

(LUKE'S) LEXICAL LEARNING

Aim of workshop:

To show a few simple (certainly not revolutionary!) activities which have lexical chunks as their focus but with the communicative classroom in mind. The ideas can hopefully be adapted for any lexis covered and any level.

The activities aim to:

- Raise student awareness of the importance of lexical chunks
- Help to encourage student noticing
- Activate/ Personalise lexical chunks (mainly in semi-controlled speaking activities)
- Review lexis learnt

• (Show you some ideas for how to make the most of your Interactive Whiteboard?)

Sep 9-13:31

Examples of "Lexical chunks"

Sorry I'm _____ I _____ the bus.

I don't see the _____ of _____ my homework

I woke up at 3am and just couldn't _____

I _____ a (really) good time last night.

Time _____ when you're having _____

Take your _____, there's no _____

Apr 6-19:04

Lexical Learning

"The ability to deploy a wide range of lexical chunks both accurately and appropriately is probably what most distinguishes advanced learners from intermediate ones."

(Thorntbury 2002:116)

Sep 9-13:29

Contrast

"If it rains, I will take an umbrella with me....."

with

- If I _____ rightly
- If you _____ what I mean
- If the _____ comes to the _____
- I _____ if I could
- If that's _____ with you
- If all _____ well
- What if...?

Which are more probable utterances ? Which are you generally likely to find more in coursebooks ?

Sep 9-13:30

Why are Lexical Chunks important ?

- Native speakers store hundreds of thousands of lexical chunks and collocations in their heads ready to use to produce more fluent, accurate and meaningful language.
- It's much more efficient for the brain to recall a chunk of language as if it were one piece of information. (And we can use whole phrases without understanding every part.)
- Learning lexical chunks leads to an increase in written and spoken fluency.
- Stress and intonation also improve if language is met, learnt and acquired in chunks.
- If students see real improvement and understand how lexical chunks help this they should be more motivated to increase their own informed exposure to English.
- Students should become more independent learners relying less on the teacher.

The **concept of lexical chunks/ collocations** is sometimes **not immediately obvious to learners** but once understood can help reawaken students interest and enthusiasm in language (especially at higher levels).

Sep 9-13:54

Find Someone Who.....

1.thinks they are going to _____ in English can't afford to
2.is considering _____ and travelling shop
3.spends a lot of time _____ surfing the Net
4.would like to find a _____ while they are here.
5.has _____ a few new expressions since being here. make good progress
6.reminds you of someone _____ a complete waste of time
7.thinks studying is _____ picked up
8.is a _____ -aholic taking a year off
9.go out much in London famous
10.thinks they speak English with _____ drinks
11.had a few too many _____ last night part-time job

a strong accent

Sep 9-13:33

12.....has _____ the law

13.....has seen a film which they thought was _____ recently

14.....is _____ for something at the moment

15.....is dying for a cup of _____

16. keeps a lexical notebook of new vocabulary, ,expressions, collocations, idioms etc and regularly reviews it.

17.

overrated

coffee

broken

saving up

Mar 24-15:21

Take Questionnaire

1. What, in your opinion, takes a lot of _____ to do ?

2. Have you ever taken anything back to a shop ?

3. Is there anything you think you really should take more interest in ?

4. What always takes you a long time to do ?

5. Do you often take risks or do you prefer to play safe ? (Can you think of any examples ?)

6. Have you ever taken the blame for something you didn't do ?

7. Can you think of a problem someone should take the blame for ?

8. Which people do you usually take advice from ? Have you ever regretted taking someone's advice ?

9. Can you take a joke ? (when it's about you)

10. Have you ever had to be taken to hospital ?

11. Who do you take after more, your mother or your father ?

12. What activity takes up a lot/ too much of your time ?

13. If you could take up a new sport or activity, what would it be ?

use highlighter pen to highlight chunks

use shapes to hide and reveal words

Sep 9-13:43

CRIME QUESTIONNAIRE

1. Have you ever been robbed, mugged or burgled ?
If so, what did you have stolen ?

2. Have you ever got a fine, got a parking ticket, been caught speeding or drink-driving, or been stopped by the police when driving ?

3. Are there any crimes police in your country usually _____ a _____ to ?

4. Do you know anyone who has been arrested ? What were they arrested for ?

5. Do you know of any cases where someone was wrongly convicted (found guilty of a crime they didn't commit) ?

6. Is it against the law in your country to (a) smoke inside public buildings
(b) smoke marijuana (c) sunbathe topless ?

7. Do you have the death penalty in your country ? If so, what crimes can you be sentenced _____ how is the criminal usually executed ?

8. Is there anything that the police in your country are currently having a crackdown on (e.g knife crime)?

9. Do you know anyone who has been robbed at gunpoint or knife point ?

10. What are the roughest / dodgiest areas of your city or country ? Are there any no-go areas ?



Sep 9-13:53



Mar 15-11:12

Use Tapescripts to help students notice Lexical Chunks

6 | Listening (2) (page 25)

N: Hi there. Sorry I'm a bit late. I got held up at the office.
S: That's OK. I've only just got here myself.
N: Where do you want to go?
S: I was thinking of Andretti's -- we haven't been there for a bit.
N: Yeah, OK. Actually, somebody told me it's changed hands. I don't know what it's like now.
S: Oh right? Well, are you sure?
N: Yeah, yeah, yeah. It'll make a change, but we can always go somewhere else if it doesn't turn out to be very good.
S: Yeah.
N: I just need to pop to the cash-point first, though.
S: OK. It's more or less on the way. So how are you? I didn't ask when you rang earlier.
N: No, I'm sorry if I was a bit abrupt, but our boss gets a bit funny about us making personal calls. It's bad enough with him breathing down our necks all day, but he'd just popped out of the office.
S: Don't worry about it. I know how it is. So anyway, apart from that, how're things?
N: It's been a bit weird actually. We were burgled while you were away.
S: No, you're joking! When did that happen?
N: Last Sunday night. We were actually asleep upstairs.
S: You're joking! That's awful! Did they wake you up?
N: No, fortunately. I don't know what I would've done if they had.
S: No, absolutely. You don't want to have to confront some stranger in the middle of the night. You don't know what they might do. They could be armed or anything.

Innovations Advanced - H.Dellar and A.Walkley ; Thomson 2007

Feb 10-10:39

Revision Circles

In the circles below write short answers to the following questions. Don't write your answers in order but in random circles.

1. Something which the government or police in your country are having a crackdown on.

2. The name of someone in the world of entertainment who is very politically-conscious.

3. The name of a famous person who comes from a(n) (extremely) privileged background.

4. The name of a food you wouldn't eat even if someone paid you to

5. The name of your speciality dish.

6. The name of something you wouldn't have a problem eating.

7. The name of a very financially rewarding job.

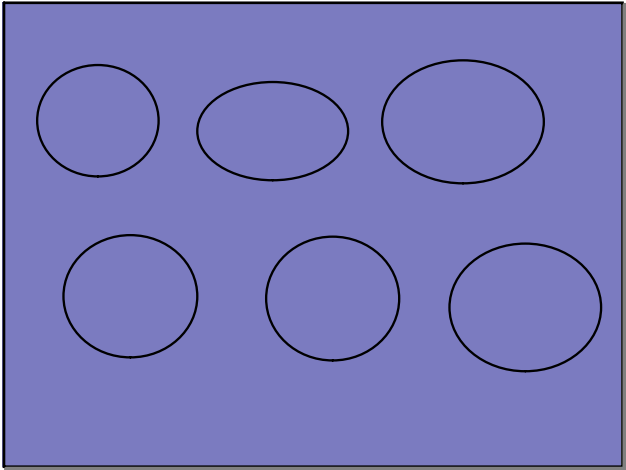
8. The name of a physically demanding job.

9. A city you've been to which was nowhere near as (good) as (London).

10. Something police in your country usually turn a blind eye to.

FOLD

Sep 9-14:24



Sep 9-14:25

Vocabulary Review - Taboo (Oral/Pictorial)

A)

As good as gold	as cool as a cucumber
A jack of all trades	retail therapy opposites attract
A storm in a teacup	a golddigger
a high flyer	as stubborn as a mule make a mountain out of a molehill
a whirlwind romance	know somewhere like the back of your hand

Sep 9-14:26

Guess the lexical chunk / expression

These pictures were all found by typing the expressions into Google Images, and copying and pasting the best images for each phrase onto the IWB.

Sep 9-14:27

Click on the words to return to the image representing the expression.
(Use "Properties / Object Animation" to create this activity)

Sep 9-14:27

Vocabulary Review - Taboo (Oral/Pictorial)

1) Students work in pairs or teams. One student sits with their back to the board whilst another/the other student(s) describe the expressions for the student to guess. (They can't use the words in the expression!)

2) Students try to illustrate one of the expressions for the others to guess.

Good way to review random lexis that has come up in class.
TIP: Use the "magic pen" to spotlight any expressions you want to focus on.

B)

get itchy feet	kick the habit
(to be) over / under the limit	To cut a long story short
go red	(It/That) rings a bell
fashion-conscious	(to be) out of (your) depth
the grass is always greener (on the other side)	young at heart
below the belt	a close shave
	Don't rub it in! Don't rub salt in the wounds!

Mar 17-11:47

Lexical Noughts and Crosses

C.S	B.T.L	B.T.B
T.G.I.A.G	S.T.N	A.G.A.G
O.T.L	M.A.M.O.A.M	S.A

Mar 24-16:00

VIDEO ACTIVITY PART 1

1. Why is the boy upset ?
2. What explanation does his father give for the boy's problems ?

Watch the clip again - can you complete the following phrases/sentences ?

Is something on your _____ ?
Why haven't I got any _____ ?
I don't mean to _____ your feelings, but.....
Don't get me _____
Let's _____ it, you're never going to get work as an _____
If I'm brutally _____
Even I have trouble _____ what you look like

Click on the picture above to see the video

mind hurt wrong
after dinner speaker
honest mates
face remembering

Jul 28-16:52

<http://www.youtube.com/watch?v=HFb4dWB9vM&feature=related>

1. Why is the boy upset ?
2. What explanation does his father give for the boy's problems ?

Watch the clip again - can you complete the following phrases/sentences ?

Is something on your _____ mind _____ ?
Why haven't I got any _____ mates _____ ?
I don't mean to _____ your feelings, but.....
Don't get me _____
Let's _____ it, you're never going to get work as an _____
If I'm brutally _____
Even I have trouble _____ what you look like

hurt wrong
after dinner speaker
honest
face remembering

Jul 28-16:52

<http://www.youtube.com/watch?v=c8iyxFLaSXw>

1. Why is the boy upset now ?
2. How does the Dad try to cheer his son up ?

Complete the following phrases from the dialogue:

_____ for your thoughts.
You're a bit _____ in the dumps.
Come on. What's _____ ?
The _____ is,
No _____ there.
All your classmates will go off and get _____ jobs.
You'll end up _____ on the _____

Penny up surprises
scraping by down
high-flying thing
minimum wage

Jul 28-17:07

Discussion Questions

1. Can you remember a time when you hurt someone's feelings by being brutally honest ?
2. Are you sensitive to criticism or thick skinned ?
3. Do you ever have trouble remembering people's names or faces ?
4. Is anything on your mind at the moment ? (What's up ? Penny for your thoughts ?)
5. What do you do when you're a bit down in the dumps ?
6. Do you have a minimum wage in your country ?
7. Do you know anyone with a high flying job ?

Jan 5-12:45

HONESTY

Look at the following situations. Decide what you would say in each situation and prepare a role play / dialogue with your partner for one of the situations.
(Try to use some of the language from the video clips, and think about your intonation - sounding sympathetic etc. Are you going to be tactful or tactless ?)

1. Your best friend has brought a new dress to wear for the biggest party of the year. You think it looks absolutely awful. She asks your opinion. What would you say ?
2. You find out that one of your best friend's husband has been having an affair for the last 2 years. Your friend suspects something is wrong and asks if you know anything. What do you say ?
3. Your little brother's favourite pet hamster is taken to the vet to be put down. He asks you where it has gone. What do you say ?
4. You interview someone for the job of receptionist. The interviewee is very well qualified but has a lot of piercings and tattoos. For this reason you don't give them the job. The interviewee is very upset and asks why she didn't get the job. What do you say ?
5. Your girlfriend / boyfriend is trying on some new clothes. They ask "Does my bum look big in this ?". You think it looks enormous. What do you say ?

Are you often brutally honest ? Do you think honesty is the best policy or do you sometimes tell white lies ?

Aug 11-15:44

Anecdotes, Digital Recorders and Chunking

The pictures below are related to an embarrassing experience I'm going to tell you about. Can you make a story together ?

4 true story
use of the word embarrassing moments of my life
take a year out travelling
I got a
I was quite
My hand was
To make matters
You can probably

Luke Fletcher

Jan 13-13:24

Why use Anecdotes ?

- Good authentic listening practice for students and often more motivating and memorable than coursebook listenings
- Students generally enjoy hearing personal stories about their teachers.
- Provide good models of extended speaking tasks we often get students to do (students usually have more to say and often say it better when they have heard an example of what we expect them to come up with)

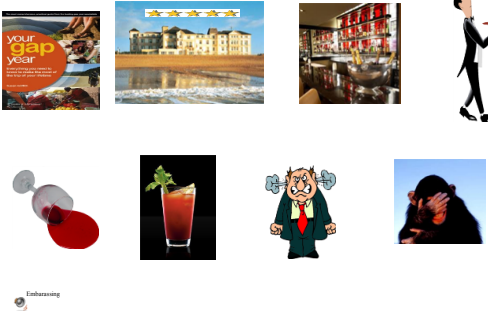
Why record anecdotes ?

- Allows students to listen again and focus on specific language used
- Teachers can create their own activities to focus on relevant language
- Digital recorders are easy to use (ask your AP or a colleague if you're not sure)
- Means you have activities to exploit stories you end up telling over and over again!

Why focus on Lexical Chunks ?

- Students speaking is both more natural, fluent and accurate if they "chunk" well

The pictures below are related to an embarrassing experience I'm going to tell you about.
Can you predict what happened ?



Jan 12-15:54

Nov 12-13:31

This is a _____ about my first job and _____

I was 18 and I was _____ or a GAP year.

I wanted to _____ with a mate so I _____ as a barman because I needed to _____

Because it was my first day and _____ my _____ a bit as I carried their drinks over to them one-handed.

_____ I'd also just polished the silver tray the drinks were on.

Well, you _____

I dropped the drinks, the _____ on the table and the _____ all down their _____ and _____ they were drinking Bloody Mary's!

_____ despite my apologies

I was absolutely mortified.

Fortunately _____ and the guy working with me actually _____

My first day was an _____ but luckily _____

Dec 23-15:48

a true	story
one of the most	embarrassing moments of my life
take	a year out
go	travelling
I got a	job in a posh 5 star hotel
I was quite	nervous
My hand was	shaking
To make matters	worse
You can probably	guess what happened next
the glasses	smashed
the drinks	spilt
smart	suits
elegant	dresses
To add insult	to injury
absolutely	mortified
I could've died	of embarrassment
Fortunately I wasn't	sacked
an absolute	disaster
Luckily I can	laugh about it now

Dec 23-16:32

Click the link below to go to the website

<http://vocaroo.com/>

What is it ?

Instant Voice Recording which can be emailed simply and immediately to teacher or other students

Click the link below to watch a video with more information from Russell Stannard on how to use the website

<http://www.teachmeanings.com/voiceThread/index.html>

Vocaroo - The premier voice recording service.

Record Again

Listen

Send to a friend >>

<< Hide Post on the internet

HTML Code

`<object width="148" height="54"><param name="movie" value="http://vocaroo.com/7media-vrPRv4CW6JLh6Zj">`

Vocaroo link

<http://vocaroo.com/7media-vrPRv4CW6JLh6Zj>

Nov 9-10:41



Brief Lesson Outline

- STs try to predict what happens in the anecdote based on a series of relevant pictures (copied and pasted from Google)
- STs listen to Teacher's live anecdote (for gist/general understanding)
- STs listen to recorded version of anecdote (using digital recorder) and complete teacher prepared gap fill focusing on key "chunks" (2 listens - first straight through, second pausing to check ST answers)
- STs try to remember teacher selected "chunks" using prompts (I uses blind tool to reveal if they are correct or give more assistance)
- STs attempt anagrams focusing attention on key anecdote discourse markers (e.g. obviously, luckily, anyway, fortunately etc.)
- Using chunks to help them STs try to re-tell the anecdote in pairs and compare it to original (T can monitor and help with pron etc)
- STs prepare their own anecdotes (and are encouraged to use some of the new lexical chunks if relevant to their stories - to make matters worse, to add insult to injury etc)
- STs record their anecdotes (using digital recorders or using "Vocaroo"). If Vocaroo is used STs could record these for homework and send them to the teacher by email. The teacher can then open these and play them to the other students on the IWB and T has lots of great student generated language for language work,pron work etc as well as some good authentic motivating listening (which should help class get to know each other better and bond more.)

Jan 9-18:58

How can we, as teachers, help our students with lexical chunks ?



- Lexical chunks/ collocations have to be acquired both through **direct study** and large **amounts of quality input**. Quality input should lead to quality output.
- Raise learners' awareness of collocation as early as possible. Students who meet collocations early use them far more naturally, with better pronunciation and have a greater amount of ready made language at their disposal to help fluency.
- Encourage noticing on the part of learners, giving strategies to use outside the classroom and providing exposure to as much quality, appropriate language as possible.
- Personalising examples makes it easier to remember lexical items, as does obviously using the new language in speaking activities.
- Encourage students to **organise lexis** in "lexical notebooks" and **review / recycle** the language regularly. (E.g begin the class with a warmer/game - Lexical Noughts and Crosses / Taboo! - reviewing vocabulary from the last class).
- Praise students when they notice lexical chunks in texts or try to use them in speech and writing.



Sep 9-13:55

Activities / Ideas to help highlight / use lexical chunks

- Adapt typical classroom activities like "Find Someone Who..." to include lexical chunks / collocations (see Example).
- Write (or get your students to write) questions which include the new collocations for students to ask other students. (e.g Ta questionnaire/ Education questionnaire) Encourage students to use the phrases in their answers.
- Brainstorm what you think are **high frequency lexical chunks** around a **topic** you are doing with your class (e.g Crime, Health, Mo phones etc)
- Use tapescripts. Blank out some examples of useful lexical chunks (rather than individual words). Students listen and complete the with the exact words. (You can also do this with songs.)
- Get students to find, highlight and record examples of useful collocations in Reading texts. (You may need to help/guide them at with this).
- Write **vocabulary in chunks** on the board where appropriate rather than individual words. Try to **highlight useful lexical chunks** worksheets you prepare.



Sep 9-13:55

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Feb 10-10:39

Sep 9-14:22

Complete the following with your own ideas and try to make them **true** for you. Discuss with a partner.

i. _____ is **particularly stressful** for me.

ii. I find _____ **extremely difficult**

iii. I **deeply regret** _____.

iv. I was **absolutely delighted** when _____

v. I felt **terribly upset** when _____

vi. I find / found _____ **deeply shocking**.

vii. My quality of life would be **considerably improved** if _____

viii. _____ was **badly handled** by the government.

ix. It is **highly unlikely** that _____

x. I get **really annoyed** when _____

xi. _____ is **extremely unpopular** in my country.

Ashley Cole

Writing lots of reports for students

people drop litter in the streets

having one too many last night

England beat Australia a cricket

the Iraq War

England will win the World Cup in South Af

the rise in knife crime

Monday morning

I had more holidays

my pet stickinsect passed away

Sep 9-14:22