Part I: Learning New Words and Phrases

It is vitally important for learners to build a large vocabulary in the language they are studying. One way to approach the issue of how many words learners need to know is to find out how many and what kinds of vocabulary are in the texts that learners read. Various researchers have looked into the number of word families in different texts to see how big that vocabulary might need to be. A general rule of thumb for deciding how many words learners need in order to read a text without support is 98%, and with support is 95%. Different kinds of texts have different vocabulary loads. For example, Nation (2006) found that 98% is reached for newspapers, novels, and university-level texts at 8,000–9,000 word families plus proper nouns. Coxhead (2012) found the same load of 8,000–9,000 plus proper nouns at 98% coverage for novels that might be read at the secondary school level, such as *The Hunger Games* by Suzanne Collins and *Pride and Prejudice* by Jane Austen.

Studies have also looked at spoken language and vocabulary load. A study of movies by Webb & Rodgers (2009), for example, found 95% coverage was reached at 3,000 word families plus proper nouns and marginal words (such as fillers). The authors also found that 98% was reached at 6,000 word families plus proper nouns and marginal words. Dang and Webb (2014) looked at academic spoken English and found just over 96% coverage with 4,000 word families plus proper nouns, but 98% coverage at 8,000 word families plus proper nouns and marginal words. In another study, Coxhead and Walls (2012) developed a corpus of TED Talks (www.ted.com) and found that 95% was reached at 5,000 plus proper nouns, and 8,000–9,000 word families plus proper nouns were needed to reach 98%. Their finding suggests that TED Talks are closer in nature to academic writing. Studies like these can help us understand the vocabulary load of the texts we might be placing in front of students. You can find out how many words learners know or can recognize using Nation’s Vocabulary Size Test (see Nation & Beglar, 2007). You can find a copy of the test on Tom Cobb’s website, the Compleat Lexical Tutor (www.lex tutor.ca).

Teachers and learners need to make clear decisions about which words they will focus on. They can make these decisions by looking at the frequency of words, for example, by concentrating on the most frequent words in the language they are learning (for more on frequency in vocabulary, see Nation, 2013; for a new General Service List of the most frequent words in English, see Brezina & Gablasova, 2013). Teachers and learners can make decisions about words to focus on by considering the goals for study. If learners are studying English for
academic purposes, teachers might take into account word lists for their specialized subject area or general academic word lists such as the Academic Word List (Coxhead, 2000). Teachers might decide to concentrate on vocabulary items that learners already know something about (e.g., meaning, spelling) and focus on other aspects of the word that are not so well established (e.g., common collocations, limitations of use). Another way to select words is to consider the items that occur in classroom texts and whether learning them is important for language learning in general, for everyday use, for class, or for another important reason.

The activities in this section all in some way work on learners’ encountering and focusing on learning new words and multiword units. Learners are encouraged to pay attention to aspects of word knowledge through a range of mostly interactive activities. This section also introduces working with multiword units, such as common collocations and phrases. Raising awareness of vocabulary in use is an important task for teachers.

REFERENCES


RAISING AWARENESS

Word of the Day Presentation

Anne Jund and Kelly Kennedy

<table>
<thead>
<tr>
<th>Levels</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Teach one word in depth to the class</td>
</tr>
<tr>
<td>Class Time</td>
<td>10 minutes per presentation</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td>Word of the Day planning tool for each student (Appendix A)</td>
</tr>
</tbody>
</table>

Depending on resources, students may use poster paper and markers, chalk/marker board, transparency paper and pens, overhead projector, PowerPoint slideshows (as in Appendix A), or online infographic generators (e.g., http://infogr.am, http://piktochart.com).

PROCEDURE

1. Explain that Word of the Day is a project to build English vocabulary by exploring many different aspects of one word each class day.

2. Model the first Word of the Day for students so that they understand the expectations for the activity.

3. Encourage students to utilize diverse contexts as potentially rich sources of interesting and challenging words, such as textbooks, novels, songs, movies, famous quotes, cartoons, video games, and other classmates’ writing.
   a. Show students how to access academic word lists, corpuses, and ESL-friendly dictionaries on websites such as Wiktionary (www.wiktionary.org), ESL Desk (www.esldesk.com/vocabulary/academic), and Merriam Webster’s Learner’s Dictionary (www.learnersdictionary.com).
   b. Remind students to consider their audience of classmates and to choose a word that is likely unknown to others in order to maximize learning for everyone.
4. Provide students with a planning tool in the form of a list of questions about their word.
   a. What is the word? How do you spell it?
   b. How do you pronounce the word?
   c. Where did you read or hear the word?
   d. What is the part of speech of the word?
   e. What are the parts of the word (prefix, root word, suffix), if any?
   f. What is the meaning of the word in the context where you found it?
   g. Give a clear and easy-to-understand definition of the word.
   h. What are other possible meanings of the word?
   i. What other words are in the same word family?
   j. Give two or three example sentences that show how the word and other words in the family are used.
   k. What are synonyms and antonyms of the word, if any?
   l. How does the word translate into other languages (your own or your classmates’ languages)?
   m. Share a picture, photograph, story, mnemonic device, or any other creative way to understand and remember the word.
   n. Write one discussion question that uses the word for your classmates to respond to.

5. Determine a schedule for the Word of the Day, using a sign-up sheet or other method.

6. Ask students to complete their planning tool and consult with you before their presentation.

7. Dedicate time during each class for students’ Word of the Day presentations. Ask audience members to take notes during the presentation. Facilitate questions and discussions that arise, and support any additional meanings or understandings that may emerge.

8. Use a rubric (see Appendix B) to evaluate work and give feedback.
CAVEATS AND OPTIONS

1. Setting aside class time on a weekly (Word of the Week) basis works well.
2. Consider giving students the option to work in pairs to increase interaction and negotiation for meaning. This option may be especially practical in large classes.
3. Choose fewer questions to shorten the activity.
4. Include additional assessments such as a culminating vocabulary quiz, game, or writing project that uses all Words of the Day.
5. Consider publishing and sharing students’ Words of the Day on a class website or social media page.

REFERENCES AND FURTHER READING


APPENDIX A: Teacher-Created Exemplar

1. What is the word? How do you spell it? How do you pronounce it?

Punctual
Say: /ˈpʌŋkʃəl/ 

2. What is the part of speech?

Punctual is an adjective.

3. What other words are in the same word family?

Punctuality = noun
Punctually = adverb

4. What is the meaning of the word?

Punctual means arriving or doing something at the expected or planned time.

Definition from Merriam-Webster’s Online Learner’s Dictionary

5. Three Example Sentences:

1. Please be punctual. You will lose points if you are late to class.
2. Punctuality is important when you are going to a job interview. Try to arrive on time or even early.
3. Class started punctually at 10:30 a.m.

6. Here is a comic to help you think about this word.

[Comics image showing a student and teacher discussing punctuality]

7. Discussion Questions

Are you a punctual person?
Is punctuality important to you?
Why or why not?

I am a punctual person. Punctuality is important to me because...
I am not a punctual person. Because...

8 | NEW WAYS IN TEACHING VOCABULARY, REVISED
APPENDIX B: Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points 0–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your presentation was well planned and organized.</td>
<td></td>
</tr>
<tr>
<td>2. You gave a clear definition of your word.</td>
<td></td>
</tr>
<tr>
<td>3. You gave detailed information about your word.</td>
<td></td>
</tr>
<tr>
<td>4. You gave good examples to show how the word is used.</td>
<td></td>
</tr>
<tr>
<td>5. You shared a meaningful story, picture, or memory trick to help the class understand and remember the word.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

0 = missing/absent; 1 = needs improvement; 2 = good work
RAISING AWARENESS

Interjections!
Mike Misner

Levels  Intermediate +

Aims  Become familiar with many expressions that are rarely in dictionaries or textbooks but are frequently used in everyday conversation

Class Time  40 minutes
Preparation Time  5 minutes
Resources  PowerPoint presentation
Graphic organizer

PROCEDURE

1. Project or give a worksheet with several interjections and onomatopoeic phrases (e.g., ack, wow, yikes, duh, huh, tsk tsk, whew, dang, hey, yo, shoot, uh-huh, unh-unh), according to the needs of the students.

2. Have students listen and expressively repeat the pronunciations of each of the interjections after you do.

3. Encourage students to use online dictionaries and lists of interjections, as necessary, to discover the meanings and translations of any interjections that they do not already know.

4. Tell students to place the interjections in a graphic organizer that has categories such as surprise, admiration, disappointment, disgust, and so on (according to the needs of the students).

<table>
<thead>
<tr>
<th>Surprise</th>
<th>Admiration</th>
<th>Disappointment</th>
<th>Disgust</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>yikes</td>
<td>wow</td>
<td>tsk tsk</td>
<td>ack</td>
<td>whew</td>
</tr>
</tbody>
</table>

5. Have students check their answers with their partners or in groups by reading the category and all of the interjections which fit that category.

6. If there is disagreement, the groups should refer to their online resources and discuss the disagreement until a consensus is reached.
7. Tell students to create a dialogue which incorporates the interjections that they just studied.

8. Have the small groups present their dialogues to each other. Several small groups should be presenting simultaneously in different corners of the room.

9. Tell students to switch groups and present again. Repeating the activity leads to greater organization, comprehension, and fluency.

CAVEATS AND OPTIONS

1. Students should not dismiss the content of this lesson as slang. Interjections may not frequently appear in texts or dictionaries, but they are often used across all registers and levels of proficiency, especially for telling and back-channeling to stories.

2. To exemplify Caveat 1, play a short video showing proficient English speakers correctly using several interjections while telling stories (e.g., the School House Rock version of the song introducing interjections: www.youtube.com/watch?v=_e24kdjdbtw).

3. There are several online lists of interjections with definitions such as the one at Daily Writing Tips: www.dailywritingtips.com/100-mostly-small-but-expressive-interjections.

4. Use emoticons or first language translations if the category terms at the top of the graphic organizer are too difficult for students.

5. Check any overlap between interjections in English and in students’ first language, which will make teaching and learning this set of uncommonly taught vocabulary as easy as it is useful.
RAISING AWARENESS

Greyish Blueish Green!
Marlise Horst and Joanna White

<table>
<thead>
<tr>
<th>Levels</th>
<th>Beginning, high-beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Increase awareness of the suffix –ish</td>
</tr>
<tr>
<td>Class Time</td>
<td>15–20 minutes</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td>Student copies or projection of Shel Silverstein’s poem “Colors”</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Prepare copies or a projection of the poem “Colors,” by Shel Silverstein (1974) that begins “My skin is kind of sort of brownish.” It is widely available on the Internet.

2. Tell students to read the poem. Or you may want to read it aloud first before they see it. The reading (or listening) focus question is: What ending do you notice on the colour words? Answer: –ish.

3. Then ask about the meaning of –ish: What is the difference between yellow and yellowish? Answer: Yellowish is sort of yellow, not true yellow.

4. Students read the poem aloud to each other in pairs. Each partner may change two or three colour words to personalize the poem to his or her own colouring.

5. For students who finish early: What colours are not mentioned (in either the normal or –ish form)? Answer: purple, black (and possibly others). Point out that these can have –ish endings, too.

6. Before moving on, you may wish to ask students about the message of the poem. Does it have a message? Maybe it is just a silly poem, or maybe the author is saying that skin colour is impossible to describe and doesn’t matter?

7. Point out that there are many other uses of –ish, including adjectives for nationalities. Students will know English and possibly others. Elicit these using this question frame:
What is the adjective for people from ____? (What is the adjective for people from England? Answer: English.)

Some countries that use this suffix are England, Spain, Turkey, Poland, Ireland, Scotland, Sweden, Denmark, and Finland.

CAVEATS AND OPTIONS

1. Here are some additional questions to ask using the frame: How do we describe a person who . . . ?

   acts like a baby all the time (babyish)
   spends all his or her time reading books (bookish)
   is an older woman but acts like a little girl (girlish)
   thinks about himself or herself only and never about others (selfish)
   likes to wear fashionable clothes and dress in style (stylish)
   acts like a child younger than his or her real age (childish)

2. Students may be interested to know that –ish is used creatively in English to make new words (e.g., “No thanks, I’m not feeling very pizza-ish today”).

3. The suffix –ish is relatively easy for beginning learners to use in the sense that adding it does not usually change the spelling of the base word (unlike ugly/uglier, fame/famous, etc.).

REFERENCES AND FURTHER READING


MAKING CONNECTIONS BETWEEN WORDS

Collaborative Conversations for Learning New Vocabulary

Haidee Thomson

Levels Intermediate to high

Aims Expand experience using new vocabulary and phrases

Class Time 10 minutes

Preparation Time None

Resources Paper, Pens, Whiteboard

This activity is good for small classes with a conversation focus. New words and phrases which emerge through group discussion are used generatively by learners in original texts and then peer reviewed and self-edited before being shared again with the group.

PROCEDURE

1. Encourage conversation between learners. This could mean each person shares what he or she did in the weekend or exchanges knowledge or opinions on chosen topics. You can participate in the conversation, but allow the learners to do most of the talking.

2. Provide scaffolding for words or phrases that learners search for or need help with to produce correctly as part of the conversation.

3. Write on a whiteboard any new or partially known words or phrases that emerge, so that a list of newly encountered or in-need-of-revision language develops. Having a visible reference on the whiteboard allows learners to easily reuse and experiment with this language in the course of the conversation.

4. To introduce the activity, take advantage of a natural break in the conversation once there are several words or phrases on the whiteboard.
5. Instruct learners to select one word or phrase from the list generated during the conversation that they want to practise.

6. Tell learners to write a sentence or short paragraph (depending on their level) using that word or phrase. Once they have finished, have them read it over to check for coherence.

7. Model swapping texts with a partner, reading your partner’s text and underlining any sections that you think might need reviewing or correcting. Be careful to underline rather than correct. Return the text to the writer and receive your text back with your partner’s underlining. Look at the underlined areas to decide how to improve the text in light of the indirect feedback.

8. Tell learners to swap texts and review their partner’s text as you have modelled.

9. Instruct learners to show revised texts to you.

10. Underline any areas that were missed in peer review that still need review or correction.

11. Tell learners to make changes to the text if necessary in light of the feedback. You can also give more explicit feedback if there is need.

12. Ask learners to share (read/recite) their revised texts with the group.

13. Encourage the group to ask the speaker questions afterwards in relation to the content of their text. From here the activity can start again, if desired, from the follow-up discussion.

**CAVEATS AND OPTIONS**

1. Keep a close eye on the reviewing process. Learners should simply underline a problem which the original writer can then decide how to edit. They should not correct their partner’s writing.

2. To increase the challenge, have learners recite their final sentences from memory, rather than read them.
Collective Gifting and Sharing of Vocabulary

Jannie van Hees

Levels  Intermediate to advanced

Aims  Expand topic-related vocabulary knowledge

Deepen comprehension of shared vocabulary

Class Time  20–30 minutes

Preparation Time  20–30 minutes

Resources  Approximately five topic-related visuals

One piece of paper per student and for the teacher

Display board and data projector

PROCEDURE

1. Introduce the topic. In pairs, have students share their current knowledge and thinking about the topic by brainstorming ideas.

2. Show the class the topic-related visuals one at a time. Stimulate spontaneous responses by students about the visuals and their thinking.

3. Have individual students write down any words or word groups that come to mind while viewing visuals (about 5–10 minutes).

4. While they are working individually, record your own ideas for words or word groups on your piece of paper. You could include any vocabulary items that students are likely to write down, ones they may not think of or know, or words that are important topic-related vocabulary items.

5. Pair up the students again and have them share their list of words and word groups. Have students take turns calling out one word or word group on their sheet. Tell their partner to check to see whether they also wrote down this word or word group. If so, they tick it; if not, they add it to their list.

6. As each student nominates a word or word group, have him or her explain how he or she thinks each one is related to the topic. Have the student’s partner add to this explanation or challenge its relatedness. By consensus, students should either retain or delete the item.
7. Get each pair to check for spelling accuracy.

8. Continue until all words and word groups are shared. Throughout, walk around the room to monitor process and gauge vocabulary range.

9. Working as a class, have students take turns to share one word or word group from their list and its relationship to the topic. Other students and you may add to this explanation or challenge its relatedness. Class consensus decides whether to retain or throw out the item.

10. For each nominated item, have students check to see if it is on their list. If it is, they underline it; if not, they add it to their list. Check for spelling accuracy.

11. As a final class exercise, share your vocabulary items by showing each word at a time. As before, have students check their list. If the words you are showing are on their lists, have them circle the words. If they are not on their lists, have them add the words to their lists.

12. Following each show and check, have students in pairs try to explain or challenge the relatedness of each word to the topic.

13. Students check for spelling accuracy.

14. Finally, as a class, encourage students to share ideas about the topic that they gained throughout the brainstorming process.

CAVEAT AND OPTIONS

1. A valuable next step is to move on to a mind-mapping task. Put students in pairs or small groups and ask them to sort and group the vocabulary on the final list. They could do this by cutting up their list, discussing possible ways of grouping and why, and creating headings under which to sort the vocabulary. Grouping and placement should be based on consensus, with each item thoroughly discussed. It should not simply become a sort-and-place exercise with minimal dialogue and meaning sharing. Carry out a group assessment as above.

2. The approach at this early stage of language learning is not recommended. If students are orally capable but struggle somewhat in writing, the approach still works. Students simply write down their words as best they can. Spelling accuracy is given attention along the way.

3. The approach can be used at the beginning of a topic or to establish key ideas along the way, or as a final stock-take and review.

4. Careful selection of visuals is important. They are key triggers to support students with little to no knowledge of the topic in hand.
REFERENCES AND FURTHER READING

Illustrations can provide an enjoyable way for students to learn new vocabulary. Vocabulary comics are example sentences complemented by simple sketches. This combination helps both student and the teacher confirm understanding of new words, phrases, and expressions. Giving students the opportunity to create their own original example sentences strengthens memory through generative processing (Nation, 2001). In addition, vocabulary comic entries are often fun and humorous, which can help develop positive attitudes toward vocabulary learning.

**PROCEDURE**

1. Ask students to search recent readings and textbook activities for newly discovered words, phrases, and expressions. Encourage them to select vocabulary that they find interesting and useful. It is also possible to have students prioritize learning of words that appear most commonly in English (high-frequency vocabulary). Academic vocabulary can also be a useful target for vocabulary comics. Any word can be used as long as it appears in a sentence that has an illustratable image.

2. At the top of a blank notebook page, have students write the sentence in which they discovered the new word.

3. Below the sentence, ask students to draw a quick sketch of the situation that the sentence describes. This process serves two purposes: It allows you to check students’ understanding of the word in context, and it strengthens students’ memory of the vocabulary in context.
4. Halfway down the same page, ask students to write their own original example sentence reusing the same word, phrase, or expression in a different context. Students should have the freedom to either replicate the same grammar pattern from the sentence at the top of the page or explore different parts of speech and/or definitions. The purpose of this is to support learner autonomy and the exploration of vocabulary. You should later check these original example sentences and offer feedback and encouragement.

5. Below the original example sentence, ask students to draw another quick sketch of the situation that the original example sentence describes. Sometimes usage errors can make the original sentence hard to understand for you. This second illustration makes it possible for you to confirm students’ intended meaning in the sentence and makes it easier to provide feedback. Also, the act of thinking up and sketching the image strengthens students’ memory of the vocabulary.

6. Repeat the process. Students use one word, phrase, or expression to write two sentences and draw two sketches per page. The end result is a comic book of illustrations and captions using new vocabulary, which you can check periodically and provide feedback within a reasonable amount of time.

CAVEATS AND OPTIONS

1. You can decide whether to set a requirement for number of entries. Depending on the situation, it may be useful to set a periodic requirement and/or a goal for number of entries.

2. It is important to steer students away from rarely occurring vocabulary that has limited use.

3. Students’ original example sentences can sometimes be extremely short and nearly devoid of context. Encourage students to use the new vocabulary to create sentences that describe personal experiences. Explain that writing more will make the memory of the sentences stronger and clearer.

REFERENCES AND FURTHER READING


MAKING CONNECTIONS BETWEEN WORDS

Learning Word Stress Along With New Vocabulary

John Murphy

Levels All

Aims Develop the habit of learning patterns of word stress for new vocabulary

Gain confidence in using new words

Class Time 20 minutes

Preparation Time Minimal

Resources Relevant listening and reading texts

Part of what it means to know a new word includes being able to use it as part of one’s active vocabulary. To do so, students need to learn patterns of word stress for new words. This activity focuses learners’ attention in this direction.

PROCEDURE

1. As often as is relevant, ask students to bring to class a list of 5–10 new words they have recently encountered through either reading or listening, words they’d like to be able to use in conversation. See the Appendix for some examples of words and common patterns of word stress.

2. Challenge students to figure how many syllables each word contains. As needed, teach what syllables are and how to count them.

3. If students don’t know the number of syllables in a word, some options are to check syllable counts in the pronunciation key of a dictionary, listen carefully as a more proficient speaker pronounces the word, or try to figure it out on their own.

4. Tap out the number of syllables in a word. Demonstrate and ask students to use some sort of a physical gesture (e.g., counting on fingers; tapping on desktops) to develop a sensory feel for the number of syllables in a word.
5. Ask students which syllable is the strongest. Help them determine which of the word’s syllables is its strongest (most clearly enunciated, loudest).

6. If students are unsure which syllable is strongest, repeat Step 3, or encourage them to make an educated guess by applying rules for word stress (see, e.g., Celce-Murcia, Brinton, Goodwin, & Griner, 2010, pp. 187–194).

7. Especially if it’s a longer word, determine whether or not the word has another strong-ish syllable (i.e., secondary stressed).

8. Label the word’s stress pattern with a numeric system. This is the most important step. To retain word stress information, and to have shared conventions for discussing word stress patterns in class, students label each new word with a numeric system (either two or three digits) as follows: The word *deTERmine* is a 3-2 word, meaning it’s a three-syllable word with primary stress on its second syllable. The word *SYLlable* is a 3-1 word (three syllables with primary stress on its first syllable). For longer words a three-digit system may apply. For example, *vocabulary* may be described as either a 5-2 word (five syllables with primary stress on its second syllable) or a 5-2-1 word, whereby we acknowledge that its initial syllable also carries some secondary stress (i.e., *VOCAbulary*). Similarly, the word *PREPpaRAtion* is best described as a 4-3-1 word (four syllables, with primary stress on the third syllable and secondary stress on its first syllable).

9. Use additional forms of physical gestures. Once patterns of word stress have been established (and to render students’ encounters with new words more memorable), involve students in coordinating physical gestures with patterns of word stress as they say their words aloud. Some alternative gestures include the following:
   - lightly tapping pencils on desktops
   - opening and closing hands like clam shells
   - using shoulder shrugs and/or raised eyebrows
   - while seated, lifting feet in synchrony with stressed syllables
   - practicing easy dance steps
   - playing hand games like “Pat-a-cake, Pat-a-cake”
   - walking around the room while coordinating footsteps
• sharing handshakes and high fives coordinated with the enunciation of primary stressed syllables
• placing one’s index fingers inside the loop of a thick rubber band to facilitate stretching the band apart on the word’s stressed syllables

CAVEATS AND OPTIONS

1. Restrict the words students select to those appearing, or featured, in course materials.
2. Leave word selection completely up to learners.
3. Teach, practice, and refer frequently to the numeric system in class.

REFERENCES AND FURTHER READING


### APPENDIX: Common Patterns of Word Stress
Arranged According to Frequency of Occurrence in the Academic Word List

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-2</td>
<td>comMITment</td>
</tr>
<tr>
<td>2-2</td>
<td>appROACH</td>
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<tr>
<td>4-2</td>
<td>comPLEXity</td>
</tr>
<tr>
<td>2-1</td>
<td>VERsions</td>
</tr>
<tr>
<td>4-3-1</td>
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<td>3-1</td>
<td>ANALyst</td>
</tr>
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<td>INstiTUTE</td>
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<td>5-3-1</td>
<td>METHoDologies</td>
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<td>4-2-4</td>
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<td>VARiable</td>
</tr>
<tr>
<td>3-3-1</td>
<td>GUARanTEE</td>
</tr>
<tr>
<td>2-1-2</td>
<td>NETWORKS</td>
</tr>
</tbody>
</table>

*Primary stress = bolded capital letters; secondary stress = capital letters only.*
Teaching Vocabulary Using a Seasonal Weather Chart

Jolene Jaquays and Sara Okello

Levels	Beginning

Aims
Use connection between vocabulary related to seasons
Put the vocabulary into context with the other associated words
Review capitalization rules regarding seasons, months, and sentences

Class Time 30–50 minutes

Preparation Time 5 minutes

Resources Unlined paper
Colored paper
Colored pencils or markers

Drawing pictures appeals to kinesthetic learners who like to move and visual learners who like to see images. This activity appeals to both types of learners and presents vocabulary in a meaningful, communicative context. (For more on learning styles and vocabulary learning, see Cunningham Florez & Burt, 2001; Tight, 2010; Yeh, Wang, & Tsing, 2003.)

PROCEDURE

1. Do this activity after students have been taught the vocabulary for seasons, weather, months of the year, sports, and basic activities. Students should also know simple present tense.

2. Provide a sheet of unlined paper to each student. Have colored paper and colored pencils or markers available.

3. Instruct students to divide their paper into four quarters.

4. Instruct students to label each quadrant one of the four seasons. Remind them that seasons are not capitalized. Continue to model.
5. For each season, have students write the three months that are associated with the season (in the United States). Remind them that months are capitalized. (This activity can be adapted for learners and teachers outside the United States by including the seasons in their country, e.g., dry, rainy.)

6. Tell students to write two weather expressions for each season. Encourage them to use eight weather expressions in total.

7. Instruct students to write two simple sentences in which they say what they like to do. Tell them one of the activities should be a sport associated with the season. If they don’t like a sport of that season, they can write “I don’t like to ______.”

CAVEATS AND OPTIONS

1. This activity can also be done with magazine pictures if students do not want to draw.

2. In addition, students can do this activity on computers, in which case you may need to provide additional instruction on searching for and inserting graphics.

3. Once students finish making their weather charts, you can have them give a presentation to the class about their weather chart to combine the skills of listening and speaking with vocabulary.

4. You can also display the weather charts on the walls of your classroom.

5. As a follow-up activity, students can write a paragraph about their favorite season with the framework that has already been provided.

REFERENCES AND FURTHER READING


APPENDIX: Sample Weather Chart

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>March</td>
</tr>
<tr>
<td>January</td>
<td>April</td>
</tr>
<tr>
<td>February</td>
<td>May</td>
</tr>
</tbody>
</table>

- It's cold. I like to ski.  
- It snows. I like to drink hot chocolate.  
- It's warm. I like to plant flowers.  
- It rains. I like to play baseball.
Cognate Shopping
Philippa Bell, Marlise Horst, and Joanna White

Levels
High beginning to low intermediate

Aims
Develop skills in recognizing helpful cognate relationships

Class Time
15 minutes

Preparation Time
None

Resources
Blackboard and chalk
Pictures of food items

This alphabet shopping list activity is suited to classes in which the learners and the teacher have a first language in common.

PROCEDURE

1. Start by saying, “I went to market and I bought an apple.” The next player then says, “I went to market and I bought an apple and a banana.” Continue with food words on through the alphabet. Each player must repeat all of the previous items and add a new one.

2. When students can’t go any further, ask the whole class to call out the list while you write each word on the board. Put cognates on one side and non-cognates on the other. Thus in the case of French-speaking learners of English, apple ( = pomme in French) is on the non-cognate side, but banana ( = banane in French) belongs on the cognate side. Don’t explain the reason for the two lists (yet).

3. Ask students why you have written two separate lists. What is the difference between them? Elicit the idea that all the words on one list are the same or similar in the shared first language (i.e., cognates) whereas the others are not.

4. If you have any students who speak other languages, ask them if the list would be divided the same way in their languages. Sometimes even non-European languages have surprisingly similar food names. For example, in
(Mandarin) Chinese coffee is kafei, tofu is doufu, and chocolate is chakeli. Guide the discussion toward the conclusion that knowing other languages can be very helpful in learning English words.

**CAVEATS AND OPTIONS**

1. Food pictures or a picture dictionary may be useful as prompts if students get stuck on a letter.

2. To expand on the activity, have students work in teams to see which team can create the biggest shopping list using only words that are the same (or similar) in English and the class’s shared language. They don’t have to stick to food shopping.

3. Generally, cognates in concrete domains (food, sports, science, clothing, jobs, etc.) tend to be good friends. False friend problems often arise in using more abstract words.

4. The learners’ first language may not lend itself to this activity. Friendly English cognates are widely available to learners who speak a European language, but they are far less available in other languages.

**REFERENCES AND FURTHER READING**


MAKING CONNECTIONS BETWEEN WORDS

Semantic Gradient

Mike Misner

<table>
<thead>
<tr>
<th>Levels</th>
<th>Beginner (young learners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Learn about the concept of relationships between words</td>
</tr>
<tr>
<td>Class Time</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Preparation Time</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td>Set of word cards</td>
</tr>
<tr>
<td></td>
<td>Paper or felt board to display the word cards</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Prepare enough sets of word cards for all of the pairs in your class.

2. Possible sets include size words (e.g., tiny, small, medium, large, huge, gigantic, enormous), colors of the rainbow (e.g., red, orange, yellow, green, blue, indigo, violet), or times of day (e.g., morning, afternoon, evening, night).

3. Give a set of out-of-order word cards to each pair of students.

4. Have students discuss what the best order would be and place/display the words in the correct order on a paper or felt board. If there is disagreement, students should discuss the situation until there is consensus. (It is acceptable for students to negotiate meaning in their first language in this activity.)

5. When the correct order has been found, the order and the rationale for that order should be presented to another team or to the class.

CAVEATS AND OPTIONS

1. Give different sets of words to different pairs, and rotate all of the pairs through several semantic gradient activity stations.

2. Have the pairs choose their own words and make their own word cards to formulate their own semantic gradients according to their own rationales.

3. Use this technique for processes (e.g., the rain cycle, the life cycle of a butterfly, the growth of a tree from a seed).

4. Instead of a gradient, use this technique as a Venn diagram, semantic field, cause-effect, or other order.
FOCUSING ON MULTIWORD UNITS

Working With Collocations in Texts

Anna Siyanova-Chanturia

Levels  Any

Aims  Identify and work with collocations
      Gain awareness of collocations in texts

Class Time  10–15 minutes per activity

Preparation Time  5–15 minutes

Resources  Texts that students read in class (or at home)

PROCEDURE

1. Use a text from class that students have already read. Give them a set of verbs (perhaps approximately 10) and ask them to find the nouns that these verbs collocate with in the text.

2. Working as a whole class, ask students to create one new sentence with two of the collocations they found in the text to see if they can use them in new contexts. Write the class sentences on the board and have everyone check them for accuracy. Repeated practice will help learners with these collocation patterns.

3. Divide the class into two groups. Ask both groups to come up with new sentences using the verb-noun collocations from the text. Ask them to include only one collocation per sentence and to provide sufficient context, like they did as a whole class in Step 2. Check their sentences for accuracy.

4. Have students write out each sentence with a blank or gap in the place of the collocations on a new piece of paper. They are creating an activity for the other students in the class.

5. Ask the two groups to swap their sentences. Each group’s task is to complete the sentences of the other group using the right collocation. Once the sentence completion task is done, ask the two groups to check each other’s answers.
CAVEATS AND OPTIONS

1. The type of collocations to focus on will depend on the text that the students have read. Texts will vary greatly in the number and type of collocations that they contain. Be careful to select a manageable number to work with.

2. You can isolate the collocations from the text by creating a matching activity like the one below and ask students to put the verbs into the table next to the nouns to form the collocations used in the text. For example:
   a. lose (*control*)
   b. restore (*balance*)
   c. reach
   d. develop
   e. combat
   f. treat
   g. give

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>blood</td>
<td></td>
</tr>
<tr>
<td>peaks</td>
<td></td>
</tr>
<tr>
<td>infections</td>
<td></td>
</tr>
<tr>
<td>complications</td>
<td></td>
</tr>
<tr>
<td>balance</td>
<td></td>
</tr>
<tr>
<td>disorders</td>
<td></td>
</tr>
<tr>
<td>boost</td>
<td></td>
</tr>
</tbody>
</table>

Another example of a matching activity would be to have students match one adjective in the left column below with one noun in the right column to create adjective + noun collocations which appear in a text that the students have already read.

<table>
<thead>
<tr>
<th>allergic</th>
<th>express</th>
</tr>
</thead>
<tbody>
<tr>
<td>overnight</td>
<td>variety</td>
</tr>
<tr>
<td>extensive</td>
<td>use</td>
</tr>
<tr>
<td>medieval</td>
<td>illness</td>
</tr>
<tr>
<td>wide</td>
<td>trade</td>
</tr>
<tr>
<td>mental</td>
<td>reaction</td>
</tr>
<tr>
<td>commercial</td>
<td>times</td>
</tr>
</tbody>
</table>

allergic ➔ reaction
overnight ➔ express
etc.
3. Ask students to find all noun + noun collocations in a text that they have already read. Then ask them to write them down and explain their meaning. For example: “A telephone directory is an alphabetic list of names and telephone numbers.”

**APPENDIX: Common Types of Collocations**

**Verb + noun collocations**

- combat terrorism
- restore peace
- lose control

Some of the most common English verbs are *have, take, make, give,* and *do* (so-called delexical verbs). These verbs can be combined with many different nouns to form frequent verb + noun collocations.

**Noun + noun collocations**

These collocations are very common in English. In such collocations, the first noun defines the second. The second noun is called “head” noun. For example:

- chocolate bar: a bar of chocolate
- school teacher: a teacher at school
- safety belt: a belt to use for personal safety

**Adjective + noun collocations**

- strong tea
- false accusations
- physical activity
FOCUSING ON MULTIWORD UNITS

Collocation Instruction

Seonmin Park

Levels Intermediate

Aims Learning collocations for authentic language use

Class Time 10 minutes

Preparation Time 2–3 minutes

PROCEDURE

1. Ask students whether they know what a collocation is. Introduce a definition of a collocation (a way that words are combined with each other) and explain why they need to learn collocations (improving vocabulary knowledge by knowing new meanings from chunks of words, being able to understand and use authentic language).

2. Distribute a handout (see the Appendix) that includes example sentences using target collocations. The target collocations could be selected from textbooks or from the References and Further Readings at the end of this activity.

3. Have students read examples individually and guess the meanings of the collocations.

4. Let students exchange their ideas with other classmates (pair/group work).

5. Teach the meanings of the target collocations by explaining the meaning of each word in a collocation first and then the whole meaning of the collocation. Discuss how the collocations are used in the handout and how we can make our own sentences including the collocations.
CAVEATS AND OPTIONS

1. If needed, more examples are available in the Corpus of Contemporary American English (http://corpus.byu.edu/coca). Type the target collocation in the WORD(S) section and click the SEARCH button. You also can use SECTIONS when you teach the use of collocations based on different genres or time periods.

2. As an extension to this activity, ask learners to prepare a worksheet for other members of their class based on a short piece of text that they have selected themselves.

3. Make sure that learners follow up on these activities with opportunities to use the collocations in their speaking and writing.

REFERENCES AND FURTHER READINGS

Collocation lists

EnglishClub: www.englishclub.com/vocabulary/collocations-lists.htm

EnglishLeap: www.englishleap.com/vocabulary/collocations

Collocation dictionary


Example texts

Corpus of Contemporary American English: http://corpus.byu.edu/coca


APPENDIX: Sample Collocations Handout

What are collocations? “The ways words are combined with each other” (Zimmerman, 2008, p. 37)

Guess the meanings of underlined collocations.

I went into his office, sat down in the chair. The dentist put a paper napkin around my neck. I opened my mouth and said my back tooth was hurting a lot. He looked at it with a little mirror and asked how I had allowed my teeth to get into that condition.

“I’m going to have to pull it,” he said. “You’ve already lost a few teeth and if you don’t undergo treatment fast you’re going to lose all the others, including these here,” and he gave a strident tap on my front teeth.

Anesthetic injected into the gum. He showed me the tooth at the tip of his forceps. “The root is rotten, see?” he said, indifferently. “That’ll be four hundred.” What a laugh. “I don’t have it, man,” I said. “You don’t have what?”

Denver hospital staff informed him there was no hospital backup program in Colorado accepting patients any longer. He was told he would need to go to an Oklahoma facility in three days. Before that surgery, Jason had been living in his own apartment. But he was no longer able to live on his own and was being told he also was no longer able to live in Colorado.

“I was really scared,” Jason said last week, lying in a bed at Swedish Medical Center in Englewood, where he is about to undergo another surgery on his back muscles. “All of a sudden, my support system was being taken away.”