

MAKING THE MOST OF THE VOCABULARY BOOK

The *Cutting Edge Starter Vocabulary Book* has been especially designed to be useful to, and usable by, beginner students. It contains the following special features:

- places where students can write in translations of each new word and phrase;
- pictures of new words where appropriate, and if not, examples that are as self-explanatory as possible;
- the phonemic transcription of all new vocabulary, and a table of the phonemic symbols;
- clear organisation of collocations;
- check-lists of all the important vocabulary in each Module;
- places for students to keep a record of personal vocabulary;
- regular and irregular verb tables.

Here are some ideas on how to use the *Cutting Edge Starter Vocabulary Book* effectively with your students.

The beginning of the course

Show students the *Vocabulary Book* at the beginning of the course. Explain what it is, and take a few minutes to point out all the features, including the spaces for translations, the personal vocabulary sections, the verb tables, the phonemic symbols page, etc.

The Students' Book

The *Vocabulary Book* is designed to be used in class alongside the *Students' Book*, and at relevant points in the *Students' Book* you will see the following references:

► Vocabulary Book page 12.

Here are some ways to use these *Vocabulary Book* references in class:

- If the vocabulary reference relates to new vocabulary input, you may want your students to do as much of the exercise in the *Students' Book* as they can, then refer to the *Vocabulary Book* to check any words they don't know.
- If you have a class of real beginners, you may wish to use the *Vocabulary Book* to teach the words first, then use the exercise in the *Students' Book* as practice.
- If the vocabulary reference relates to a reading text, then you may wish to deal with this vocabulary before they read the text. Alternatively, students can refer to the *Vocabulary Book* while they are reading.

It is a good idea to experiment with how you use the *Vocabulary Book* in class, to see what works best for you and your students.

Writing in the translations

After each lesson students should ideally go back over the new words in their *Students' Book*, look them up in their

Vocabulary Book and fill in the translations in the appropriate places. This will provide invaluable revision and consolidation of what they have learnt. At the beginning of the course it would be useful to allow some time for this in class.

Personal vocabulary

At the end of each Module in the *Vocabulary Book* there is space for students to write in their own vocabulary. This may be other words or phrases that have come up in class, or items that are particularly important for them to remember (e.g. their job title in English). Encourage students to use this section during and after class, and help students with any spelling problems where necessary.

Collocations

The *Vocabulary Book* reinforces the collocations taught in the *Students' Book*, usually by using 'spider-maps' (e.g. page 13). Beginner students probably won't be aware that collocations in English are often different from in their first language, so whenever you focus on a word which has a problematic collocation, show how the *Vocabulary Book* examples can help with this.

Revision in class

The *Vocabulary Book* can also be used for quick revision activities in class. Here are a few ideas:

- Students work individually and choose ten words they have already done. Students then work together and say the words to each other. Student A says a word, and Student B must convey the meaning of the word, either by mime, pointing, drawing, giving a clear example or definition, etc.
- Student A says words from the *Vocabulary Book*, and Student B must write them down with correct spelling.
- Students look at the list of important vocabulary at the end of each module and try to group the words into lexical sets.
- Students work in pairs with one *Vocabulary Book* between them. Student A chooses a page with a lot of pictures (e.g. page 17) and covers up all the pictures with a piece of paper, except those at the top of the page. Student B must say what the top two pictures are. The students can then move the paper down the page and test each other on the rest of the pictures.
- Students test each other on common collocations (e.g. page 42). One student says a noun, and his/her partner says an adjective.
- The teacher prepares a list of vocabulary already covered and distributes it to the class. Students tick each vocabulary item if they are sure they know it, put a '?' if they are not sure, and a X if they don't know it. They can then find the words with ?s and Xs in their *Vocabulary Book* and check the meaning.
- In a monolingual class, students can say the translations they have written in their *Vocabulary Book* and their partners must say the English word.