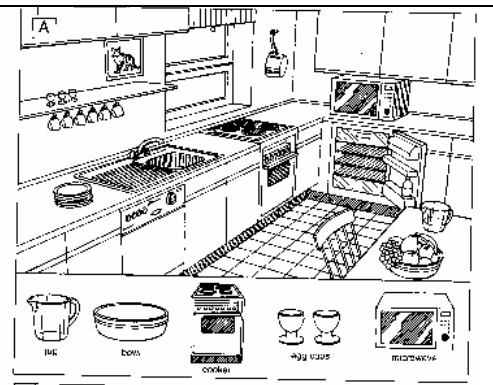


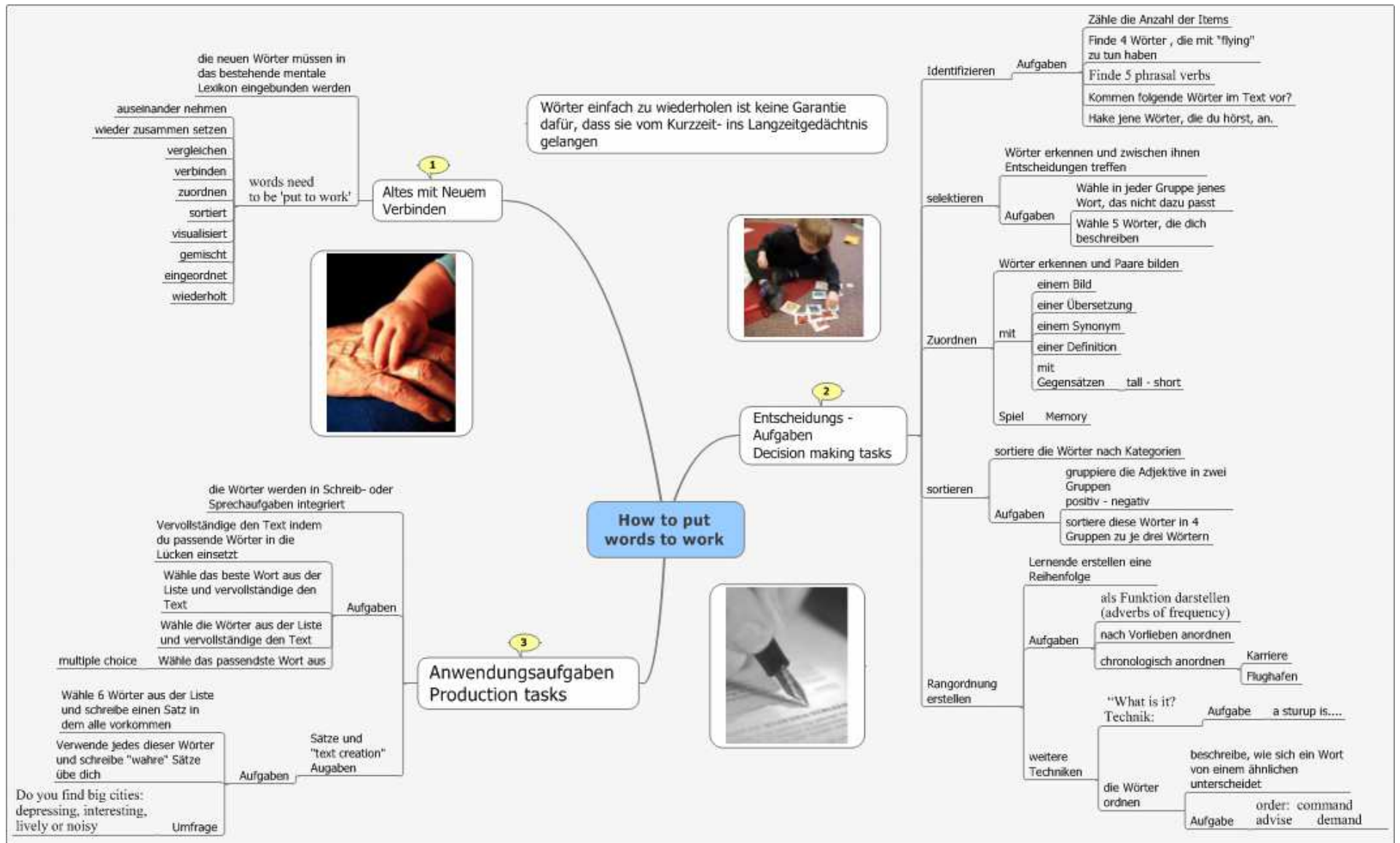
d) Peer teaching

STUDENT 1: Is there a jug on the table in your picture?
STUDENT 2: A what?
STUDENT 1: A jug.
STUDENT 2: What is 'jug'?
STUDENT 1: A jug is a thing for keeping water or milk.
STUDENT 2: Ah. Yes. I have one - what is called - judge?
STUDENT 1: Jug.J-U-G.
STUDENT 2: Yes, there is one jug on the table in my picture.
etc.

andere Möglichkeiten:

- In Gruppen bekommt jeder Lernende eine Karte mit mehreren Wörtern. Die soll er sich merken. Dann heißt die Aufgabe: Macht eine Geschichte, die Wörter sollen alle vorkommen.
- Alle Wörter sollen sie aufgrund von Kategorien einteilen.






HOW TO PUT WORDS TO WORK

“Übung macht den Meister”. Aber – Die neuen Wörter nur zu wiederholen stellt keine Garantie für das Abspeichern im Langzeitgedächtnis dar. Neue Wörter werden in den Arbeitspeicher geschickt. Von dort müssen sie mit verschiedenen Aufgaben betruet werden.

Neues mit Altem verbinden	
Entscheidungen treffen –Decision making tasks	
<p style="text-align: center;">Zähle die Anzahl ...</p> <p style="text-align: center;">Finde...</p> <p style="text-align: center;">Unterstreiche ...</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <h3 style="text-align: center; margin: 0;">FEAR OF FLYING</h3> <p>How can anyone like flying? It's a crazy thing to do. Birds fly; people don't. I hate flying. You wait for hours for the plane to take off, and it's often late. The plane's always crowded. You can't walk around and there's nothing to do. You can't open the windows and you can't get off. The seats are uncomfortable, there's no choice of food and there are never enough toilets. Then after the plane lands, it's even worse. It takes hours to get out of the airport and into the city.</p> <p>I prefer travelling by train. Trains are much better than planes; they're cheaper, safer, and more comfortable. You can walk around in a train and open the windows. Stations are more convenient than airports, because you can get on and off in the middle of cities. If you miss a train, you can always catch another one later. Yes, trains are slower, but speed isn't everything. Staying alive and enjoying yourself is more important!</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small;">Count the number of times <i>plane(s)</i> and <i>train(s)</i> occur in the text.</p> <ul style="list-style-type: none"> Find four words connected with <i>flying</i> in the text. Find five phrasal verbs in the text. Find eight comparative adjectives in the text. Underline all the words ending in <i>-ing</i> in the text. <p style="font-size: small;">Ask them to read the text, then turn it over, and then ask:</p> <ul style="list-style-type: none"> Did the following words occur in the text?' <ul style="list-style-type: none"> busy crowded fast dangerous uncomfortable dirty convenient inconvenient noisy </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small;">• 'Now check the text to see if you were right.'</p> </div>
<p style="text-align: center;">Hörverständnis</p> <p style="text-align: center;">auflisten</p> <p style="text-align: center;">anhaken</p> <p style="text-align: center;">nieder-schreiben</p>	<p style="font-size: small;">Listening out for particular words in a spoken or recorded text is also a form of identification activity. Below is a selection of identification tasks based on this text:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: x-small;">OK, that's Mr Brown. He's wearing a jacket and trousers, no tie, and he's talking to the woman with the long dark hair - she's wearing a black dress. Now Mrs Brown is over there. She's wearing a skirt and a blouse, and she's talking to a tall man with fair hair. And their son, Richard ... yes, there he is, he's over in the corner. He's wearing jeans and a T-shirt - he's the one with very short hair.</p> <p style="font-size: x-small;">a) List all the clothes items that you hear. b) Raise your hand when you hear a clothes item. c) Put these items in the order that you hear them:</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; font-size: x-small;"> <p style="text-align: center;">blouse tie skirt jeans jacket T-shirt dress trousers</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; font-size: x-small;"> <p style="font-size: x-small;">d) Tick the items that you hear:</p> <p style="text-align: center;">blouse shoes tie shorts skirt socks jeans jacket hat T-shirt dress trousers suit shirt</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; font-size: x-small;"> <p style="font-size: x-small;">e) Listen for clothes words and write them in the correct column:</p> <p style="text-align: center;">Mrs Brown - Mrs Brown - Richard</p> </div>
<p style="text-align: center;">Anagramme</p>	<p style="font-size: small;">Identification is also the process learners apply in tasks in which they have to <u>unscramble anagrams</u> (such as <i>utis, snaje, eti</i> - for <i>suit, jeans, tie</i>), or when they have to search for words in a 'word</p>

Identi-fizieren

soup', such as the following:
 What are these clothes in English? The answers are all in the wordsquare



S	H	I	R	T	O	S	I
J	A	C	K	E	T	H	L
A	T	C	J	N	J	O	T
T	R	O	U	S	E	R	S
I	D	A	M	W	A	T	H
E	X	T	P	U	N	S	I
O	D	R	E	S	S	J	R
S	K	I	R	T	U	P	T
S	U	S	U	I	T	J	E

Odd one out	1	trousers	socks	jeans	T-shirt
	2	blouse	skirt	tie	dress
	3	T-shirt	suit	shorts	trainers

Work in pairs. Choose five words to describe yourself. Use a dictionary if necessary.

Selektiere Wörter	careful interesting clever cold confident fit funny Imaginative intelligent kind lazy nervous optimistic patient pessimistic polite quiet calm rude sad sensitive nice serious tidy thoughtful	Think of other words you can use. <i>honest, friendly...</i> Discuss your choice of words with your partner. <i>I think I'm usually optimistic. And I'm always polite!</i> Does he/she agree with you?	Think of three people you admire very much. They can be politicians, musicians, sports personalities etc. or people you know personally. Choose the person you admire most and think of three adjectives to describe this person. Then choose the second and third person you admire and think of three more adjectives for each person to explain why.
	<p>Selektieren</p> <p>SELECT</p>		

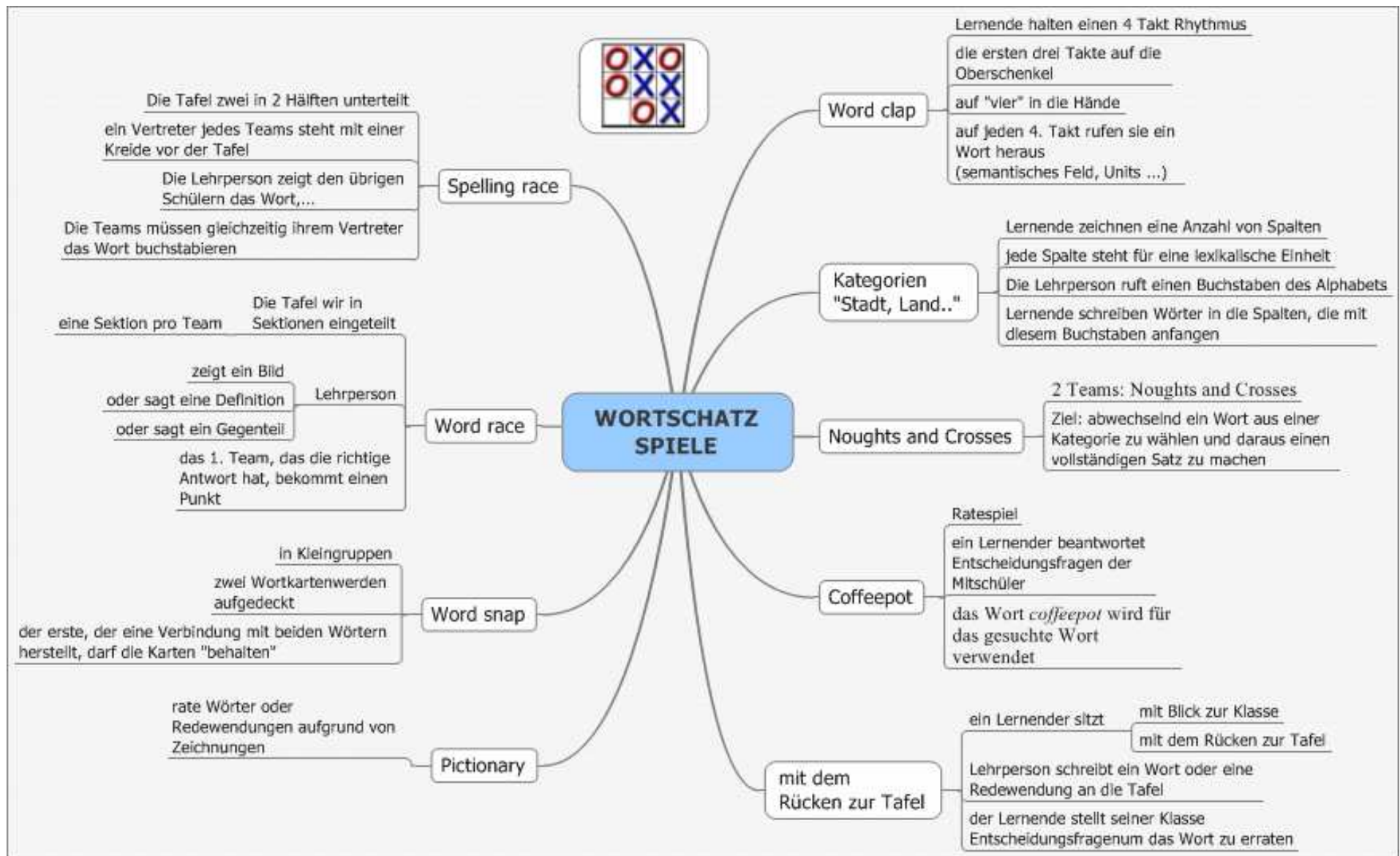
In five minutes, write as many correct pairs of verb + noun phrases as possible.

Zuordnen MATCHING Wortpaar- rennen	VERBS book crash do wear fail win take go look like inherit shoot put on	NOUNS into a tree weight a salary a holiday sightseeing a film a seat-belt an exam a photo research a match a fortune your father
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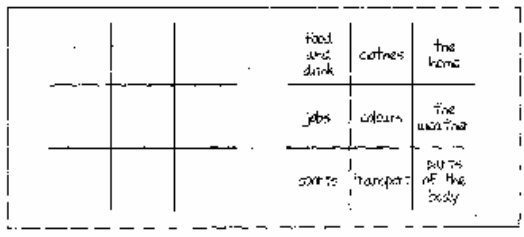
- Memory
- antonyms (*tall - short, thick - thin, dark - light, etc.*)
 - British and American equivalents (*bill- check, pharmacy - drugstore, lift -elevator, etc.*), or
 - collocations (*wide + awake, stark + naked, fast + asleep, etc.*)

Sortieren SORTING	+ -	Word field: characteristics Put these adjectives into two groups - positive and negative.			
		emotional	friendly	good-humoured	outgoing
		confident	ambitious	rude	self-centred
		offensive	kind	selfish	nice
	Kategorien selber finden	Put these words into four groups of three words each. Then, think of a title for each group.			
		goal net piece club racket shoot board green court hole pitch referee check serve tee move			
		Now, can you add extra words to each group?			
Reihenfolge erstellen RANKING	Als Funktion	arranging the words on a cline: for example, adverbs of frequency (<i>always, sometimes, never, occasionally, often, etc.</i>).			
	Persönliche Vorlieben	B Imagine you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them:			
		<i>fridge bed desk dining table sofa wardrobe chair dishwasher bookcase cooker washing machine chest of drawers</i>			
		Now, compare your list with another student and explain your order. If you were sharing the flat together, would you agree? If not, make a new list that you both agree about.			
	Wissen klassifizieren	Classifying knowledge Put the students in threes and ask them to rank the following types of skill/knowledge (a) for their usefulness in everyday life; (b) in terms of the value of qualifications that might be gained through acquiring such knowledge. <i>tooth care soil chemistry surgery psychiatry arithmetic micro-computing knitting geometry plain cookery darning league football literary criticism music nuclear physics cordon bleu cookery pop music servicing a motor car ancient Greek carpentry road safety filling in tax forms</i>			
Ask the threes to come together into nines and compare their rankings.					
Chronologisch ordnen	Put the following words in the order in which they typically happen in your country: <i>graduate get married be born get divorced get engaged die retire leave home have children re-marry start school</i>				
	Work in pairs. Think about what people do when they travel by plane. Put the actions below in the correct column. Before the flight – after the flight				
		leave the plane land unfasten your seatbelt go into the departure lounge go to the departure gate fasten your seatbelt go through passport control	check in collect your baggage go through passport control listen to the safety instructions go through customs board the plane go into the arrivals hall		

<p>Weitere Techniken</p>	<p>What is it?</p>	<p>An example for learning the word 'stirrup': <i>A stirrup is silver. A stirrup is strong. A stirrup is made of iron. A stirrup has a flat bottom. We can find a stirrup on a horse. A stirrup is used to put your foot into when you ride a horse.</i> <i>Since the meaning is not quickly given away, the learner has a reason to continue to process all of the input, until it is understood.</i></p>
<p>PRODUCTION TASKS</p>		
<p>Die Lernende verwenden die neuen Wörter in einem neuen Zusammenhang</p>		
<p>Vervollständigen</p>	<ul style="list-style-type: none"> • Complete the text by writing an appropriate word in each space: 'Greta Garbo, the Swedish-born film ____, was born in 1905. She won a scholarship to drama school, where she learned to _____. In 1924 a film director chose her for a ____ in a Swedish film called ..." • Choose the best word from the list to complete each sentence. Use each word once ... • Select words from the list to complete these sentences. Note that there are more words than sentences ... • Choose the best word to complete each sentence: When I feel tired, I can't stop ____. a sneezing b yawning c coughing d weeping etc. 	
<p>Sentence and text creation tasks</p>	<ul style="list-style-type: none"> • Use each of these words to make a sentence which clearly shows the meaning of the word. • Choose six words from the list and write a sentence using each one. • Use each of these words to write a <i>true</i> sentence about yourself or someone you know. • Write a short narrative (or dialogue) which includes at least five words from the list. <p>Work in pairs. Ask and say how you feel about your town or village. <i>I love it. It's all right. I can't stand it.</i></p> <p>Which of the following adjectives can you use to describe your town or village? interesting boring annoying depressing frightening marvellous beautiful peaceful noisy lively</p> <p>Can you explain why? I find it boring because there's nothing to do in the evenings.</p> <p>Im Anschluss – eine Umfrage 1 Is your hometown boring or interesting? Why? 2 ..Do you find big cities: depressing, interesting, lively or noisy? Why? etc.</p>	



SPIELE

Word Clap	<p>Im 4 -Takt Rhythmus klatschen die Lernenden auf die Oberschenkel, bei 4 klatschen sie in die Hände. Der Reihe nach müssen die Lernenden auf 4 ein Wort aus einem Themengebiet sagen. Wiederholen sie eines oder sagen sie nichts, sind sie aus dem Spiel.</p> <p>Die Themenbereiche können während des Spiels geändert werden.</p>
Kategorien	<p>Ähnlich wie „Stadt, Land...“.</p> <p>: e.g. <i>fruit, transport, clothes, animals, sports</i></p> <p>Lehrperson ruft einen Buchstaben des Alphabets. Die Lernenden müssen zu jeder Kategorie ein passendes Wort finden.</p>
Noughts and Crosses	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Ein Feld ist leer. Auf dem anderen Spielfeld sind Kategorien oder neun verschiedene phrasal verb particles (<i>up, on, off, in, back, etc</i>), or nine different affixes (<i>un-, non-, -less, -tion, etc</i>). – ähnlich wie “3 gewinnt”</p> </div> </div>
Coffeepot	<p>Ratespiel. Einem Lernenden werden Entscheidungsfragen gestellt. Das gesuchte Wort wird durch „coffeepot“ ersetzt.</p> <p>Do you coffeepot indoors or outdoors? Is coffee potting easy or difficult? Can you coffeepot with your hands? etc.</p>
mit dem Rücken zur Wand	<p>Ein Lernender sitzt mit dem Rücken zur Wand. Die Lehrperson schreibt ein Wort auf die Tafel. Durch Entscheidungsfragen muss der Lernende den Begriff erfragen.</p> <p><i>Helga, is it a verb or a noun? (A verb.) Dietmar, is it an action? (No.) Karl-Heinz, is it something you do with your mind? (Yes.) ... etc</i></p>
Pictionary	<p>Begriffe durch Zeichnungen erraten. Drei Teams. Ein Teammitglied ist der „Künstler“.</p>
Word Snap	<p>In Kleingruppen. Ein Spieler deckt zwei Wortkarten auf. Jener Spieler, der als erstes eine Verbindung zwischen Beiden Wörtern herstellt, darf das Kartenpaar behalten.</p>
Word Race	<p>3 – 4 Gruppen. Die Lehrperson ruft eine Definition, ein Synonym bzw. das Gegenteil eines Wortes. Jede Gruppe hat eine Kreide. Wer als 1. das richtige Wort an die Tafel schreibt, erzielt für die Gruppe einen Punkt.</p>
Spelling Race	<p>Die Tafel wird in 2 Hälften geteilt, vor der jede Mannschaft einen Lernenden stellt. Die Lehrperson zeigt der Klasse das Wortbild. Die Lernenden buchstabieren gleichzeitig das Wort. Ihre Vertreter schreiben das Wort an die Tafel.</p>

Lehren von „lexical chunks“

Arten:

- collocations - such as *widely travelled*; *rich and famous*; *make do with*; *set the table*
- phrasal verbs - such as *get up*; *log on*; *run out of*; *go on about*
- idioms, catchphrases and sayings - such as *hell for leather*; *get cold feet*; *as old as the hills*; *mind your own business*; *takes one to know one*
- sentence frames - such as *would you mind if... ?*; *the thing is ...*; *I'd... if I were you*; *what really gets me is ...* ' social formulae — such as *see you later*; *have a nice day*; *yours sincerely*
- discourse markers — such as *frankly speaking*; *on the other hand*; *I take your point*; *once upon a time*; *to cut a long story short...*

Ansatz für einen großen Wortschatz – Erwerb:

- frequent exposure - häufige Auseinandersetzung
- consciousness-raising – Bewusst machen
- memorising – merken, abspeichern, wiederholen,...

Wichtig: Classroom phrases:

What does X mean?

I left it at home.

How do you say X?

I haven't finished yet.

What's the (past/plural/opposite, etc.) of X?

It's (your/my/his) turn.

Can you say that again?

You go first.

Can you write it up?

Here you are.

How do you spell it?

Pass me the ...

I'm not sure.

Let's have a break.

I've forgotten.

etc.

Nur das ständige Wiederholen führt zum Ziel:

Hier ist ein Ausschnitt aus einem authentischen Text (Wannabe by Space Girls)

Yo, I'll tell you what I want what I really really want,

So tell me what you want what you really really want

I'll tell you what I want what I really really want,

So tell me what you want what you really really want

I wanna I wanna I wanna I wanna I wanna really really really wanna

zigazig ha

If you want my future, forget my past,

If you wanna get with me, better make it fast

Now don't go wasting my precious time

Get your act together we could be just fine ...

If you wannabe my lover, you gotta get with my friends

Make it last forever, Friendship never ends

If you wannabe my lover, you have got to give,

Taking is too easy but that's the way it is.

What d'ya think about that? Now you know how I feel.

Say you can handle my love, are you for real?

*I won't be hasty, I'll give you a try
 If you really bug me then I'll say goodbye
 (from Wannabe by the Spice Girls)*

How could you use the above song text?

- check understanding of text (for example, by eliciting a paraphrase or translation of the text)
- using transcript, set tasks focusing on features of words in combination

Examples of such tasks might be:

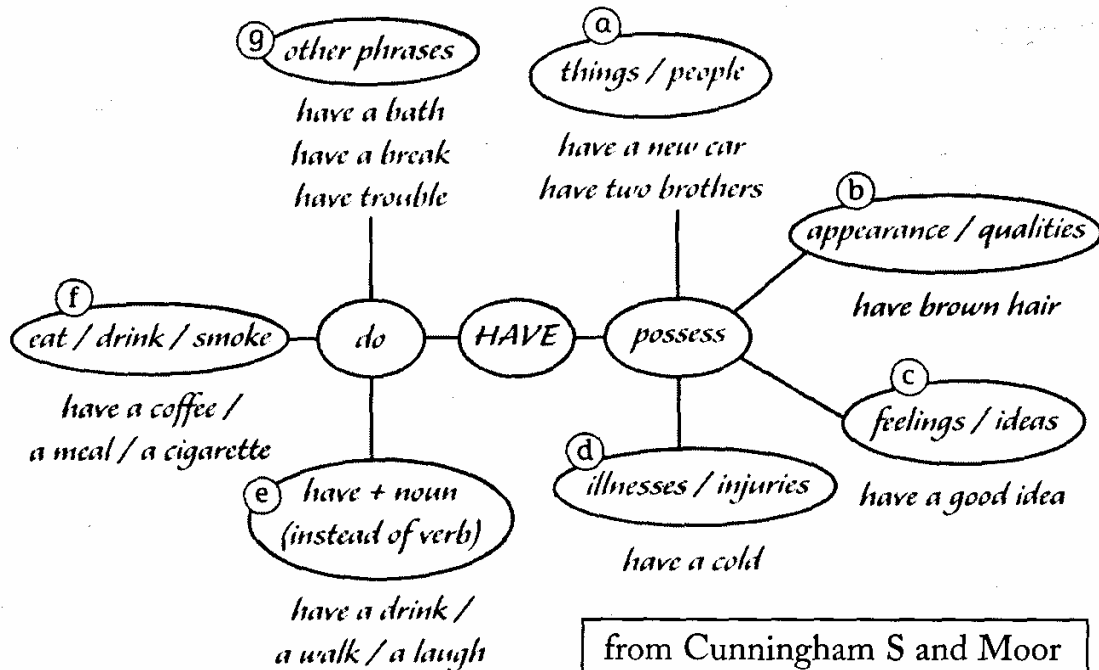
- Underline all contractions. Decontract them (i.e. *wanna* = *want to*)
- Find examples of these sentence patterns in the song: ... *tell...* *what...* *If you ... imperative ...* *If you ... you have got to ...* *If you ... then I'll...*
- Write some more examples, using these patterns that would fit the theme of the song.
- Use examples from the song to show the difference between *tell* and *say*.

Collocations

wide	broad	
•		door
•	▪	street
•	▪	river
	•	smile
	•	shoulders
	•	nose
•		gap
	•	accent
•		world
•	▪	range
•		variety
•		apart
•		awake

- Read out a list of words: learners in groups think of as many collocations or related expressions as they can. Set a time limit - the group with the most collocations wins a point. Good words for this include parts of the body (*face, head, back, foot, hand*), colours (*red, green, blue, black, etc.*) and opposites, such as *weak/strong, narrow/wide, safe/dangerous, old/young, etc.*
 - Fill in a collocational grid, using dictionaries, to show common collocations. For example, here's a very simple (and completed) one for *wide* and *broad*:
- Ask learners to prepare 'collocation maps' of high frequency words and their collocates. Words like *have, take, give, make* and *get* lend themselves to this kind of treatment. They are often used in combination with nouns to form an expression which has a meaning of its own, as in *have a look, take a break, give advice, make an appointment*, so that the verb itself has little or no independent meaning.

2 The diagram below shows the most important uses of *have*. Write the phrases with *have* from Exercise 1 into the correct section.



from Cunningham S and Moor P, *Cutting Edge Intermediate*, Longman

C. Teaching phrasal verbs

Typische Übungen:

- Einsetzübungen
- umschreiben: e.g. changing the verb in the sentence (e.g. *depart*) to a phrasal verb that has a similar meaning (e.g. *set off*)
- zuordnen: e.g. matching the phrasal verb with its synonym

Example:

Use phrasal verbs with *get* to complete these sentences:

- 1 I can't _____ how much Julia has changed: it's amazing!
- 2 Excuse me, I want to _____ at the next stop.
- 3 The concert was cancelled so I'm going to see if I can _____ my money _____.

The following passage, which comes from a guide to the Cambridge First Certificate in English examination, offers some good advice to students:

Teachers should also try and include phrasal verbs in their classroom language as much as possible - and draw attention to these from time to time.

Common classroom expressions incorporating phrasal verbs are

sit down,

put your hand up,

turn your papers over,

write this down,

cover the page up,

look it up,

hurry up and

calm down!

1 In the listening exercise on page 31 you will hear six new phrasal verbs. They are in bold type in this paragraph. From their context, work out which ones mean:

to leave to recover consciousness to finish
to arrive to begin suddenly to escape



War had **broken out** in the desert kingdom and we realized that we had to **get away**. Amanda **turned up** at my apartment three hours late, so we immediately got the car and **set off** across the desert. Soon, our petrol supply **ran out**, but we managed to beg some from a passing lorry. We were within sight of the border, when there was a sudden, loud bang and everything went black. When I **came round**, night had fallen and Amanda was watching over me with a worried expression. It was then that I realized we had driven over a landmine.

2 Complete these sentences by using each phrasal verb once.

- 1 He is still unconscious; I'll call you when he
- 2 She was so unhappy at home that she just had to
- 3 If you late, you won't be allowed into the concert.
- 4 We'll have to really early to catch the ferry.
- 5 Just use a cheque if your cash
- 6 A flu epidemic has at work; I hope I don't catch it.

Father and Son Cat Stevens

It's not time to make a change
Just relax, take it easy
You're still young, that's your fault
There's so much you have to know
Find a girl, settle down
If you want, you can marry
Look at me, I am old
But I'm happy
I was once like you are now
And I know that it's not easy
To be calm when you've found
Something going on
But take your time, think a lot
I think of everything you've got
For you will still be here tomorrow
But your dreams may not
How can I try to explain
When I do he turns away again
And it's always been the same
Same old story
From the moment I could talk
I was ordered to listen
Now there's a way and I know
That I have to go away
I know I have to go
It's not time to make a change
Just sit down and take it slowly
You're still young that's your fault
There's so much you have to go through
Find a girl, settle down
If you want, you can marry
Look at me, I am old
But I'm happy
All the times that I've cried
Keeping all the things I knew inside
And it's hard, but it's harder
To ignore it
If they were right I'd agree
But it's them they know, not me
Now there's a way and I know
That I have to go away
I know I have to go

It is a dialogue between father and his son.

What does father say?

What does his son say?

Identify and underline phrasal verbs ...

Try to write your own sentence using the same phrasal verb in a different context.


Additional examples (taken from Play Games with English; by Colin Granger)


CATEGORIES 1

Put these words in the correct category.

van	bag	forest	spinach	scarf	neck	wardrobe
plum	settee	multicopter	desk	suit	cupboard	vas
ship	rice	kindy	hill	scuder	beach	feet
stomach	cosy	valley	field	arm	back	coat
bicycle						

FOOD 
rice 

CLOTHES 

PARTS OF THE BODY 

TRANSPORT 

PLACES 

FURNITURE 

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....


Spelling Quiz

Endings

Make an adjective from these words by adding an ending. Take care when you do this as sometimes you will have to change the spelling.

For example: excite + able = excitable

courage	sense	agree	truth	expense	fame	poison
attract	excite	possess	care	terror	comfort	
horror		beauty				

-able  -ible -ous

-ful -ive

.....

.....





















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Plurals

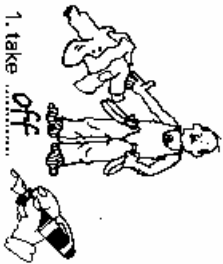
Write the plural of these words:

 a thief	 a fish	 a child	 a potato	 a glass
 thieves	 fishes	 children	 potatoes	 glasses
 a bush	 a box	 a knife	 a baby	 a woman
 a mouse	 a foot	 a tooth	 a sheep	 a toy

CATEGORIES 3

Complete the phrasal verbs with one of these prepositions:

off after to for down out on
back away in up over



1. take **off**



2. look **on**



3. ring **on**



4. take **from**



5. run **on**



6. listen **to**



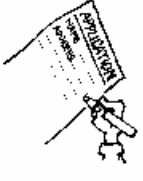
7. knock **over**



8. clear **up**



9. cut **up**



10. fill **up**



11. look **at**



12. try **on**

Vocabulary Quiz

OPPOSITES

soft sweet light
rough take off smooth
dark ugly tiny
hard put on take down
huge beautiful hang up
smooth/rough

SYNONYMS

cheap light enormous
round tiny rude
loy pale
huge freezing ring up
inexpensive telephone impolite
circular minute
huge = enormous

ODD WORD OUT

Clothes
cardigan
docket
cap
scarf
vest

Furniture
stool
chest
wardrobe
desk
boots

Food
roll
pie
spinach
spade
fish

Jobs
printer
decorator
spanner
miner
surgeon

VERBS

Join one of these verbs to the most appropriate noun. For example:
sign a cheque

sew on polish hang up
fold sign bounce
fill in sign splash

cheque coat form
water shoes
ball paper button

Vokabeltests

Multiple choice

Example 1

Choose the letter of the item which is the nearest in meaning to the word in italics:

He was *reluctant to answer*.

- a) unprepared b) unwilling c) refusing d) slow

Example 2

Choose the letter of the definition which comes closest in meaning to the word *elated*.

- a) ready and willing b) tense and excited c) tending to talk a lot d) in high spirits

Here, for example is a 'word only' example:

Example 3

tangle means

- a) a type of dance b) a tropical forest c) a confused mass d) a kind of fruit

Example 4:

Here, on the other hand, is a contextualised multiple choice test:

CANCER 22 June – 22 July

Someone else is (a playing; b calling c singing) the tune and for the moment you're quite happy to go(a along; b around; c away) with what seems like a reasonable idea. Hobbies (a make; b use; c take) up far too much time and children could need support with a new activity. Feelings are (a going; b running; c climbing)high so ensure you're getting the affection you need....

Einsetzübungen

a) Cloze Tests: Jedes 5. 6. oder 7. Wort wurde ausgelassen

Tumbu fly

In Africa south of the Sahara, another (1) _____ the traveller may encounter is (2) _____ tumbu or mango fly, which (3) _____ its eggs on clothing laid (4) _____ on the ground to dry. (5) _____ larvae hatch and burrow their (6) _____ into the skin, causing boil-like (7) _____. These can be avoided by (8) _____ that clothes, bedding, etc., are (9) _____ spread on the ground to dry.

b) nur bestimmte Wörter wurden ausgelassen

Tumbu fly

In Africa south of the Sahara, another problem the traveller may e_____ is the tumbu or mango fly, which l_____ its eggs on clothing laid out on the ground to dry. The larvae h_____ and burrow their way into the s_____, causing boil-like s_____. These can be a_____ by ensuring that clothes, bedding, etc., are not s_____ on the ground to dry.

c) C-Test: Jede 2. Hälfte jedes 2. Wortes wurde ausgelassen.

Tumbu fly

In Africa south of the Sahara, another prob_____ the trav_____ may encou_____ is t_____ tumbu o_____ mango fl_____, which la_____ its eg_____ on cloth_____ laid o_____ on t_____ ground t_____ dry. T_____ larvae hat_____ and bur_____ their w_____ into t_____ skin, caus_____ boil-like swel_____. These c_____ be avoi_____ by ensu_____ that clot_____, bedding, et_____, are n_____ spread o_____ the gro_____ to dr_____.

d) Fill in the gaps:

In the seventeenth _____ Spanish ships sailed _____ to Central and _____ America to fetch gold for the Spanish _____. The ships were often attacked by _____, who infested the 'Spanish Main' (the sea _____ north-east of Central and South America).

e) Definitions are given

	how far it is from one place to another
	really great
	to repair something that is broken
	to show the way by going first
	opposite of wet
	to look closely at something, check its quality
	a person who cares for sick animals
	a ship at the bottom of the sea
	white, pink or red-like substance, formed from the bones of very small sea animals
	to swim under water
	to travel through a place in order to make new discoveries
	to turn to ice

	lower the sound level, make quieter
	the person you invite
	put water into a cup, vase,...
	go on, carry on

Auswahl

Complete the passage using the words from the list:

area, century, pirates, government, regularly, South

In the seventeenth _____ Spanish ships sailed _____ to Central and _____ America to fetch gold for the Spanish _____. The ships were often attacked by _____, who infested the 'Spanish Main' (the sea _____ north-east of Central and South America).

Bei diesem Beispiel geht es um die richtige **FORM**

Change the word on the left into a suitable form to fill the gap:	
1 <i>compose</i>	On one occasion the opera was conducted by the _____.
2 <i>place</i>	Have you seen my keys? I seem to have _____ them.

Words and phrases

Taken from: <http://schulen.asn-noe.ac.at/arge/eltnoe/nym/>

Unit 06	
When I think of the future, I'm _____.	Angst haben
_____ we should not use the car so much, but _____ we like to travel around a lot.	einerseits ... andererseits
I think we _____ start working together.	sollte(n)
We ought to help the _____.	Entwicklungs-land
They want to _____ the public transport system.	verbessern
In 1950, only twenty-nine _____ of the people in the world lived in a town or a city.	Prozent
Large cities need _____ amounts of water.	enorm, riesig
Cities often don't _____ what people need.	(an) bieten

Fill in the missing words:

(*arrogant – beschweren – eifersüchtig – Fahrgast – geduldig – grausam – hilfsbereit – verbeugen – Zuschauer*)

- 1) Lisa ist not very _____. She hates waiting.
- 2) Joe is very _____. He does the shopping for me, he washes the dishes,...

- 3) Jamie is very _____. He thinks is much better than everybody else.
- 4) When Jane goes out with another boy, her boyfriend is terribly angry because he is so _____.
- 5) I think people who do experiments on animals are _____.
- 6) When you go by bus, by train, by taxi etc. you are a _____.
- 7) If you think the soup is too salty in a restaurant you will probably _____.
- 8) At the end of the theatre play the actors and actresses _____ to the _____.
- 9) Tell me two other expressions for angry: _____.

Zuordnungsübungen

Example 1

Draw lines connecting the pairs of opposites.

A	B
brave	awake
female	expensive
cheap	succeed
asleep	cowardly
fail	male

Example 2

Which of the prefixes in Column A can combine with which of the words in Column B?
Write out the complete words.

A	B
over	human
trans	national
super	flow
dis	form
inter	infect

Selektieren

Underline the odd one out:

goat, horse, cow, spider, sheep, dog, cat.

Sätze schreiben

For each of the following words, write a sentence that makes its meaning clear.

1. wealth 2. laughter 3. decision 4. brilliant

Finish the following sentences:

- I feel depressed when...
- I never have an appetite when...
- It was a great relief when...

WORD FIELD DIAGRAM

