

Vocabulary Teaching to Young Learners

TEACHER'S CLASSROOM MATERIALS

Goldilocks & the Three Bears

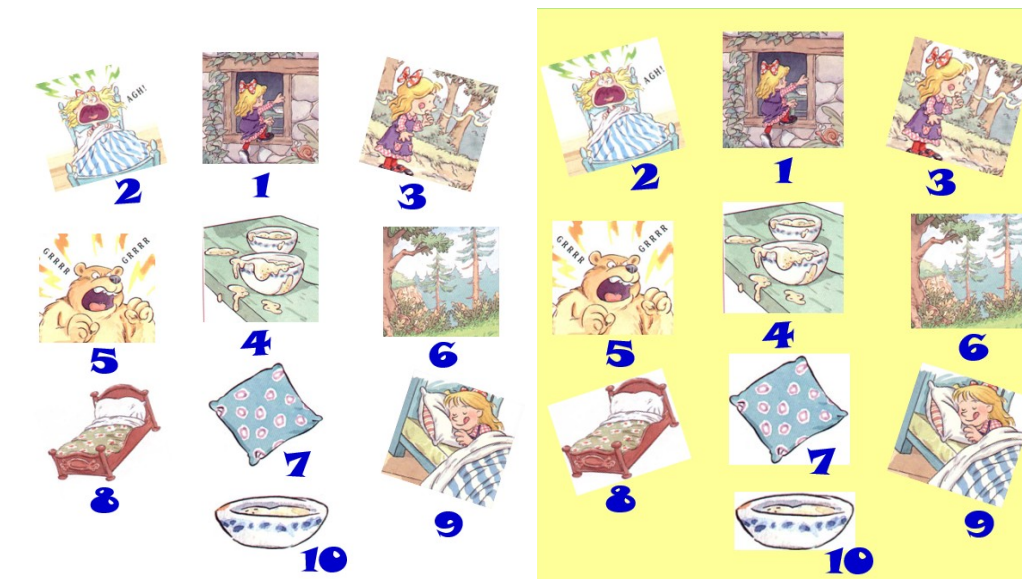
How to Use This Pack

This pack brings together ready-to-use or adaptable classroom materials connected with the Vocabulary Teaching to Young Learners presentation. The slide numbers are retained so that the materials can be cross-referenced with the PPT, Procedure and Speaker's Notes. Teachers may select, shorten or adapt the materials according to age, level, class size and available time.

Editorial principle: The original classroom ideas and archival materials have been preserved; language, instructions, numbering and presentation have been edited for clarity and classroom usability.

Slide 2 — Poster — Words and Numbers

Say the words and ask students to identify the corresponding numbers under the pictures. Then say the numbers and ask students to recall the words.



Slide 17 — Musical Chairs — Adapted

Place chairs in a line or circle, with one fewer chair than the number of players. Learners move around the chairs while the teacher calls out words belonging to a target category. When the teacher says an item that does not belong to that category, learners sit down immediately. The learner left standing steps out for that round. Continue for several short rounds, changing players so that many learners can participate.

Teacher's note: Use this as a vocabulary-discrimination activity rather than simply a speed game. Establish safe movement rules, leave enough space around the chairs and do not allow pushing.

- big — very big — small (all belong)
- forest — porridge — handsome (handsome = odd one out)
- girl — naughty — daughter (daughter = odd one out)
- window — bowl — queen (queen = odd one out)
- bed — hard — king (king = odd one out)
- untidy — mirror — wake up (mirror = odd one out)
- scream — run out — magic (magic = odd one out)
- cushion — asleep — kind (kind = odd one out)

Source acknowledgement: The original activity note credits Emily Sung (Taiwan).

Slide 24 — Jigsaw Puzzle

Goldilocks & the Three Bears

Cut the puzzle into separate pieces. Give one set to each group and ask learners to reconstruct the picture-and-word puzzle.

Teacher's note: Keep each group's pieces in a separate envelope. For younger learners, use fewer pieces or allow them to see the completed puzzle briefly before starting.



Slide 25 — Pelmanism

Prepare matching word and picture cards. Place all cards face down. Learners turn over two cards at a time. If the cards form a matching word-and-picture pair, they keep the pair; if not, they turn both cards face down again. The learner or team with the most pairs wins.

Teacher's note: The source material uses castle, coins, pot, beanstalk, giant, to chop and beans. Print on card, cut out the items and, if possible, laminate them for repeated use.

Jack & The Beanstalk

Pelmanism

castle



coins



pot

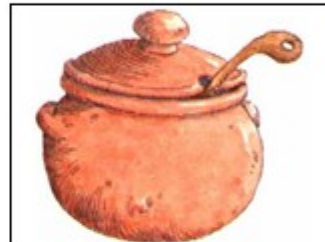


beanstalk



giant

to chop



beans

Slide 30 — Running Dictation / Wall Dictation

Prepare copies of a short story extract and place them on the wall away from each group. One learner is the writer/secretary. A runner reads and remembers part of the text, returns to the group and dictates it. The writer records the message. Learners repeat the process until the text is complete. Groups compete to finish quickly and accurately.

Teacher's note: Rotate roles so that more than one learner practises reading, remembering, speaking, listening and writing. Remind runners to move safely. Do not allow them to carry the text or shout from the wall.

1. Here is Goldilocks. Goldilocks is not a good girl. She is a naughty girl.
2. Goldilocks is walking in the forest. Look! She can smell the porridge.
3. Goldilocks sees a house, and she climbs through the window.
4. Now Goldilocks is in the kitchen. She sees three bowls of porridge on the table.
5. There is a very big bowl, a big bowl and a small bowl.
6. First, Goldilocks tries the very big bowl. "Ouch! This porridge is too hot," she says.
7. Next, Goldilocks tries the big bowl. "This porridge is too cold," she says.
8. Next, Goldilocks goes into the living room. She sees three chairs.
9. First, Goldilocks sits on the very big chair. "I don't like this chair. It's too big," she says.
10. But Baby Bear's chair is not very strong. It breaks. "Oh dear!" says Goldilocks.

Slide 32 — Guided Fantasy / Imagery

Original file title: Suggestopedia

Teacher's note: Ask learners to close their eyes if they feel comfortable doing so. Read slowly, leaving pauses. No real food is required; the experience is imagined.

Imagine a bowl of porridge — a bowl of delicious porridge, the kind you really like. Pick it up and look at it closely. Notice how warm and fresh it is. Smell it. Notice how your mouth begins to water. In a moment, you are going to eat the porridge. Say to yourself, "I'm going to eat this porridge."

Hold an imaginary spoonful of porridge close to your nose and mouth for a moment. Wait. Think about how delicious it will taste. Now slowly taste the porridge. Notice the taste on your tongue and in your mouth. Say to yourself, "I'm eating some porridge. I'm really enjoying this porridge."

Take another imaginary spoonful. Taste it. Enjoy it. Notice the taste in your mouth and imagine the warm porridge in your stomach.

Notice how you feel. Say to yourself, "I've eaten some porridge." What words describe how you feel now?

Take a deep breath and gently bring your attention back to the room. When you are ready, open your eyes.