

overrated

12.....has _____ the law

coffee

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

broken

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

saving up

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

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

17.

Mar 24-15:21

Take Questionnaire

use highlighter pen to highlight chunks

use shapes to hide and reveal words

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 ?

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 b..... e..... 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 knifepoint** ? 
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.

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

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.

Feb 10-10:39

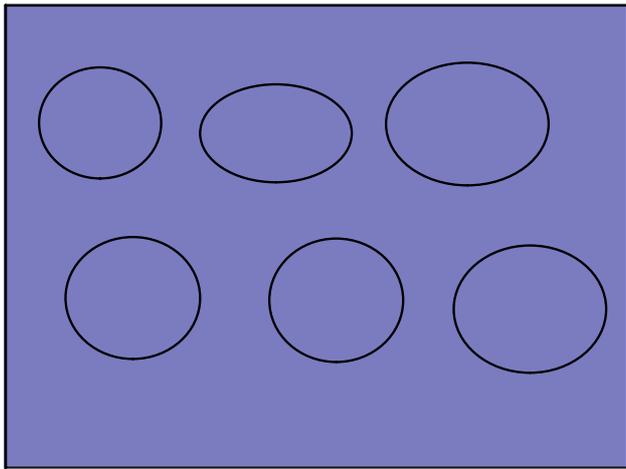
Revision Circles

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



Luke Fletcher

Jan 13-13:24

Why use Anecdotes ?

- Good authentic listening practice for students and often more motivating and memorable than coursebook listings
- 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

Jan 12-15:54

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

Nov 12-13:31

This is a [redacted] about my first job and [redacted]

I was 18 and I was [redacted] or a GAP year.

I wanted to [redacted] with a mate so I [redacted] as a barman because I needed to [redacted]

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

[redacted] I'd also just polished the silver tray the drinks were on.

Well, you [redacted].....

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

[redacted] despite my apologies

I was absolutely mortified.

Fortunately [redacted] and the guy working with me actually [redacted]

My first day was an [redacted] but luckily [redacted]

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.teachertalking.com/voiceThread/index.html>

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 recorded version of 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, Md 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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or

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Feb 10-10:39

(Empty box)

Sep 9-14:22

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

- _____ is **particularly stressful** for me. Ashley Cole
- I find _____ **extremely difficult**. Writing lots of reports for students
- I **deeply regret** _____. people drop litter in the streets having one too many last night
- I was **absolutely delighted** when _____. England beat Australia a cricket
- I felt **terribly upset** when _____. the Iraq War
- I find / found _____ **deeply shocking**. England will win the World Cup in South Af
- My quality of life would be **considerably improved** if _____
- _____ was **badly handled** by the government. the rise in knife crime
- It is **highly unlikely** that _____
- I get **really annoyed** when _____. Monday morning
- _____ is **extremely unpopular** in my country. I had more holidays my pet stickinsect passed away

Sep 9-14:22