

Activity 2: Vocabulary building through story telling

Objective: to build listening skills, comprehension, creative thinking, vocabulary enrichment and using vocabulary in sentence structuring

Level

4-6 years

Material

Cards of words: Huge, large, big, enormous,

Picture cards: Giant, ship, elephant, rock

Story: Enormous Turnip

Procedure

Read the story “Enormous Turnip” with the students. While reading the story use synonyms like “Big”, “Large”, “Huge” and “Enormous” while describing the turnip. Encourage the students to use these words also during the story time.

Once the story is over, place the 4 vocabulary words on board and scatter picture cards (ship, elephant etc.) on a table. Now you can ask the students to describe each picture with the appropriate word. For example you can ask them ‘How is the ship looking?’. If they say ‘BIG’ then you ask them to say the first sound of the word ‘big’ and then place the ‘big’ card before ‘ship’ and read aloud “A big ship”. Now make the students pick the other picture and place it under the correct word and frame a phrase or a sentence, for example, enormous, giant, huge rock. Through this activity you can also teach (older students) the appropriate use of each vocabulary item (example: ‘huge’ will be more apt for ‘rock’ rather than ‘enormous’).

Activity 3: Listen and guess

Level: 6 years olds

Objective: to develop listening skills, phonetic discrimination, comprehension, making inferences and thinking skills.

Material: Picture Sheet, letter cards, picture cards,

Instructions

Give the picture sheet and a set of letter cards to children. Ask them to look at the picture sheet and follow the instructions carefully. The instructions can be as follows:

“Look at the boy in the first box. What do you think he needs to carry? Choose the correct picture card and then place the letter with which the word ‘umbrella’ starts.”

Similarly all the instructions will be given and the child who places all the picture cards correctly is the winner.

Picture sheet

		
		
		
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Activity 4: Matching the titles

Level: Beginning readers (in groups of 4-5)

Objective

1. To be able to match words
2. Develop the ability to use the visual cues in reading

Material

1. 50 or more books
2. Slips of paper

Set pre story telling activities, then tell the story and set one or two post story telling activities. Lake of Diamonds. Sujata. If the story has a lot of unknown vocabulary, make sure that you can make it comprehensible before or during the storytelling. It helps if children know the most frequently used words. Employ the techniques of both physical actions and oral modulation to tell a story. Plan and design pre-story telling, post story-telling activities. Make Story telling as an interactive activity paving way for enhancing the oral language proficiency of children. 10. Evaluation. Read the story given below and write a plan a session of a story telling session by the teacher and a session in which children take turns to tell the story. A collection of downloadable worksheets, exercises and activities to teach Story telling, shared by English language teachers. Grammar, reading, vocabulary, speaking. All with comprehensive Teacher Notes included. Zero preparation time required. Listening lesson plans with mp3 files also available. Plus flashcards. Benefit from fifteen years of ESL experience. Use coupon code "ESLPR" on registration for discount! Advertise here. Grammar worksheets. Activity 2: Vocabulary building through story telling. Objective: to build listening skills, comprehension, creative thinking, vocabulary enrichment and using vocabulary in sentence structuring. Level. 4-6 years. Once the story is over, place the 4 vocabulary words on board and scatter picture cards (ship, elephant etc.) on a table. Now you can ask the students to describe each picture with the appropriate word. For example you can ask them "How is the ship looking?". Second, a test is held through the administration of a pre-test and a post-test to the learners to measure the degree of influence of storytelling on the acquisition of new vocabulary. The first takes place before the learners are exposed to some fairytales, and the second after. 16. 6. Structure of the Study. This study consists of five chapters. In chapter one, we review the scope of second language acquisition, investigating some areas of research related to our study, mainly the discussion of some important views on acquisition as opposed to learning in the field of teaching on the one hand... Learning architecture & buildings vocabulary is great preparation for your exam as these are common IELTS topics. Find over 100 useful words & phrases, plus practise IELTS-style questions & answers with PDF downloads & other resources. All created to make your life easier. Buildings vocabulary is particularly useful for answering Part 1 Speaking questions as you are very likely to get asked about your home or your home town. Buildings and different styles of architecture can also come up in Speaking Parts 2 and 3 as well as forming the topic of Writing, Reading or Listening questions. Here are a few things you could be asked about: The style of house you live in.