

TEACHING VOCOBULARY TO B1 PRELIMINARY FOR SCHOOLS

STUDENTS

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Annotation: This article explores why we should teach B1 vocabulary pupil effectively more is so talks beneficial. It talks about the role of daily speaking and also IELTS exams and break bad

pronunciation. There are lots of books for elementary students in school. It helps our time spend with successfully way, makes it easier to manage aims and goals.

Key words : benefit ,role,routine, learning words ,B1 vocablare ,achive goals.

Teaching Vocabulary to B1 Preliminary for School Students

Have you ever wondered how to make vocabulary learning fun and effective for B1 Preliminary students? Teaching vocabulary at this level is both a challenge and an opportunity to help students improve their communication skills and succeed in exams. Here are some effective strategies for teaching vocabulary to B1 Preliminary for School learners.

First of all, it's essential to focus on practical and exam-relevant vocabulary. Students at this level need words they can use in daily life, such as those related to hobbies, school, health, and travel. Additionally, they should learn vocabulary commonly used in the B1 Preliminary exam, especially for reading, listening, and

writing tasks. For example, words like "advantage," "environment," and "important" often appear in exam texts.

Another important strategy is teaching vocabulary through context. Rather than providing lists of words, introduce new vocabulary in sentences, stories, or articles. For example, if teaching the word "article," show its different meanings in writing (e.g., newspaper article), grammar (e.g., definite and indefinite articles), and objects (e.g., articles of clothing). This helps students understand how to use the word in various situations.

Interactive activities also play a key role in teaching vocabulary. Games like crosswords, matching words with definitions, and using flashcards make learning enjoyable and memorable. Furthermore, encourage students to use new vocabulary in speaking and writing tasks, such as writing short stories, giving presentations, or role-playing real-life situations.

Finally, revising vocabulary regularly is crucial. Techniques like spaced repetition, quizzes, and vocabulary journals can help students retain what they learn. Breaking words into roots, prefixes, and suffixes is also an effective way to expand their understanding. For example, teaching the prefix "un-" (unhappy, unclear) and the root "port" (transport, important) enables students to guess the meaning of new words.

In my opinion, teaching vocabulary to B1 Preliminary students requires creativity and consistency. By focusing on practical words, using context, engaging activities, and regular revision, teachers can make vocabulary learning an enjoyable and successful experience. Why not try these methods in your next lesson?

Vocabulary development plays a critical role in preparing students for the B1 Preliminary for Schools exam. The exam assesses students' ability to use everyday English in reading, writing, listening, and speaking. For success, they need a broad vocabulary to communicate effectively. This article outlines strategies, activities, and resources to teach vocabulary to B1-level students effectively.

1. Identify Key Vocabulary Areas

Before planning lessons, it's essential to understand the vocabulary areas relevant to the exam. The B1 Preliminary syllabus typically includes:

Everyday topics: family, hobbies, travel, health, school, and shopping.

Functions and phrases: expressing opinions, giving directions, and making comparisons.

Grammar-related vocabulary: verbs, adjectives, adverbs, and connectors like although, however, and so.

2. Use Contextual Learning

Vocabulary should be taught in context rather than as isolated words. Use authentic materials like:

Reading texts: Articles, short stories, and dialogues.

Listening materials: Podcasts, videos, or exam-style recordings.

Real-life scenarios: Role plays and discussions about familiar situations.

For instance, when teaching travel-related vocabulary, create dialogues about booking a ticket, asking for directions, or describing a vacation.

3. Implement Engaging Activities

Interactive activities make learning vocabulary more memorable:

Word Maps: Use diagrams to explore related words. For example, "holiday" could branch into "beach," "sightseeing," "hotel," and "luggage."

Flashcards: Encourage students to use apps like Quizlet or create their own cards with synonyms, antonyms, and example sentences.

Games: Play games like Pictionary, Hangman, or charades to reinforce new words.

Gap-fill Exercises: Use these for collocations and fixed expressions, e.g., “She is looking forward ____ the trip.”

4. Focus on Collocations and Phrases

The B1 level emphasizes knowing how words naturally combine. Teach students collocations such as:

Verb + noun: make a decision, take a break.

Adjective + noun: heavy rain, strong coffee.

Phrasal verbs: look after, get along with.

Encourage students to keep a "phrase notebook" where they write down useful expressions.

5. Incorporate Technology

Leverage digital tools to enhance vocabulary learning:

Language apps: Duolingo, Memrise, or Babbel for vocabulary practice.

Online quizzes: Websites like Kahoot or Quizizz for gamified learning.

Interactive platforms: Use platforms like Padlet or Edmodo to share resources and activities.

6. Encourage Active Usage

To make vocabulary stick, students must use it:

Speaking activities: Organize group discussions, debates, or presentations.

Writing tasks: Assign essays, stories, or journal entries using new words.

Peer teaching: Let students teach new words to classmates, which reinforces their learning.

7. Regular Review and Feedback

Revisiting vocabulary regularly helps in retention:

Conduct weekly revision sessions.

Use quick quizzes or games for revision.

Provide constructive feedback, highlighting both correct usage and areas for improvement.

8. Utilize Exam Preparation Materials. One difficulty with the keyword technique is that it is often difficult to think of keywords that sound like a foreign word. The more imagination you have, the more useful the techniques.

Finally, familiarize students with the exam format by using official Cambridge materials. Practice papers, word lists, and sample tasks align well with the vocabulary requirements.

Conclusion

The keyword technique is not the only method that can be used in vocabulary teaching. There is another way which can be very useful in learning vocabulary. This is through roots and affixes. Teaching vocabulary to B1 Preliminary for Schools students requires a mix of creativity, structure, and practical application. By integrating contextual learning, interactive activities, and consistent review, students can build a strong vocabulary foundation. This not only prepares them for the exam but also equips them with skills for real-life communication.

By learning master words and the meaning of their parts, learners need three skills: they need to be able to break new words into parts so that the affixes and roots are revealed.

Knowledge of Latin affixes and roots has two values for learners of English. It can be used to help the learning of unfamiliar words by relating these words to known words, or to know prefixes, suffixes. And it can be used as a way of checking whether an unfamiliar has been correctly guessed from the context.

Some Latin prefixes occur in many different words. For example, the prefix ad- in its various forms occurs in 433 of the 20,000 most frequent words in the Teacher's Word Book by Thorndike and Lorge. Brow tabulated the most important prefixes and root elements and compiled a list of 20 prefixes and 14 root elements which is related to 14,000 words in Webster's Collegiate Dictionary and a researched 100,000 words in an unabridged dictionary. These have been combined into 14 matters words.

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