**PRACTICE ACTIVITIES FOR TEACHING NOUNS**

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**Scopul materialului propus:**

* **Didactic ( de utilizat la clasă cu elevii)**
* **De documentare pentru cadre didactice**

**Nivel de învăţământ: Liceal**

**Clasa: a-IX-a/ a-X-a**

There are lots of noun practice activities that the teacher can use in the classroom. They can focus on interesting topics that involve the use of different types of nouns: *countable and uncountable nouns, compound nouns, the possessive case, articles and determiners used with nouns, noun-verb agreement, etc*. These activities involve topics such as holidays (e.g. complaints), cooking, things in the house, packing things, things written on your CV, the economy, etc.

I have decided to offer you some examples of practice activities for teaching nouns. I have used these examples in order to facilitate my students’ knowledge acquisition of new grammatical structures.

* **Underline and explain**

**Example: Underline the nouns in the sentences below and specify if they are proper, common, abstract or collective.**

**Aim:** to practise different types of nouns and recognize them; / **Level:** intermediate;

1. He always speaks the truth./ 2. Honesty is her best quality. / 3. My grandfather was known for his wisdom. / 4. She noticed the fleet of ships approaching the shore. / 5. He offered her a bunch of flowers. / 6. Bucharest is the capital of our country. / 7. Health is more important than wealth. / 8. Our team is better than theirs. / 9. Mr. Smiths is one of the most important members of parliament. / 10. Anybody can recognize my father‘s voice.

* **Complete the gaps**

In these types of exercises the students have to complete the gaps with the right words. It is very important that they should read the sentences attentively before and after the gaps in order to make the best choice. They can be given the words in a box or not. If the words are not given, the students need to find them and spell them correctly.

**Example: Complete the gaps with a suitable word from the box.**

**Aim:** to practise vocabulary related to *Films and cinema*; / **Level:** intermediate and upper- intermediate;

|  |
| --- |
| actor special effects cast trailer director action |

1. Tom Hanks is my favourite ……… in Hollywood.

2. There is a new horror film opening tomorrow night. I saw the …… on the internet and it looks really scary.

3. I'm not interested in the actors. I always choose a film for its ……

4. There are lots of crashes and explosions in this latest …….. film.

5. I love the …….. in sci-fi films, they look so real!

6. The ……. is the group of actors that star in a film.

(Web. 6 Jun. 2015. <<https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/complete-gaps>>.)

* **Match the words and the pictures**

In order to match words with pictures correctly the students have to begin with the words they know and if they do not know the meaning of a word, they should try to guess it. At the end of the activity they should check the solutions attentively.

**Example: Match the words in the box with the appropriate pictures**

**Aim:** to practise nouns connected with *Clothes*

**Level:** intermediate





|  |
| --- |
| **coat, jacket, top, shirt, jumper, hat, sweatshirt, T-shirt, jeans, trainers, skirt, trousers** |

(Web. 6 Jun. 2015. <<https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/match-words-and-pictures>>.)

* **Match the words with the definitions**

In these types of exercises the students have to read words and definitions attentively in order to match them correctly. If they do not know the meaning of a word, they should try to guess it. At the end of the activity they should check the solutions attentively.

**Example: Match the words on the left with the correct definitions on the right.**

**Aim**: to practise nouns related to *Crimes and punishment; /* **Level**: upper- intermediate

|  |  |
| --- | --- |
| 1. MURDER=  2. FRAUD=  3.PICKPOCKETING=  4. RAPE= | -the act of getting money from somebody by cheating them;  -the crime of deliberately killing somebody;  -the act of violently forcing a person to make love;  -stealing money from somebody’s pockets or bags; |

* **Choose the correct word**

In these types of exercises the students have to be careful and choose the best solution from more possible answers. First, they have to read each sentence carefully or the whole text to get the general idea and then they choose the best answer for each gap. At the end of the activity they should check the solutions attentively.

**\* Example 1: Choose the correct noun to complete the idioms in the sentences below.**

**Aim**: to practise idioms connected with parts of the *Human body*;

**Level**: upper- intermediate

1. They should *……..it to her*; she is a very good volleyball player. (to acknowledge, to give credit) - *a. hand; b. head. c. finger; d. nail*

2. My uncle is involved in numerous activities. He’*s got a ………. in every pie.* (he does many things)- *a. nail; b. finger; c. eye; d. nape;*

3. Last year, my mother *paid through the ……….*for that expensive car. (paid a large sum of money) - *a. chin; b. eyebrow; c. ears; d. nose;*

4. The teacher said that my sister *made quite a bit of ……..way* with her French last year. (to make progress) - *a. knee; b. head; c. arm; d. navel;*

5. She just couldn’t keep her mouth shut; she had *to get the message off her ……..* (to tell something that has been troubling you) - *a. back; b. heart; c. soul; d. chest;*

* **Categories**

These kinds of exercises involve arranging words into certain categories. These exercises are easy and are worth being done in the classroom as they help students to “actively relax”. If they do not know the meaning of a word, they should try to guess the category. At the end of the activity they should check the solutions attentively

**\*Example: Put the following words into the correct category:**

**Aim**: to practise vocabulary connected with *Transport; /***Level**: upper- intermediate;

* *traffic jam; tracks; driving licence; ticket machine; carriage; aisle; speed limit; take off; boot; platform; boarding pass; petrol; railway station; baggage reclaim; check-in desk;*

|  |  |  |
| --- | --- | --- |
| **TRAIN** | **CAR** | **PLANE** |
|  |  |  |

(Web. 6 Jun. 2015. <<https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/categories>>.)

* **Odd word out**

The students have to choose the word that is different from the other three or four words only after they read all the words attentively and identify the words which are connected with a certain topic and the one which is different. If the students do not know a word in a group they are encouraged to guess it. At the end of the activity they should check the solutions attentively.

**\*Example: Which is the odd word out? Explain your choice.**

**Aim:** Practise verbs and nouns connected to *Travel****; /* Level:** intermediate and upper-intermediate;

*E.g.*to be stranded; *to take off;* to be delayed; to be wrecked; *take off* is a normal action for a plane when it leaves the ground; there is a connection between the other three verbs because they suggest some problems which occur while people are travelling.

1. docker; helicopter; captain; steward;

2. steering wheel; cockpit; nose; wings;

3. engine-room; deck; joystick, bridge;

4. liner; jet; ferry; yacht;

5. to swerve; to drive; to overtake; to land;

(McCarthy, Michael and Felicity O’Dell, 2001, 53)

* **Word formation**

After reading the sentences, the students have to change the form of certain words from a verb to a noun or from a noun to an adjective. The teacher reminds the students that it is the end of the words that often changes and he/she offers explanations (adjectives often end in *–ible; -able; -ing; -ive-; -al; -ed;* etc.; adverbs generally end in *–ly*; nouns normally end in*–ness; –ment; -ity; -ion;* etc.)

**\*Example: Use the words given at the end of each line to form a word that fits in the corresponding space:**

**Aim:** to practise nouns and adjectives related to *Technology and machines;*

**Level:** upper-intermediate

A couple of years ago, I dreamed of becoming a well-known (1)………………. *SCIENCE*

When I was a student I made up my mind to take up studying (2)……………......*ENGINE*

in order to invent a revolutionary (3)……….But, I realized that I wasn’t *PRODUCE*

very good at technology. A problem occurs whenever I use any kind of (4)…….…*EQUIP*

I always get a (5)………. shock from the computers or TV sets which *POWER*

use (6) ……….. *ELECTRIC*

More than that, the instruction brochures are(7) …………………………………….. *USE*

They hardly ever help me. At present, people must have (8)………......................*SPECIAL*

knowledge to be able to use their mobile phones properly.

My (9)………is when little children help me to overcome these *EMBARASS*

(10)………………  *DIFFICULT*

* **Words that go together**

In these exercises the students match the words that go together. If the students encounter two groups of words, they bring together one word from each group. Thus, they can make collocations (e.g. to do an exercise), compound nouns (e.g. swimming pool), etc. The students ought to begin with the words they know that can be put together. If the students do not know a word in a group they are encouraged to guess it. At the end of the activity they should check the solutions attentively.

**\*Example: Put the following nouns with the correct verbs:**

**Aim:** to practise verb + noun collocations (Expressions with ***do*** and ***make***); /**Level:** intermediate

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a suggestion | the housework | an appointment | | your homework | an exercise |
| war | a cake | yoga | | a face | allowances |
| an excuse | business with | a profit | | the duty | friends |
| the laundry | an attempt | a noise | | a decision | a mistake |
| **DO** | | | **MAKE** | | |
| e.g. an exercise | | |  | | |

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