

This method implies that the more senses are engaged when you train vocabulary items, the better. These senses are: visual, audial, kinesthetic, smell, taste and tactile. The author of the idea is Herbert Puchta, but I extended and altered it a bit to suit my classroom situation.

When vocabulary items are introduced, it's better to engage more channels of perception to provide more connections in the brain. What I do when I **introduce** new words to young learners:

1) I use a set of picture cards for the vocabulary that is going to be introduced, and put them on the blackboard;

2) I name the words one after the other and add movement and sound that can be helpful in remembering it (for example, if you introduce the word *rabbit*, you can show long ears, or when it is *train*, make 'chu-chu' sound and move the hands as if they were wheels);

3) when I come to every third word, I revise the items from the beginning (e.g. *rabbit-fox-wolf- rabbit-fox-wolf-duck-bear-squirrel- rabbit-fox-wolf-duck-bear-squirrel*);

4) then I ask 3 or 4 of my pupils come to the board and point to the pictures I name;

- 5) then I say the word, and the kids mime it or make the appropriate sound;
- 6) after that I introduce the word card for every picture: I name them (at this stage the students help me in chorus) and the students tell me which picture each card goes to;
- 7) then 3 or 4 of my students match the word cards to pictures on the board (with my help at this stage).

In my next post I am going to describe the activities that can be used for multi-sensory to **activate** the vocabulary in the multi-sensory way.