

Words in Context

oefenboek

Aanwijzingen voor de docent

intertaal 

Words in Context – oefenboek

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ISBN 978 94 6030 7225

2e druk 2022

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Licentie-uitgave van Teaching words in context (ISBN 978-3-12-519946-0), met toestemming van Ernst Klett Sprachen GmbH, Stuttgart.

Werken met het Oefenboek

Het actief leren van woorden wordt door de oefeningen in dit boek bevorderd. De verscheidenheid aan oefeningen biedt de mogelijkheid om de oefeningen flexibel in te zetten. De (re)activering en verdieping van de al geleerde woorden in zinvolle contexten staan ook in de oefeningen centraal.

De oefeningen zijn onderverdeeld in dezelfde 17 thema's van het Woordenschatboek. Elk thema is verdeeld in twee onderdelen: *Words in action* en *Guided practice*.

Words in action geeft interessante links en opdrachten voor het verder verdiepen van de woordenschat. Deze opdrachten hebben een open karakter. Daarna volgt de *Guided practice* waarin meer gesloten oefeningen worden aangeboden. Er wordt gebruik gemaakt van verschillende werkvormen, zoals:

- **speelse werkvormen** zoals woordzoekers, woordraadsels, anagrammen, zoekopdrachten, etc.;
- **werkvormen ten aanzien van woorden** zoals gatenteksten, synoniemen- en antoniemenoefeningen, categoriseren in woordsoorten, definitie-oefeningen, associatieoefeningen etc.;
- **werkvormen ten aanzien van context** zoals luisteroefeningen, multiple-choice opdrachten, etc.;
- **productieve oefeningen** zoals schriftelijke oefeningen, mondelinge informatieoverdracht, etc.

In dit document vindt u een overzicht van de *Guided practice* per thema. Bij elke oefening staat informatie over de werkvorm.

Het boek kan zowel klassikaal als zelfstandig gebruikt worden. De oefeningen volgen chronologisch de volgorde van de bijbehorende teksten in het Woordenschatboek.

Op <https://media.intertaal.nl> staan ook:

- de oplossingen, zodat de leerlingen/cursisten zelf hun antwoorden kunnen controleren. Dit bevordert de verantwoordelijkheid voor het eigen leerproces.
- de links uit het onderdeel *Words in action* in een tekstbestand (doc) en als pdf

Op <https://media.intertaal.nl> vindt u mp3-bestanden met alle teksten uit het woordenschatboek als luistertekst.

Introduction

Some ideas to pass on

by Louise Carleton-Gertsch (Author of *Words in Context*)

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"

David Wilkins, 1972

I like to envision the way grammar and vocabulary interact as being something like a structure made of bricks and mortar.

The bricks are the words, the mortar the grammar. Together they form a solid building. Without the bricks we cannot build, without the mortar the bricks will come tumbling down.

We can communicate without grammar (even if our exchanges are a little shaky), but not if we do not have any words.

Learner autonomy

"Language learners see lack of vocabulary as being one of the major hindrances in being able to use another language. But, it is clear from studies of vocabulary size and text coverage that it is not possible for teachers to present and give practice with all the vocabulary needed for normal language use. It is thus critically important that learners become autonomous with regards to their vocabulary growth."

Paul Nation, 1998

No two learners are the same – they all have different needs, attitudes, capabilities and long-term goals. However, they are all (hopefully) motivated to pass their exams.

One of the most important challenges for the learner is to actively make decisions about their language learning: How do I learn words most effectively? How can I organize the words I want to learn to help me retain them? Which words will be most useful for me to learn? Unless they are prepared to become pro-active, they will not succeed.

Steps in learning words

"I've learned the words" – how often have we heard this? When asked the translation, the pupils are able to give the correct translation and so they then move on to the next set of words. But when they write the next comment or have a discussion in class, they are not actively using them. Language learning is not a simple process and the pupils' attention needs to be drawn to the different steps in learning new words.

Notice: which words / expressions / collocations are new?

Analyse: meaning, pronunciation, word groups ...

Engage: learners must actively engage with new words, e.g. link with familiar words, find examples, sort words, classify words

Repeat and recycle: revisit the words in different contexts, use them in different contexts (spoken and written)

Introduction

1. Learning to notice

"If learners notice words recurring in their reading, this should suggest to them that this word is worth learning."

Paul Nation, 1998

An important vocabulary acquisition strategy is what Paul Nation refers to as "noticing", i.e. seeing a word or phrase as something that has to be learned. Drawing pupils' attention to new words when they encounter them is obviously a first step, and consistently asking pupils to do the same will, over time, enable them to notice for themselves. The challenge is to raise pupils' awareness regarding collocations and set phrases rather than single lexical items. This is why the colour/bold and colour/normal type was introduced into the "in Context" series.

2. The importance of analysing

"Words live within their own languages and though a dictionary translation can give an introduction to the meaning of a word, it can never really let us into the secrets of how that word exists within its language."

Jim Scrivener, 2005

Just as knowing a friend is more than being able to describe his or her physical appearance, knowing a word or phrase means more than just being able to give its translation: the spelling, pronunciation, grammatical forms, common collocations, register, component parts (prefix, suffix, root), associations (i.e. synonyms, antonyms), whether it forms part of a set or variable phrase are all in their own way important. To master this means that the pupils have to encounter the words in different settings and contexts, both written and oral.

3. Getting engaged

"Good learners seem to be those who initiate their own learning, selectively attend to words of their own choice, studiously try to remember these words, and seek opportunities to use them."

Gu, 2003

The pupils have to want to become involved in the process – they need to actively engage with the words. At this point, they also have to find ways of doing so that suit their own needs. By making choices – deciding how to organize and structure the new vocabulary, what helps them learn words best, and which words they wish to learn, which ones they think will be the most useful to learn, etc. – they will become more focused learners. At this point it is also important to provide them with ways of personalizing their vocabulary.

Which five / ten words / expressions would you like to learn / are you going to learn, and why?

Which five / ten words / expressions do you think could be the most useful, and why?

Which five / ten words / expressions would you like to learn / are you going to learn, and why?

Identifying new collocations used by another member of class.

In pairs, write down as many of the new expressions as you can remember at the end of the lesson. Can you find them all?

Divide class into small groups (3–4 pupils). Write a collocation from the list on the board. The first team to write a correct sentence including that collocation gets a point. Continue until you've covered all of the collocations on the list, or until one team reaches a specified number of points.

Introduction

4. Repeating and recycling

"It is an axiom of good teaching that new material must be recycled and repeated if it is to be satisfactorily learned. Vocabulary teaching is no different."

Milton, 2009

Whilst experts differ as to how often a person needs to encounter a word for it to be learned, most agree that repetition is important as well as actively recycling it oneself. Repeating words aloud is also an aid to learning, as is seeing them in a wide variety of contexts. If the contexts are also fun or amusing, pupils will not only be more engaged but also more likely to remember the expressions.

What does this have to do with Words in Context?

Words in Context was developed with these principles in mind. Thus there are the highlighted words to help with noticing, the repetition of some key words in different chapters, the additional information, the recordings to aid pronunciation, etc. Although it contains over 5,000 marked words, it is not an end in itself. Rather it is a starting point to help pupils learn words and expressions to help them talk and write about key topics. As I said in the FAQ, "Vocabulary learning is a very personal process. You need to actively work with the words and expressions, so think about related words, synonyms, antonyms or other information that you find useful."