TEACHING WAYS OF VOCABULARY IN THE CONTEXT BELONGING HUMAN APPEARANCE

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Europe and Asia have had a long tradition of teaching and learning foreign languages. Memorization of vocabulary and translation of sentences often formed the major part of such learning processes in the past. Ancient languages such as Sanskrit and Pali were mastered in Asia through the process of memorization of texts and vocabulary lists. Learning vocabulary lists indeed formed the core of language learning.

Learning is one of the primary activities of students in the classroom. Successful learning is only the right way to lead the process. A good learning atmosphere and method can guide the pupils to learn more and be meaningful. To accomplish such conditions, teachers must create a variety and attractive methods for the class. What should a teacher do if their pupils get bored? Using a variety of activities can be the alternative solution to handle this problem. Games and pictures can help and encourage many pupils to sustain their interest and work.

There is a common perception that all learning should be solemn and that if one is having fun and there is hilarity and laughter, then it is not learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games can help teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games, the pupils can take part widely and open-mindedly. To win the games each pupil or group should competitively answer the questions addressed by the teacher or other pupils or groups. To do so they must understand what the teacher or others are saying or have written, and they must speak or write to express their point of view or give information The English instruction in the education field is intended to endorse the mastery and development of the four basic abilities and skills. Those are reading, writing, speaking, and listening as reflected in abilities and skills concerning language use so that the pupils can express simple expressions with an emphasis our vocabulary mastery to avoid vocabulary infractions and attain better outcomes, the teacher should choose an appropriate teaching method, which is suitable with subject matter in teaching-learning process. The need to use various instructional media will be able to help students to increase their English vocabulary. Teaching vocabulary is more than just presenting new words. It also includes the decision that words should teach the basics of how frequently they are used by the speaker of the language. The words that are most commonly used are those a teacher should teach first. But commonly and usually the way of teaching makes the pupils lazy and bored. The teacher needs something different to make pupils interested, mostly students, because they are very easy to get bored. Therefore, the teacher needs something interesting that can motivate them. It is based on the characteristics and attitude of the students that they are curious and often seek something that the teacher notices them and shows appreciation for.

The teacher may select some activities specifically designed to revise, teach, and practice vocabulary before moving on to work on the text or recording. The lexis selected for teaching is likely to be the most needed for the completion of whatever listening or reading tasks are to be set. Although this is usually called pre-teaching, remember that this work may be helping students to recall items they already know as much as introducing new items. The main aim is to

help ensure that the following activity will work (because there will be fewer stumbling blocks of unknown lexical items). This work may, of course, also teach or revise some lexis that may be useful in its own right. It is clear that teaching vocabulary is more than just presenting new words. Because a large vocabulary is extremely important for understanding and communication. A major aim of teaching vocabulary is to help students to gain a large vocabulary of useful words. David Cross stated two ways of presenting vocabulary:

Firstly, the teacher can show the meaning in some way;

Secondly, the teacher can use language that the students already know to make clear the meaning of the new lexical items.

The most productive type of compound words describing human appearances and character in the English language are:

1) Adjectives with the components looking: good looking

2) Solid compounds as N+Adj: lemon-yellow

3) Adj+Adj compounds : dark-blue, grey-white

4) Adj+N+ed compounds : blue eyed

5) Compound words with suffix - like : froglike

The list is subgrouped into different groups according to the part of the body described or the state of one's body or clothes. These idioms are accepted as part of everyday speech and undoubtedly are of great practical value. This can help not to make mistakes in choosing the idiom and studying it. This knowledge (of slight difference in terms) gives the ability to work not only with native linguistics works but also with foreign manuals and dictionaries. An idiom may be treated as a natural manner of speaking to a native speaker of a language. So idioms are an integral part of language which makes our speech more colourful and authentically native.

It is obvious that pictures are useful and more successful than other methods of vocabulary presentation and revision. Having such evidence at hand, the wide use of pictures with vocabulary works as a successful way of acquiring language competence.

In conclusion, In developing an effective classroom atmosphere, a teacher can take several different paths to achieve a positive motivational outcome. The needs of the class will vary from year to year and grade to grade, but a successful classroom will have an atmosphere that is safe, and comfortable for both the teacher and the students and it will have a physical setup that will be conducive to the class activities and the teaching style.

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