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Թեման՝ ԲԱՌԱՊԱՇԱՐԻ ՈՒՍՈՒՑՈՒՄ

Մասնակցի անուն, ազգանունը՝ Անահիտ Մաթևոսյան

Դպրոցը՝ Արարատի մարզ, Արմաշի Մաղաքիա Օրմանյանի անվան միջնակարգ  
դպրոց

Դասավանդած առարկան՝ անգլերեն

ք. Արարատ 2022թ

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## INTRODUCTION

Vocabulary knowledge is critical to reading comprehension, those who work with young readers must help them develop a large "word bank" and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using receptive (listening and reading) and productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh".

Vocabulary is not a syllabus, i.e., a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn the vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge, and techniques.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often perceived as a tedious and laborious process.

The present Term Paper aims at revealing the concept of vocabulary and presenting the techniques of vocabulary teaching. It consists of the following parts: Introduction, Main Body, Textbook Analysis, Conclusion, and Bibliography.

In the introductory part, the general classification of vocabulary is made and the problem of vocabulary teaching is pointed out.

The Main Body involves two chapters which are entitled *The Central Importance of Vocabulary* and *Vocabulary Teaching Techniques and Activities* respectively.

In Chapter 1, I present definitions of the term 'vocabulary' and speak about the importance of vocabulary teaching.

In Chapter 2 some techniques, means, and activities for teaching vocabulary are presented.

In Textbook Analysis we present the analysis of the 12th- grade English textbook to indicate its advantages versus disadvantages.

In Conclusion, we express our final thoughts about the research carried out.  
The select Bibliography is attached.

## CHAPTER I

### THE CENTRAL IMPORTANCE OF VOCABULARY

#### What is Vocabulary?

Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens throughout a lifetime. Vocabulary instruction involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

According to Galperin to get a more or less clear idea of the word stock of any language, it must be presented as a system. The elements of this system have to be seen as interconnected, interrelated, and yet independent. Following the division of language into literary and colloquial, Galperin distinguishes three main layers in the vocabulary: *the literary, neutral, and colloquial* layers.

The fact that literary and colloquial layers contain some subgroups within the layer is their common property called *the aspect of the layer*. The aspect of the literary layer is its markedly bookish character. It is this that makes the layer more or less stable. The aspect of the colloquial layer of words is its lively spoken character, which makes it unstable and fleeting. The aspect of the neutral layer is its universal character. That means it is unrestricted in its use. It can be employed in any style of language and all spheres of human activity. It is this that makes the layer the most stable of all. The literary layer of words consists of groups accepted as legitimate members of the English vocabulary. They have no local or dialectal character.

The colloquial layer of words as qualified in most English and American dictionaries is not frequently limited to a definite language community or confined to a special locality where it circulates. Galperin lists the following groups of words as belonging to the *literary vocabulary*: common literary words, terms and learned words, poetic words, archaic words, barbarisms, and foreign words and literary coinages including nonce words. The *colloquial vocabulary* consists of common colloquial words, slang words, argot, jargon and professional words, dialectal words, vulgar words, and colloquial coinages.

The *common literary, neutral, and common colloquial* words are grouped under the term *standard English vocabulary*. Other groups in the literary layer are regarded as *special literary*

*vocabulary* and those in the colloquial layer are regarded as *special colloquial (non-literary) vocabulary*.

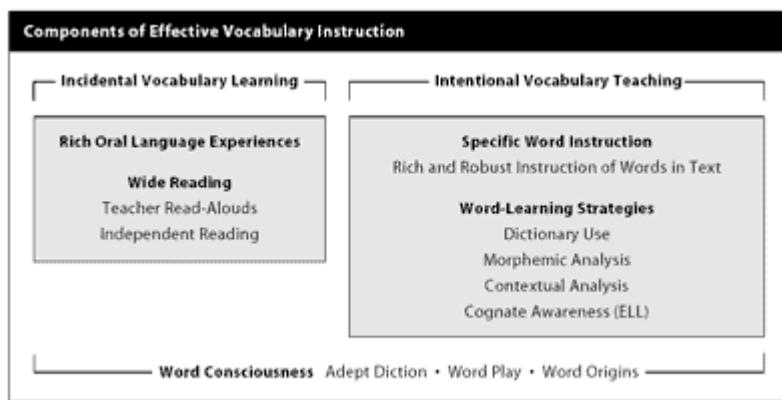
*Neutral words* are used in both literary and colloquial language. Neutral words are the main source of synonymy and polysemy. It is the neutral stock of words that is so prolific in the production of new meanings. The faculty of neutral words for assuming new meanings and generating new stylistic variants is often quite amazing. This generative power of neutral words in the English language is multiplied by the very nature of the language itself. It has been estimated that most neutral English words are monosyllabic. In the process of development from Old English to Modern English, most of the parts of speech lost their distinguishing suffixes. This phenomenon led to the development of conversion as the most productive means of word-building. Unlike all other groups, the neutral group of words cannot be considered as having a special stylistic coloring, whereas both literary and colloquial words have a definite stylistic coloring.

*Common literary words* are mainly used in writing and polished speech. The users of language perceive differences between the stylistic coloring of literary and colloquial words. They often view literary lexis as stylistically opposite to colloquial units. Galperin discusses *stylistic* and *ideographic synonyms* pointing out that there is a definite, though a slight semantic difference between the words. In addition to these, less frequent types of synonyms, such as *absolute*, or *cognitive* synonyms can be considered.

*Common colloquial vocabulary* overlaps with the Standard English vocabulary and is therefore to be considered a part of it. Just as common literary words lack homogeneity so do common colloquial words and set expressions. Some of the lexical items belonging to this stratum are close to the non-standard colloquial groups such as jargon, professionalism, etc. These are on the borderline between the common colloquial vocabulary and the special colloquial or non-standard vocabulary.

According to Michael Graves, there are four components of an effective vocabulary program:

1. extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning



It seems almost impossible to overstate the power of words; they have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge.

In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. *The Report of the National Reading Panel*, for example, concluded, “*The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge*”.

In everyday conversation we speak of vocabulary in the singular; we speak of a person's vocabulary. This is an oversimplification. *The American Heritage Dictionary* defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.” In this paper, we are concerned with extending the sum of words that are used by and understood by students.

However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms “use” and “understands” need clarification. For example, the major way in which we “use” vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabulary. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and *literate vocabulary* refers to the combination of our reading and writing vocabularies.

For the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary—words that they understand when they hear them and that they can use in their speech. During this period, children have essentially no literate vocabulary. Most children

acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.

The acquisition of decoding skills leads to a rapid expansion of literate vocabulary by allowing children to transcode their meaning vocabulary into their literate vocabulary. This is so much the case that for older students and adults our literate vocabularies are probably larger than our meaning vocabularies. We tend to have a larger group of words that we use in reading and writing than we use in our speech. This is because written language is more formal, more complex, and more sophisticated than spoken language.

Young children naturally learn to communicate through listening and speaking. To make the transition to communicating through reading and writing, they need a large-meaning vocabulary and effective decoding skills. There is an abundance of research evidence to show that an effective decoding strategy allows students not only to identify printed words accurately but to do so rapidly and automatically. Given the focus of this paper, we will not attempt to review the rather complex topic of developing fluency. However, we do feel it is important to briefly address one aspect of decoding that is crucial for beginning readers: high-frequency vocabulary.

High-frequency vocabulary refers to those words that are used over and over again in our communications—they are important to both our meaning and literate vocabulary. A mere 100 words make up about 50% of most English texts; 200 words make up 90% of the running words of materials through third grade, and 500 words make up 90% of the running words in materials through ninth grade. If a reader is to have at least a modicum of fluency, these words must be taught systematically and effectively.

### **Vocabulary and Language Development**

Scarborough reviews very convincing evidence that children who enter kindergarten with weak language skills are likely to encounter difficulty in learning to read. Hart and Risley conducted a careful, intensive study of early language development and found huge differences that reflected parents' socioeconomic status. Extraordinary variation was found in the amount of talk that took place between parents and children from family to family. At the extremes, the children from high socioeconomic status had 16 times more language stimulation than children from lower-status families. These differences in language experiences directly influenced children's language growth. Children from parents of professionals had a cumulative vocabulary of about 1,100 words, those from working-class families had about 650 words, and those from welfare families had just



over 400 words. These differences systematically widened between the onset of speech and three years of age when the vocabulary measures were taken.

More recently Farcus presented similar research data. He found that once children who were falling behind in language growth entered kindergarten, with its greater language stimulation, the language gap no longer widened. Nevertheless, although the gap didn't widen, neither did it narrow.

Research reviews such as that by Barnett suggest that *it is possible* for children who are behind in early language development to overcome these limitations. However, reviews such as that by Beck et al. and Juel et al. clearly show that not enough is being done in our school programs to help children who enter school with weak language and vocabulary development catch up. Juel et al. concluded that although these children were exposed to much oral language stimulation in school, it was too incidental and insufficiently direct, and intense to have a major impact.

### **A Comprehensive Approach to Teaching and Developing Vocabulary**

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

- Use “instructional” read-aloud events.
- Provide direct instruction in the meanings of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes, and root words.
- Link spelling instruction to reading and vocabulary instruction.
- Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
- Teach, model, and encourage the application of a word-learning strategy.
- Encourage wide reading.
- Create a keen awareness of and a deep interest in language and words.

The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading. The prestigious research-based report *Becoming a Nation of Readers* (Anderson et al. 1985) concluded, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” One very obvious way in which reading aloud to children can be expected to be beneficial is to increase their language and vocabulary skills. Indeed there is research to support this position.

The study by Elley strongly suggested that vocabulary growth was much greater when teachers discussed, even if briefly, the meanings of the words in addition to just reading the books aloud. The recent study by Juel et al. showed that while teachers in kindergarten and first grade

spent considerable time reading and discussing books with children with below-average vocabularies, these activities had minimal impact on the progress of the children. Only when teachers spent focused time on the vocabulary did significant growth occur. We apply the term "instructional read aloud" to read-aloud events where, in addition to reading aloud to stimulate an interest in books and reading, there is also deliberate teaching of skills that will promote independence in reading, such as an increased vocabulary.

## CHAPTER II

### VOCABULARY TEACHING TECHNIQUES AND ACTIVITIES

Considering the number of new words students have to learn per course, this means we teachers have our work cut out for us. We all know that although students use correct grammar and structures, words are the main carriers of meaning. This means that the more words students can handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

- first, they notice a new word with help;
- secondly, they recognize the word at first with help,
- then later on their own;
- and lastly, they can both recognize and produce the word.

It is essential that you, as the teacher, make use of activities that target each of these stages; more often than not, we make the mistake of merely introducing new vocabulary, and we don't allow students the opportunity to put these new words to use.

So, here are 10 great ways to teach English vocabulary, outlined for each of the 3 stages of vocabulary acquisition:

#### Stage 1: Noticing and understanding new words

##### 1. Introducing nouns, things, objects, animals, etc...

Visual elements work best with concrete nouns, but try to go beyond flashcards and illustrations. Try to use real objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses!

##### 2. Introducing adjectives

3. Opposites, like "big" and "small", "long" and "short", are usually illustrated with pictures, but here's another case where realia will help you teach new adjectives; the use of real-life objects is wonderful for words like "soft" and "rough", adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like "stunning", "gorgeous", "spectacular", "huge", or "immense", bring in photos of famous sights from around the world like the Louvre,

Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

#### 4. Introducing abstracts

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between “early” and “late”, remind students what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.

### Stage 2: Recognizing new words

#### 5. Bingo

6. Bingo is one of the most versatile games employed by ESL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa.

#### 7. Matching

8. Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

9. Fill in the blanks (with options) Hand out a piece of written text (anything from a description, song, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

### Stage 3: Producing vocabulary

#### 10. Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to sports, weather, etc...to no guidance at all.

#### 11. Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like "noun", "adjective" or "adverb" if they're advanced students. You can then read several out loud to compare the different words used to fill in each blank.

## 12. Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words. This works great for vocabulary review lessons.

## 13. Guess what I'm thinking

14. Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an animal. It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”.

It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is about travel. Or clothes and accessories when you’re talking about shopping. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary.

On a final note, remember to cater to different learning styles or multiple intelligences.

Use songs and music, real-life objects, or puzzles, but the more you mix the better. Remember the difference between recognizing and producing words: to practice recognizing the words have to be supplied by YOU; then students use them to fill in blanks or match them. For students to effectively and accurately produce vocabulary, they have to spontaneously recall the words.

## **Using visual means**

When the students have learned new vocabulary, the teachers have the problem of getting them to use their knowledge for actual purposeful verbal communication. This side of language teaching has come into greater prominence in recent years. Students should use language in more or less controlled exercises until they have mastered its structures and new vocabulary to a high degree, and only then begin to talk freely. It is now accepted that some sort of dynamic, individual, and meaningful use of oral practice should be included in English lessons right from the beginning. It is very important to use visual aids in the language teaching process. In particular different kinds of pictures help to improve students' vocabulary and they have great importance in the teaching process. Not so many teachers are using pictures during the classes with great success. The main reasons why teachers are not using pictures in the language classroom are: they have no good

methodic literature in English about using visual aids at the elementary level, and teachers do not have their picture collection or library. The second reason is the psychological aspect of students. It is very important to excite the curiosity of the language learners about the target language right from the beginning. The successful usage of pictures during language lessons is one of the best ways to secure the active usage of new vocabulary and the participation of each student in the speaking process.

For teaching vocabulary, the teacher must divide the class into 3 or 4 teams and assign a secretary for each group. On one side of the board, she must write down six categories related to the current topic or syllabus of the course (e.g. countries, sports, jobs, movies, furniture, verbs, and things that are round). To start the game, the teacher randomly selects a letter of the alphabet and scribbles it onto the board. Each team must then work together to quickly find a word for each of the six categories that start with the chosen letter. The first team to complete all six categories shouts "stop!" The class then stops writing, and a member of the team goes to the board to fill in the categories. The teacher then checks each word with the class and also elicits what other teams had for each category. If the quickest team has filled in each category correctly, they earn one point for their team. The teacher then chooses a different letter and another round is played. The first team to score X number of points wins.

### **Pre-teaching**

- Introduce the children to new vocabulary by using pre-teaching techniques. Teach them about unfamiliar words in a book before reading it to them. Determine which words in the text are unfamiliar to the child. Define and discuss these words with her. Go into full detail about the meanings behind the words. This helps the child understand their connotations and direct meanings. The teacher can also observe how the child understands the words by going over them with him. Have the child read the text after going over the words.

### **Repeated Exposure**

- After teaching the child new vocabulary, be sure to keep using it around her as often as possible. Use the words in sentences when talking with the child. Use them when you are not talking directly to the child, but around her. Find any opportunity to use the new words. Have the child write down the words on paper and use them in sentences weekly. This reinforces the new words in her head, ensuring she will remember them down the line.

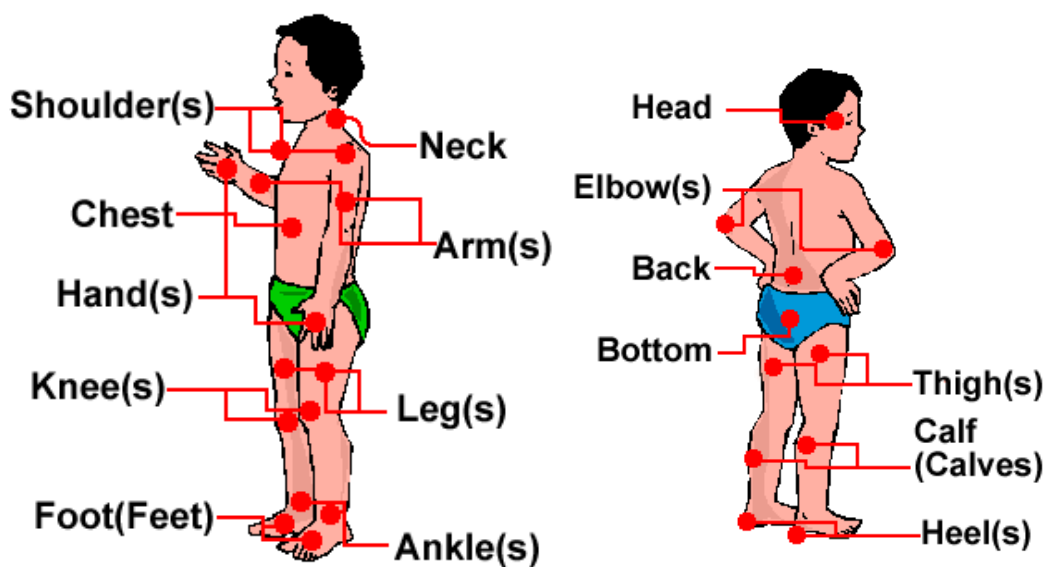
The Human Body

*ankle / arm / chest / foot / hand / knee*

*leg / neck / shoulder*

*back / bottom / calf / elbow / head*

*heel / thigh*



*Close up on the foot*

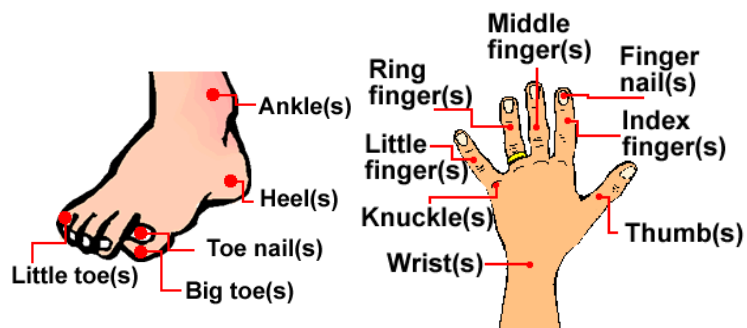
*Close-up on the hand*

*ankle / big toe / heel / little toe / toenail*

*index finger / knuckle / fingernails*

*little finger / middle finger*

*ring finger / thumb / wrist*



### Using dictionaries

The use of dictionaries is another technique for finding out the meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. Dictionaries serve as "passports to independence" and using them is one of the student-centered learning activities.

Many electronic, online dictionaries can be very useful in your study of English vocabulary. Some of them are listed below.

### **Online dictionaries**

ABBYY Lingvo Pro Online is English-Russian and Russian-English online dictionary. Words are given with transcription, meanings, translation, synonyms, and examples of use. Words are also arranged in topical dictionaries.

Merriam-Webster Online is a dictionary of American English. Words are given with transcription, audio, meanings, synonyms, antonyms, examples of use, and idiomatic expressions.

Cambridge Dictionaries Online easy-to-use service that gives access to several online dictionaries including British English and American English Dictionaries, Business English Dictionary, and some others. You can listen to British English and American English pronunciations of the words.

### **Selecting tasks**

Selecting tasks are cognitively more complex than identification tasks since they involve both recognizing words and making choices amongst them. This may take the form of choosing the "odd one out", as in this task (again, based on the lexical set of clothes).

Choose the odd one out in each group

1	trousers	socks	jeans	T-shirt
2	blouse	skirt	tie	dress
3	T-shirt etc.	suit	shorts	trainers

Note that with this kind of activity, there is no "right" answer necessarily. What is important is that learners can justify their choice, whatever their answer. It is the cognitive work that counts – not getting the right answer.

Here is another open-ended selection task, with a personalized element



<p>1. Work in pairs. Choose five words to describe yourself. Use a dictionary if necessary.</p> <p>careful interesting clever cold confident fit funny imaginative intelligent kind lazy nervous</p> <p>optimistic patient pessimistic</p> <p>polite quiet calm rude sad sensitive nice serious tidy thoughtful</p> <p>Think of other words you can use.</p> <p>honest, friendly...</p> <p>Discuss your choice of words with your partner.</p> <p>I think I'm usually optimistic.</p> <p>And I'm always polite!</p> <p>Does he/she agree with you?</p>	<p>2. 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.</p> <p>Then choose the second and third person you admire and think of three more adjectives for each person to explain why.</p>
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## **Ranking and sequencing**

Ranking and sequencing activities require learners to put the words into some kind of order.

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
check-in	Leave the plane
leave the plane	check-in
land	collect your baggage

unfasten your seatbelt	go through passport control
go into the departure lounge	listen to the safety instructions
go to the departure gate	go through customs
fasten your seatbelt	board the plane
go through passport control	go into the arrivals hall
Number the actions in the order people do them.	

## Matching task

A matching task involves first recognizing words and then pairing them with – for example – a visual representation, a translation, a synonym, an antonym, a definition, or a collocate.

Look at the picture below and number the parts of the body:



## TEXTBOOK ANALYSIS

In our Research work, we've spoken about the importance of teaching vocabulary and the effective methods of presenting new words and expressions. The role of textbooks, manuals, and additional teaching aids in foreign language teaching is of great importance. Making up, the design of any textbook is rather a difficult task. How to choose the texts, how to present vocabulary, how to explain grammar, how to urge pupils to do exercises, how to motivate teenagers? Careful selection of topics, presentation of literary and popular texts, comprehensive explanation of grammar, logical order of exercises, and meaningful illustrations may induce pupils to combine the learning process with the pleasure the study of FL may give.

Let us analyze the 12<sup>th</sup>-grade English textbook and try to find out its advantages versus disadvantages.

The textbook is written by S. Baghdsaryan and S. Gurjayants. It comprises 11 units. Each unit has some theme to focus on, for example, the title of Unit I is "Looking into the Future". Due to the texts presented learners may get information about future life, new technologies, etc.

Unit 2 is entitled "Success Story". The Unit includes such interesting topics as 'How to become a billionaire', 'Nobel Prize', and 'Working Habits'. A series of exercises connected with the presented grammar and vocabulary are given.

The title of Unit 3 is "Communicating World". The text will serve to teach pupils how to communicate in everyday life.

Unit 4 "Changing World" is about Globalization. The text is of great educational value. The learners may find the answers to the following questions: What is globalization? What is Globalization Information System (GIS)?

"Journalism and Media" is the title of Unit 5. The unit gives some information about journalism and journalists. Pupils may reveal whether journalists are born or made, etc.

Let us now pass to the 6<sup>th</sup> unit. It is entitled "A Better Place to Live in". The title itself is attractive and would induce pupils to study what is selected within the unit with great pleasure. It speaks about air pollution, deforestation, consumption, the international trade of endangered species, and sweatshops. The grammar part focuses our attention on articles.

"To Buy or not to Buy" is the title of the next unit. Due to this unit, the learners may discover what makes us buy this or that thing, or do we usually shop with our heads or our hand?

Unit 8 is focused on Technology: Good or Bad? It contains a text about the age of the computer. In this unit, there are Phrasal verbs with PICK. Effective exercises and topics for discussion are applied.

The next two units discuss the topic about the importance of having and making friends. Unit 9 is entitled "Cultural Diversity". In this unit, there is very interesting information about culture,

architecture, etc. The text “Masterpieces of the XX century architecture” provides pupils with valuable information. From Unit 10 “A Feeling of Style”, learners may get useful information concerning literary skills. Due to the study of the unit pupil will discover an interesting novel "Moby Dick" by Herman Melville, the abstract of which is included in the ‘Reading Life’ part of it.

Unit 11 “Inspiration and Creation” teaches about being creative. The Unit will help pupils to get knowledge about Joseph (Hovsep) Karsh.

At the end of the textbook are presented the following parts: Grammar Reference, Phrasal Verbs, the List of Irregular Verbs, Key to Listening, Key, and Vocabulary. The vocabulary contains almost all the words you come across on the pages of the manual.

The study of attractive passages taken from fiction, drama, and poetry by English and American writers helps learners not only broaden their minds but also feel the peculiarities of the literary English language and structures. The study of phonetic material assists pupils to improve their pronunciation. As grammar is presented in a comprehensive way its study doesn't seem tiresome and unpleasant. The book would meet not only teachers' requirements but also pupils' expectations. Thanks to the authors for creating this useful textbook full of illustrations.

## CONCLUSION

The purpose of the work was to introduce the importance of teaching vocabulary. It does seem hard to overstate the importance of vocabulary—not only for reading achievement but also for general social and economic success. The early years of a child's life have a profound influence on that child's language and vocabulary development, which in turn greatly influences school success. Children who live in poverty in their early years have much less verbal interaction with their parents and consequently begin school with far less vocabulary development than their more privileged peers. While the language gap doesn't widen once children from lower socioeconomic backgrounds enter the stimulating environment of the school, that gap does not narrow. Research suggests that it may not narrow because the vocabulary instruction offered is not sufficiently intense or effective. Wide reading plays a critical role in developing knowledge, and teachers facilitate this process by teaching strategies for learning words independently, including teaching morphological units, the use of dictionaries and other reference works, and exploring the link between spelling and learning words. Teachers should also directly teach important specific words, and they should develop and sustain students' interest in and curiosity about words.

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using receptive (listening and reading) and productive (speaking and writing) skills. Vocabulary is not a syllabus, for example, a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn the vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves **vocabulary selection**, **word knowledge**, and **techniques**.

In the past, teachers used to select and present vocabulary from concrete to abstract. Words like 'door', 'window', 'desk', etc., which are concrete, used to be taught at beginning levels. However, words like 'honesty', 'beauty' etc., which are abstract, used to be taught at advanced levels because they are not "physically represented" in the learning/teaching environment and are very difficult to explain.

Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught based on how frequently they are used by speakers of the language. That is, the most commonly used words should be taught first. We can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually, a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and where they occur. Some of the more recent counts have used computers to list the words and count their frequency.

Besides, teachers can decide which words are useful and should be taught to their learners based on semantics. This means, that the word is more useful if it covers more things than if it only has one very specific meaning. For example, the word 'book', which is taught at beginning levels, has wider usage than the words 'notebook', 'textbook', etc.

Using games in teaching vocabulary has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Though the main objectives of the games were to acquaint students with new words or phrases and help them consolidate lexical items, they also helped develop the student's communicative competence.

The selection of words that are to be taught to the students is a very important procedure in the language learning process.

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