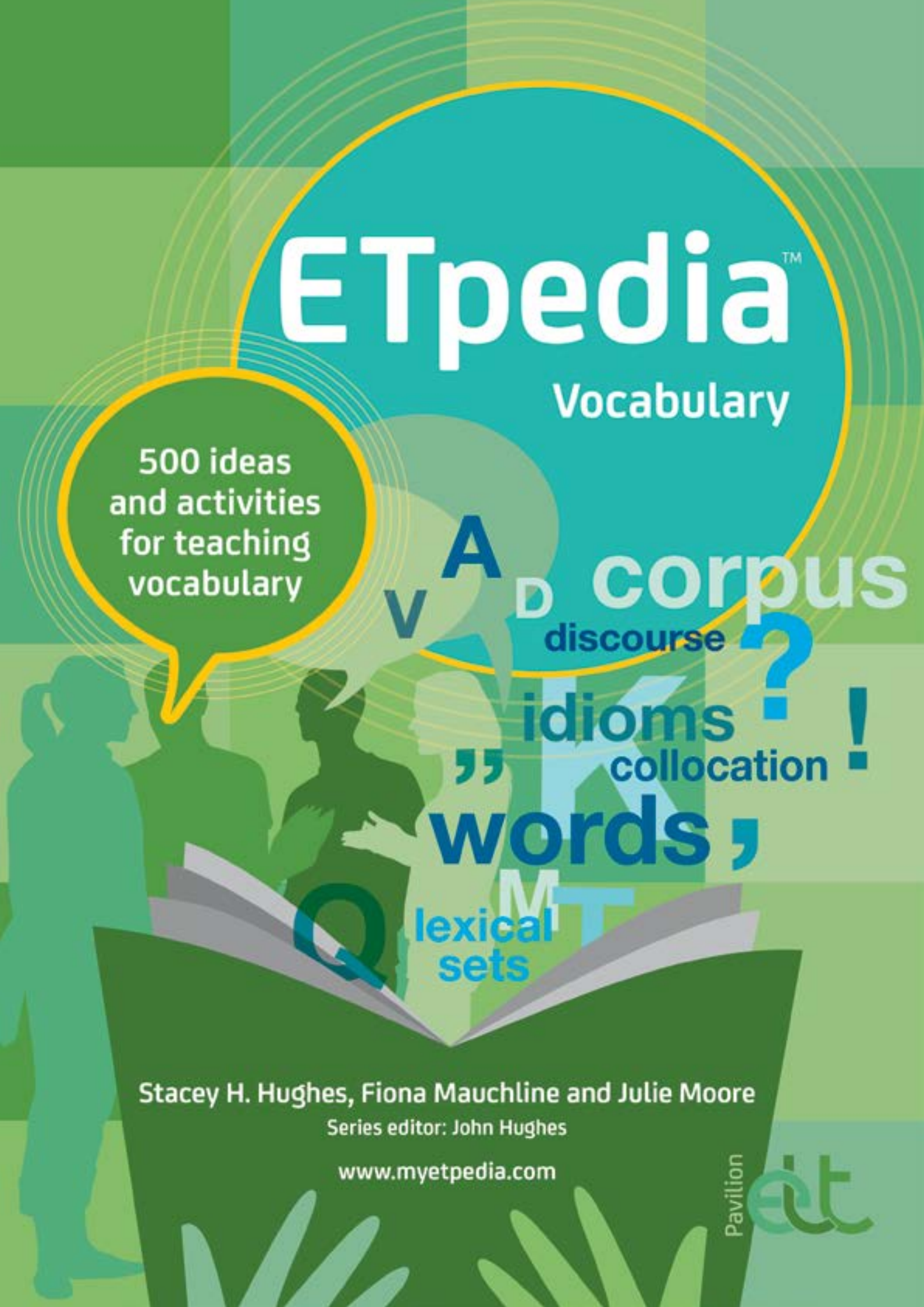
ETpedia™

Vocabulary

500 ideas and activities for teaching vocabulary



Stacey H. Hughes, Fiona Mauchline and Julie Moore
Series editor: John Hughes

www.myetpedia.com

Pavilion

ETpedia Vocabulary

500 ideas and activities for teaching vocabulary

Published by:

Pavilion Publishing and Media Ltd
Blue Sky Offices Shoreham
25 Cecil Pashley Way
Shoreham-by-Sea BN43 5FF
UK
Tel: 01273 434 943

First published 2019

ISBN: 978-1-912755-26-4

PDF ebook ISBN: 978-1-912755-64-6

Epub ISBN: 978-1-912755-63-9

Kindle ISBN: 978-1-912755-65-3

Authors: Stacey H Hughes, Fiona Mauchline and Julie Moore

Editor: Penny Hands

Production editor: Mike Benge, Pavilion Publishing and Media

Cover design: Emma Dawe, Pavilion Publishing and Media

Page layout and typesetting: Phil Morash, Pavilion Publishing and Media

Printing: Ashford Press

Contents

Introduction

10 reasons for using this resource 6
10 ways to use this resource 7
10 facts about the authors 9

Before you start teaching vocabulary

1 10 basic parts of speech 12
2 10 more ways to refer to vocabulary 14
3 10 useful terms for talking about vocabulary 16
4 10 things we often teach about words 18
5 10 ways learners' first language affects vocabulary learning 21
6 10 things to consider when creating a lexical set 24

Section 2 In the classroom

7 10 ways to present a new word 28
8 10 activities for practising new vocabulary 31
9 10 tips for memorising vocabulary 34
10 10 ways to revise and recycle vocabulary 37
11 10 tips for teaching the pronunciation of vocabulary 40
12 10 ways to teach the grammar of a word 43
13 10 ways to teach spelling 46
14 10 ways of using the L1 knowledge actively in the classroom 48
15 10 ways to keep a record of vocabulary 51
16 10 vocabulary warmers to start your lesson 54
17 10 quick vocabulary games to end your lesson 57
18 10 tips for testing vocabulary 60

Section 3 Features of vocabulary

19 10 activities for practising word forms 64
20 10 ways to practise prefixes and suffixes 67
21 10 ways to build a word 71
22 10 tips for teaching collocations and fixed expressions 76
23 10 tips and activities for teaching idioms 79
24 10 tips for teaching phrasal verbs 82
25 10 ways to teach learners about register 85

Section 4 Developing skills

26 10 ways to choose reading and listening texts to teach vocabulary 90
27 10 reading and listening activities to teach vocabulary 93
28 10 speaking activities to use target vocabulary 96
29 10 writing activities to target vocabulary 99
30 10 ways to teach vocabulary using video 103

Section 5 Specific contexts

31 10 tips for teaching vocabulary to beginners 106
32 10 vocabulary activities for intermediate learners 109
33 10 ideas for teaching vocabulary to advanced learners 113
34 10 vocabulary activities for exam preparation 117
35 10 tips for teaching vocabulary to young learners 121
36 10 tips on teaching vocabulary for English for specific purposes (ESP) 124
37 10 ways of teaching academic vocabulary (EAP) 128
38 10 vocabulary practices that students with dyslexia hate 133
39 10 tips for teaching vocabulary to students who are hard of hearing 136
40 10 tips for teaching students who are colour-blind or who are partially sighted 139

Section 6 Useful resources

41 10 things a dictionary can tell you about a word 144
42 10 ways to integrate dictionaries into a lesson 147
43 10 apps and websites for vocabulary practice 151
44 10 ways to use corpus tools with students 153
45 10 online tools for analysing vocabulary 158
46 10 tips for using images for teaching vocabulary 161
47 10 ways to use audio and video as a stimulus for vocabulary practice 164
48 10 tips for using realia 167
49 10 more ways to use flashcards 170
50 10 more resources for teaching vocabulary 174

Appendix 177

Introduction

10 reasons for using this resource

1. Everything in one place

ETpedia Vocabulary brings together a collection of ideas, tips and classroom activities for a one-stop, quick and easy reference. It's organised into 50 units with 10 ideas in each unit.

2. Range of contexts

This book does more than provide classroom ideas: it aims to help teachers better understand different approaches and methods of teaching vocabulary and how to adapt to any given context and the related learners' needs.

3. You're new to teaching or in need of some new ideas

If you are new to teaching, this resource will be invaluable in supporting you on your way. If you've been teaching for a while, this resource might both remind you of techniques and activities you haven't used in a while and offer you fresh new ideas to increase your repertoire.

4. Supplement your coursebook

Many teachers find that they need to offer their students more practice than is found in their coursebook. You will find plenty of ideas in this book to help you meet the needs of your students in creative ways to support their language learning, in and out of class.

5. You read on the run

Teachers who need something bite-sized that they can dip into between classes will appreciate the format of the book.

6. You want something that works

The ideas in this book are designed to be simple, effective and down-to-earth.

7. You haven't got much time to prepare lessons

Most of the practical ideas and activities in this book are straightforward and need little or no preparation.

8. Teacher's block

You might be familiar with the term 'writer's block' in relation to novelists. However, there are also times when teachers simply cannot come up with original ideas or activities for students. Keep the book in the staffroom for such moments and open the resource of any page and see if the 10 ideas on that page give you a new idea for teaching vocabulary with your students.

9. You're looking for staffroom discussion-starters

Senior teachers and heads of department can select units of the book to kick-start staffroom conversations, peer collaboration and idea-sharing among colleagues. Read a unit and then discuss it with your colleagues. Share your own ideas and techniques.

10. You enjoy teaching

This book is written for teachers who love teaching, and who want their lessons to be memorable and enjoyable – both for their students and themselves.

10 ways to use this resource

This resource has been written for English language teachers who would like to learn new ways to teach vocabulary or need to adapt to teaching vocabulary in a new or unfamiliar context. It can be read and used in different ways according to your needs, interests and level of experience.

1. Cover to cover

If you are less confident at teaching vocabulary or are adapting to a new teaching context, you might use this resource as a way to develop your teaching techniques. If so, it's worth reading the book from cover to cover in order to get a thorough overview and grounding in the different approaches and methods of teaching vocabulary.

2. Read a section

The contents page will direct you to different sections, with groups of units on a specific aspect of vocabulary teaching. Some sections may not be immediately relevant to the students you are working with, or to the resources you have available, so you can ignore them for now. Other sections will be of immediate relevance and will provide you with key information and ideas to plan effectively and teach vocabulary to your students.

3. Finding the vocabulary point you need

This book can be dipped into when planning practical activities for lessons. Within many of the units, which are listed on the Contents page (pages 3 and 4), you'll find the vocabulary point you need and related activities that are sequenced from easy to more complex, in terms of both tasks and language. The first section of the book also provides you with the background knowledge you need for understanding how vocabulary works. So you can choose to approach the units in whatever order best suits the needs of your learners.

4. Planning a lesson

Every unit provides you with 10 different ideas and activities. You might be looking for a single activity to supplement your coursebook or you may want to revise the vocabulary from the previous lesson. You may be looking for an alternative context to present a given vocabulary point. Or you may want to use the unit to build an entire lesson. You'll find a short introduction to the vocabulary with information on when it's normally taught and why it's used.

5. Photocopiable activities

Each unit contains one activity based on a photocopiable handout, which you will find in the appendix (pages 177-254).

6. Suggestions for homework and self-study

You'll find throughout the book suggested tasks for students to do after the lesson on their own. Rather than provide you with a typical homework activity, such as completing a gapfill exercise (which you can find in lots of other books), it suggests a motivating task such as noticing how vocabulary works in real-life contexts, or taking a photo related to the vocabulary point and presenting it.

7. Read it critically

No two language classes are the same, and experiences differ. Modify and adapt ideas to suit your own needs.

8. Compile a 'Top 50'

Read the book from cover to cover. At the end of each unit, circle the point that you like the most. Then add notes about how you used it in class and how students reacted.

9. Revisit ideas

Not all ideas work for every class and you don't teach the same level or type of class all of the time. Go back to ideas you've used before and weigh up if they will work with your next set of students. Use this book as a notebook to jot down ideas of what you can use with your new class and then how it impacted their learning.

10. Common difficulties

Many units give tips relating to the difficulties students can have with the vocabulary point in question. Some of the units also highlight the way a student's first language might impact on their use of the vocabulary, or the reasons why students often confuse particular words. Add your own notes to these sections of any additional difficulties you encounter with your students. You may then want to share these with other teachers in your institution to discuss the best ideas and techniques to help your students.

"ETpedia saves hours of planning time and opens opportunities for variation, adaptation and even creating my own materials inspired by the ideas it offers."

Ayat Al-Tawal, teacher, Egypt

10 facts about the authors

Between them, the three authors of this book have over 75 years' worth of experience in teaching, teacher training and materials writing.

Stacey H Hughes…

- started her career in 1992 as an EAP teacher in the US and went on to teach in Poland, Italy and the UK. Her main interest in ELT is in maximising student engagement through student-focused learning using traditional and digital tools.
- works freelance as a teacher trainer and writer/editor of educational materials, including materials for digital assessment and online training.
- has written teacher's books including several for the Macmillan *Skillful* series as well as *Headway Pre-intermediate* (Oxford University Press). She regularly writes articles and blogs, and gives talks and training sessions for teachers in many different countries.

Fiona Mauchline…

- is the author or co-author of various ELT coursebooks for teenagers including *Dive in!* (Delta Publishing) and *Motivate!* (Macmillan Education), as well as *How to Write Secondary Materials*, published by ELT Teacher2Writer. She also blogs at Macappella and Blood, Sweat and Gazpacho.
- speaks five languages (and studied two others back in the mists of time), so enjoys 'collecting' vocabulary through reading, keeping her eyes and ears open and being generally curious when travelling – particularly where menus are concerned.
- is an active member of two IATEFL special interest groups. She co-edits the e-bulletin for TDSIG (Teacher Development) and is also the Joint Events Coordinator for MaWSIG (Materials Writing).

Julie Moore…

- started her writing career as a lexicographer working on learner dictionaries for CUP, OUP, Longman, Macmillan and Collins COBUILD. She still loves the opportunity to work on dictionary projects whenever she can.
- has worked on General English and EAP coursebooks, including *Oxford EAP C1* (OUP), photocopiable resources, *Timesaver for IELTS Vocabulary* and *Timesaver for IELTS Reading (Scholastic)*, self-study materials, such as *Common Mistakes at Proficiency, Common Mistakes at IELTS Advanced* (CUP) and *Oxford Academic Vocabulary Practice* (OUP) and reference resources, including *Key Words for IELTS* (Collins COBUILD).
- has never been very good at spelling, but knows which words she can't spell, so looks them up.

Before you start teaching vocabulary

Most sections and units of this book contain practical activities to help you teach different aspects of vocabulary. But in order to start teaching vocabulary, a teacher must also be familiar with the key terms for talking about vocabulary. In this introductory section, Units 1, 2 and 3 will provide you with that knowledge. They contain useful summaries of the basic parts of speech, ways of referring to vocabulary, and other terms which are often used for talking about vocabulary.

If you are new to teaching, it's probably wise to start by reading these three units straight away. If you already have some experience as a teacher, you might be familiar with many of the terms; if so, just skim through and check any you haven't met before or that you've forgotten. Note that many of the words in Units 1 to 3 will be re-used and expanded upon throughout the rest of the book so it's useful to check your understanding beforehand.

Units 4 to 6 in this section move on to what we teach about vocabulary in our everyday lessons. Unit 4 looks at the importance of teaching the form, meaning and use of a word. Unit 5 outlines the reasons why a student's own first language might affect their learning of English vocabulary and how to anticipate this in your lesson planning. Finally, Unit 6 considers what should inform your choice of words to teach in a lesson. All three units will help you to plan and prepare your lessons before you walk into the classroom.

10 basic parts of speech

Before you start teaching vocabulary, it's important to become familiar with the way we classify words according to the different parts of speech. A word's part of speech can be found in a dictionary. Remember that some words can have more than one part of speech (for example, *walk* can be a verb and a noun). Once you start teaching, you will need to highlight the part of speech of any new words so students know how they're used. This unit introduces the ten most commonly taught parts of speech.

1. Noun

A noun refers to an object (*table, car, bread*), a person (*child, family, teacher*), a place (*village, museum, countryside*) or a concept (*life, organisation, management*). Nouns can be countable (*a woman, two cars*) or uncountable (*water, information*). Students commonly make errors with uncountable nouns, for example by adding an unnecessary plural *-s* (~~*informations*~~, ~~*equipments*~~). This can be the result of interference from their L1 where the equivalent noun may be countable.

2. Verb

A verb refers to an action (*walk, tell, increase*). Transitive verbs are followed by a direct object (*You should tell someone, I need to eat something*) and *intransitive* verbs are not followed by a direct object (*She walked, He sighed*). Some verbs have both transitive and intransitive uses (e.g. *I'll drive* is intransitive, but I'll drive *your car* is transitive).

3. Adjective

An adjective is a word that describes a person, place or thing (*big, happy, awful*). Adjectives can be used before a noun (*a big mistake*), that is, they are used 'attributively'. Or they can be used after a linking verb (*That sounds awful*), that is, they are used 'predicatively'. Sometimes an adjective's meaning changes depending on whether it is used attributively or predicatively (e.g. *She's responsible for the mistake* vs *I'm looking for a responsible young person to look after my dog*). (See also 'Comparative and superlative adjectives', Tip 2.10.)

4. Adverb

An adverb gives more information about a verb, an adjective or another adverb. Many adverbs are formed by adding *-ly* to an adjective (*quickly, fortunately, finally*), but there are some irregular adverbs (*well, fast, hard*). Some function words are classified as adverbs (*just, however, across*).

5. Preposition

A preposition is a short function word (*in, at, on, to, by*). It usually comes before a noun or a noun phrase. Prepositions can be used to talk about time (*at 2 o'clock, on Friday, in April*), place (*in London, at the theatre, on the table*) and movement (*go to the bank, get into the car*). They are also part of many common phrases (*on holiday, by mistake, in love*). (See also 'Dependent preposition', Tip 2.8.)

6. Conjunction

A conjunction is a word that is used to link ideas within or between sentences (*and, but, or, because, so*).

7. Pronoun

A pronoun is a word that can be used instead of a noun (*she*, *you*, *it*, *they*). There are subject pronouns, which come before a verb (*I*, *she*, *they*) and object pronouns, which come after a verb (*me*, *her*, *them*). There are also relative pronouns (*which*, *who*, *where*) and reflexive pronouns (*myself*, *herself*, *yourself*). (See also 'Reflexive pronoun', Tip 2.9.)

8. Determiner

A determiner comes before a noun or a noun phrase and shows which thing it refers to. Determiners include *this*, *that*, *my*, *the*, *some*, *all*. A determiner that refers to a quantity (*some*, *any*, *much*, *a lot*) can be called a 'quantifier'. *A*, *an* and *the* can be called 'articles'. *A* and *an* are 'indefinite articles' and *the* is the 'definite article'.

9. Modal verb

A modal verb is used with another verb to express ideas like possibility, intention and necessity. They show the speaker's attitude towards something. Compare: *I could visit my grandmother tomorrow* (= it's a possible option in my plans) and *I should visit my grandmother tomorrow* (= I feel obliged to go). Students often find the subtle differences between modal verbs quite challenging. Modal verbs include *can*, *could*, *should*, *might*, *may*, *must*, *will*, *would* and *ought to*.

10. Auxiliary verb

An auxiliary verb is used with another verb to form different structures. The main auxiliary verbs in English are *be*, *have* and *do*. They are used in the following ways:

- to form questions (***Do*** *you like skiing?* ***Did*** *she leave a message?*)
- to form negatives (*I* ***don't*** *know the answer, it* ***didn't*** *work very well*)
- in continuous/progressive structures (*the boys* ***are*** *leaving soon, she* ***was*** *laughing*),
- in perfect structures (*they* ***have*** *left, the others* ***had*** *already gone, it will* ***have*** *finished*)
- in passive forms (*first the boxes* ***are*** *emptied, the book* ***was*** *written in 1978*)

"Using different colours for identifying parts of speech has always worked for me. We establish a colour chart with the students, and use it when presenting new language and in students' work; yellow adjective, blue noun, etc. The colour-coding can also be used in Skype lessons through screen sharing. It appeals most to visual learners and adults, and is especially useful for dyslexic learners. Colours can be used on flashcards, vocabulary lists, in gapfill exercises and so on."

Csilla Jaray-Benn, teacher, France

10 more ways to refer to vocabulary

In Unit 1 we looked at the ten basic parts of speech. This unit looks at ten more key terms that refer to specific types of word or phrase. Note that some of these terms aren't completely fixed and may differ in usage. For example, the same sequence of words might be referred to as a phrase, an expression or an idiom by different people or in different contexts. Similarly, multi-word verbs such as *depend on* might be labelled as a phrasal verb in some dictionaries and treated as a verb plus dependent preposition in others.

1. Phrasal verb

A phrasal verb is made up of a verb (*make*, *take*, *get*) plus one or two particles, a particle being either a preposition or an adverb (*up*, *away*, *off*). Used together they have a meaning that isn't always obvious from the meaning of the two constituent words (e.g. *make sth up*, *get away with sth*). A phrasal verb can often have more than one meaning; for example, you can *set off* an alarm or you can *set off* on a journey. (See also Unit 24.)

2. Phrase

A phrase, sometimes called an 'expression', is a group of words that have a particular meaning when used together (*at least, in the end, by the way*). Some phrases are completely fixed and always include exactly the same words; some are variable (*to an extent, to some extent, to a large extent*, etc.).

3. Idiom

An idiom is a phrase, the meaning of which isn't obvious from the meaning of the individual words in it. Idioms can be quite mundane (*by and large*, *up front*, *to start with*) or more colourful (*once in a blue moon*, *put your foot in it*, *go out on a limb*). Phrases and idioms usually appear in a dictionary at the end of the entry for the first meaningful word. (See also Unit 23.)

4. Collocation

A collocation is a pair or group of words that are frequently used together (*make a mistake*, *a heavy cold*, *blatantly obvious*). 'Strong' collocations are pairs or groups of words that are very commonly used together (*a long time*, *reach a conclusion*) so that alternative choices sound strange. (See also Unit 22.)

5. Discourse marker

A discourse marker is a word or phrase that links ideas together in a text (written or spoken) and signals to the reader or listener how one idea is connected to the next (*however, similarly, for example, as I was saying*).

6. Compound noun

A compound noun is made up of two or more words (usually an adjective plus a noun or a noun plus a noun), which together refer to a single thing. They're sometimes written as one word (*bathroom*, *greenhouse*), they're sometimes hyphenated (*fire-fighter, brother-in-law*) and they're sometimes written as separate words (*swimming pool*, *car park*).

7. Noun phrase

A noun phrase is a group of words that include a 'head noun' to refer to either a person (e.g. *the acting deputy director of studies*), an object (e.g. *an advanced level coursebook for teenagers*), a place (e.g. *the big, bright room at the top of the stairs*) or a concept (e.g. *a communicative approach to language teaching*). When a noun phrase is the subject of a verb, the verb agrees with the head noun, e.g. *The big, bright room at the top of the stairs* ***is*** *the staffroom* (i.e. *room* is the head noun so a singular verb is used).

8. Dependent preposition

A dependent preposition is a preposition that typically follows a particular verb (*listen to, pay for*), noun (*the importance of, a change to*) or adjective (*capable of, compatible with*). A word together with its dependent preposition is a type of collocation. It's useful to highlight dependent prepositions along with the target word and to encourage students to note them down in this way in their vocabulary notebook.

9. Reflexive pronoun

When the subject and the object of a verb are the same person, you use a reflexive pronoun (*myself, yourself, herself*, etc.) as the object, as in the sentence: *She taught herself to play the guitar*. Reflexive pronouns are also often used to emphasise that someone did something without help (*They solved the problem themselves*). Some verbs (or uses of verbs) are typically followed by a reflexive pronoun (*introduce yourself, blame yourself, enjoy yourself*).

10. Comparative and superlative adjectives

The comparative form of an adjective is used to compare two things. It's typically formed either with the suffix *-er* (*bigger, louder*) or with *more* (*more uncomfortable, more beautiful*). The superlative form of an adjective describes the greatest degree of something and is formed either with the suffix *-est* (*biggest, loudest*) or with *most* (*most uncomfortable, most beautiful*). Some common irregular forms include *bad/worse/worst, good/better/best, little/ less/least* and *far/further/furthest*.

"In China, students find using definite and indefinite articles hard because they don't exist in Mandarin. One way to deal with this is to have students fill in the missing articles in an authentic text. I also encourage students to peer edit each other's writing focusing specifically on articles."

Tim Hampson, Japan

10 useful terms for talking about vocabulary

In Units 1 and 2 we looked at key terms for describing basic parts of speech and different types of words and phrases. There's also terminology you might come across for talking about vocabulary, types of words and characteristics of words. Here are ten useful vocabulary-related terms to be familiar with when preparing to teach.

1. Synonym

A synonym is a word with a similar meaning to another word. For example, *big* and *large* are synonyms. Synonyms can often be found in a learner dictionary or a thesaurus, which gives lists of synonyms. Synonyms are useful for learners to know because they increase their range of vocabulary, give them more flexibility and help them avoid repetition. However, it's important to remember that there are very few synonyms with exactly the same meaning and range of use. Synonyms usually differ in some way and can't always just be substituted for each other. For example, we talk about *a big* problem (not a **large problem*) and a *large amount* (not *a *big amount*).

2. Antonym

An antonym is a word with an opposite meaning to another word. *Dark* and *light* are antonyms. Antonyms can be helpful in explaining vocabulary and are also a simple way to help students extend their vocabulary range.

3. Homonym

A homonym is a word that looks or sounds the same as another word, often leading students to confuse them. There are two types of homonym: a homograph and a homophone.

A homograph (literally, 'same spelling') is a word that is spelt the same as another word but has a completely different meaning, e.g. *row* (= a line of sth) and *row* (= an argument).

A homophone (literally 'same sound') is a word that sounds the same as another word but which has a different spelling and a different meaning, e.g. *know* and *no*. Students from L1s that spell words as they sound, such as Spanish or Turkish, often have problems with homophones, typically opting for the most transparent spelling (*I don't no the answer*). (See also Unit 5.)

4. Sense

Many words in English have more than one sense (i.e. meaning); for example, a *table* can be a piece of furniture and it can also be a diagram with rows and columns. In a learner dictionary, the different senses of a word appear in a numbered list with the most frequent sense given first. Phrases, phrasal verbs and even some idioms can also have more than one sense, for example, *set off* can mean 'start a journey' or 'detonate a bomb or firework'.

5. Derivative

A derivative is a word that comes from the same root or the same word family as another word; for example, *patiently* is a derivative of *patient* and *development*, *developmental and developmentally* are all derivatives of *develop*. Learning derivatives to build up knowledge of word families is a good way for students to increase their vocabulary range and flexibility. Understanding how derivatives are formed can also help them build vocabulary independently. (See also Units 19 and 21.)

6. Variant

A variant is an alternative spelling or form of a word. *Recognise* and *recognize, favour* and *favor, judgement* and *judgment* are all examples of variant spellings. *Orient* and *orientate* are variant forms; both words have the same meaning. Variants are usually shown in the dictionary with the most common form first, for example, *orient* (also *orientate*). Both variants can be considered correct, but some variants may be used in different varieties of English, e.g. British English (*colour*) and American English (*color*). One variant may be more formal (*grandmother*) the other more informal (*grandma*). (See also Unit 33.)

7. Register

Register refers to the context in which a word is typically used and in which it is seen as appropriate. Register can refer to how formal or informal a context a word is typically used in. For example, *kid* is typically informal, *child* is neutral and *infant*, *adolescent* and *juvenile* are all more formal. A word like *progeny* could be described as very formal, or may be used humorously. *Offspring* is used in biology and *issue* (to describe a person's children) is a legal term. All of these categories of language use are referred to as registers, and words that belong to these categories are given register labels in a dictionary. (See also Unit 25.)

8. Affix

An affix is a group of letters that can be added to a word to change its meaning or part of speech. An affix might be a prefix or a suffix. A prefix is added at the start of a word and can create a negative (*unhappy, imperfect, illegal*) or add a specific meaning (*monolingual, eco-friendly, hyperactive*). A suffix is added to the end of a word and can change the form of the word (*quick – quickly, sad – sadness, translate – translatable*) or its meaning (*hope – hopeless*).

9. Metaphor

Metaphor is the use of words from one context to describe another. For example, if you talk about *a political leadership battle*, you are not using the word *battle* with its literal meaning (i.e. two armies fighting each other), you are using it as a metaphor. When teaching vocabulary in context, it's helpful to consider whether words and phrases are being used metaphorically. In some cases, the jump from the literal to the metaphorical use of a word may not be obvious to students.

10. Etymology

The etymology of a word is its origin and history. For example, the word *homogeneous* comes originally from the Greek *homos* (= same) and *genos* (= race, kind). Especially at higher levels, looking at the etymology of a word can help with understanding, particularly if the students' L1 shares some Greek or Latin origins with English. Information about etymology is not usually given in learner dictionaries, but it can be found in some dictionaries for L1 English speakers (such as *Oxford Dictionaries* or *Merriam-Webster*).

10 things we often teach about words

Units 1 to 3 provided an introduction to the key terms to know when teaching vocabulary for the first time. Note that you won't necessarily come across all of the parts of speech and terms from these previous units straight away in your daily teaching; for example, the term *derivative* (Tip 3.5) rarely appears in coursebooks, but the term *collocation* (Tip 2.4) does.

So in terms of the day-to-day, some aspects of vocabulary covered in Units 1 to 3 are covered more commonly than others, and can be broadly categorised into the three main areas of vocabulary that students need to understand: *form, meaning* and *use*.

In the 10 things we often teach about a new word, Tips 1 to 4 focus on teaching aspects of *form*. Tips 5 to 7 are related to *meaning*, and Tips 8 to 10 look at how to teach *use*. Later units in this book will provide further details on these aspects with ideas on how to teach each of them (see the references to specific units below).

1. Spelling

There are several issues to consider regarding spelling. Firstly, unlike languages such as Spanish or Italian, the correlation between spelling and pronunciation in English is not always clear. *Cough* and *though*, for example, share the same ending, but are pronounced differently. Similarly, words such as *meet and meat* or *their, there* and *they're* are spelt differently but sound the same. Some words that look alike (*quite/quiet; affect/effect; parity/parody*) can be confusing, especially for students whose first language does not use the Roman alphabet. For all these reasons, it's crucial to spend some time reviewing and practising spelling alongside any revision of meaning and use. (See Unit 13.)

2. Pronunciation

In order for students to understand words they hear and to be able to say them, they need to know how they are pronounced. At lower levels, students often benefit from hearing and drilling words before they see the spelling. It may also be useful to teach students the phonemic transcription of some sounds, particularly those that do not exist in their language or that are easily confused. Examples include /*b*/ and /*p*/ for Arabic speakers, /ɪ/and /iː/ for Italian speakers, /*b*/and /*v*/ for Spanish speakers, /*r*/ and /*l*/ for Chinese speakers and /θ/ and /ð/ for French and German speakers. By working on these minimal pairs and contrasting easily confused phonemes, we can help draw attention to and improve students' pronunciation. (See also Unit 11.)

3. Stress patterns

Following on from 2, knowing which syllable is stressed in a word is important because stressing the wrong syllable can lead to misunderstanding. In fact, mis-stressed words are often harder to understand than words which are mispronounced due to a phoneme confusion. Demonstrate to students how vowels in unstressed syllables tend to sound like /*ə*/ or /ɪ/, while the stressed syllable retains the full vowel sound. Similarly, knowing the number of syllables in a word is important. You can ask students to compare a word like *visit* (two syllables) with *visited* (three syllables) or clap out the rhythm and underline the stressed syllable like this: *visit*.

4. Word forms

Students need to know the form of a word; for example, is it a verb, an adjective or a noun? This allows them to choose the right form of a word (e.g. *produce, productive* or *production*) and construct a sentence (e.g. *We had a very productive meeting*). Word-form mistakes are common and lead to sentences such as **It is a beautifully city*, or **I am boring by this lesson**. (See also Unit 19.)

5. Meaning

Some words represent concrete things that you can see, feel, hear, touch, taste or do. These are easy to illustrate using pictures, actions or realia; for example, *table, book, run, walk, blue, happily, laughter*. Other words like *love, benefit* or *absolutely* are more abstract. Most words have more than one meaning depending on the context: compare *She wore a blue dress* and *He was feeling a bit blue*. For this reason, it's important to introduce or learn the word in the context of a sentence or paragraph.

6. Denotation and connotation

All words have a literal, dictionary meaning, or 'denotation', but they can also have a positive, negative or neutral 'connotation'. For example, most people would consider *healthy* to be positive, *damage* to be negative and *cup* to be neutral. Sometimes, however, connotation is subjective. *Old-fashioned* may be a positive idea for some, but a negative idea for others. Students could get into trouble if they use a word with a similar denotation to another word, but a different connotation; for example, they might say *She looks so juvenile!* (instead of using the more positive adjective *youthful*).

7. Synonyms and antonyms

Synonyms and antonyms give variety to written and spoken texts. Although it isn't always helpful to introduce new synonyms together (see Unit 3), the contrasts offered by antonyms (e.g. *good/bad; hot/cold*) mean that they are often more usefully presented in pairs. A thesaurus is a good source of synonyms, but students need to be careful to choose ones that have a similar meaning within the context. One useful activity is to notice how words are used in specific contexts, and whether or not another word can be substituted to make writing more varied. A good example is *study* and *research*, which are similar in some contexts: *Studies show that … / Research shows that ….*

8. Grammar of words

The grammar of words includes such questions as whether a noun is countable or uncountable, how to form the plural of a noun (*book* → *books; child* → *children*), whether a verb is regular (*look* → *looked*) or irregular (*go* → *went* → *gone*), or whether it's transitive (*bring, love, admire*) or intransitive (*come, arrive*). For adjectives (*cold, quick*) and adverbs (*coldly, quickly*), grammar might include such questions as whether or not the adverb is irregular (as in the case of *fast*, which is both an adjective and adverb) or knowing that the adverb form of *late* is not *lately*. Similarly, students need to learn the comparative and superlative forms of regular and irregular adjectives to avoid mistakes such as good, ~~*gooder*~~, ~~*goodest*~~, and which prefixes and suffixes to use (*unimportant*, not ~~*inimportant*~~; *capable*, not ~~*capible*~~).

9. Collocation

It's important to know which words go together. For example, we can use the verb take with many different nouns, as in *take a shower, take time, take action, take a message, take a taxi*, etc. In many cases, it will be unclear to students why certain words go together; for example, when working with the verbs *make* and *do*, students need to learn that we *do homework* but we don't ~~*make homework*~~. In such cases, students need to focus on how we use words in collocations rather than the literal meaning. (See also Unit 22.)

10. Register

Some words are used in more formal situations and others in less formal situations. Confusing these could make a learner sound rude or inappropriate. Context is key here. Sometimes, students choose a more formal word where a less formal one is more appropriate for the context. For example, a student might say, *I need to* ***obtain*** *a new school bag* where it would sound more natural in this context to say, *I need to* ***get*** *a new school bag*. Similarly, students who use texting language in a formal essay would benefit from learning the more formal language appropriate to the situation. (See also Unit 25.)

"Don't be a walking dictionary. Resist the temptation to supply students with every word they need. That is not the teacher's job. Provide words occasionally and selectively, depending on how important they are for context."

Edmund Dudley, author of *ETpedia Teenagers*

10 ways learners' first language affects vocabulary learning

As well as understanding what we need to teach about a word when planning a lesson (see Unit 4), it's also important to note that a student's first language (their 'L1') can have a huge influence on how they learn English, especially in the area of vocabulary. This influence can be helpful when they can find similarities between L1 words and English words that help them to remember their meaning. It can also cause problems if differences lead to confusion (or 'interference').

Having some understanding of these interactions can help you make use of the positives and try to pre-empt problems or tackle them head-on. If you are teaching a monolingual class (i.e. a class where every student shares the same L1), you can prepare your lessons accordingly. And even if your class has a number of students with different first languages, a basic understanding of how this will affect their learning of English is useful.

1. Helpful cognates

Cognates are words that are very similar in two different languages (e.g. English: *guitar*, Spanish: *guitarra*, French: *guitare*, German: *Gitarre*, Russian: гитара, Japanese: ギタ pronounced *gita*). Because of its history, English shares a lot of words with other European languages. Even students with L1s that are unrelated to English are likely to be familiar with some English words that have become ubiquitous in advertising and other global media. Highlighting and discussing these similarities in class can help students engage more deeply with vocabulary.

2. Similar but different

Close cognates can, however, differ in a number of ways, and this can lead to incorrect usage. A word may be different in terms of spelling or pronunciation. For example, the French verb *developper* is a cognate of the English word *develop*. As a result, French students tend to transfer the double *p* in the spelling (i.e. they might write **developped*). Similarly, close cognates might behave in different ways grammatically. For example, the word *information* has close cognates in several European languages, where the word can be used as a countable noun (e.g. French: *informations*, Italian: *informazioni*), leading students to use the plural form (incorrectly) in English. Cognates may also differ in terms of their range of usage. For example, for students from Romance language backgrounds, Latinate verbs (*conclude, terminate, maintain*, etc.) may seem an easy, familiar choice. However, in English, while they often have a similar meaning, they are generally more appropriate in formal, written or academic contexts rather than in everyday conversation.

3. False friends

False friends are words shared by languages that appear to be similar but which, in fact, have quite different meanings. For example, the word *actual* is often used incorrectly by speakers of several European languages because in these languages, a similar word means 'current' or 'happening now' (French: *actuel*, Spanish: *actual*, Italian: *attuale,* Polish: *aktualny*). In English, however, it means 'real' or 'existing in fact'. This can lead to confusion and sometimes even embarrassment when words are substituted unwittingly by a learner. For example, a Spanish student who says they are 'constipated', may just have a cold (*constipado* = congested / having a cold)! Recognising false friends and highlighting them in class can lead to fun discussions, which may help students avoid similar mistakes in the future.

4. One-to-one equivalence

There isn't always a direct one-to-one relationship between words in languages. For example, some languages have only a single verb to replace the two English verbs *make* and *do* (French: *faire*, Spanish: *hacer*). This can make it difficult for students to conceptualise the two subtly different meanings in English. Similarly, Chinese speakers are used to having a single pronoun for 'he' and 'she', so they often seem to be mixing up genders in English.

Conversely, other languages may have words which don't readily translate into English, at least not as a single word. One example of this that often confuses students is the fact that there isn't a standard single-word polite response to *thank you* in English as there is in other languages – German: *bitte*, Italian: *prego*, Greek: παρακαλώ (transliterated as *parakalo*). Instead, we use a range of expressions depending on context (*you're welcome, no problem, that's all right*, etc.) or sometimes English speakers just smile and say nothing at all. Bilingual dictionaries can be somewhat misleading here, as they may give one or more possible translations without always explaining the subtleties of usage.

5. Different alphabets

Students whose L1 does not use the Roman alphabet (also called the Latin alphabet) may take time to get to grips with English spelling. When working with these students, it's important to dedicate time to working on the alphabet and spelling at early levels. Remember that students will need to get to grips with both printed and handwritten scripts. This means you need to pay attention to using standard and consistent forms in your own handwriting on the board or in written feedback. These students may also need extra emphasis on spelling, even at higher levels. And remember, even students whose L1 does use the Roman alphabet may not be familiar with exactly the same set of letters, and so may struggle with particular words and sound–spelling relations.

6. Different spelling systems

The spelling system of a learner's L1 can influence the way they read language and think about spelling. Students whose L1 has a *transparent* spelling system, that is, words are pronounced exactly the way they're spelt (such as Spanish, Italian, Finnish or Turkish), tend to read words letter by letter. Speakers of languages with an *opaque* spelling system (such as English, French and Arabic), on the other hand, process whole words, recognising the 'shape' of the word rather than spelling it out letter by letter. This might mean you need to spend more time explicitly highlighting less predictable spelling patterns in English with learners who are used to a transparent spelling system. (See also Unit 13.)

7. Collocations and phrasing

The influence of a learner's L1 can go beyond the level of the individual word. When learners try to translate word for word from their L1, they often transfer L1 collocations and phrases that don't work in English. For example, it's common for Spanish speakers to say *I have 16 years old* instead of *I am 16 years old*. Understanding and discussing the root of these transfer errors can help students avoid them.

8. Translation

Using translation can be a useful tool in the classroom, especially as a means of helping students to learn and record new vocabulary. However, it's vital that students understand the pitfalls of assuming that words always have directly translatable equivalents. As we've seen above, there are often important differences between an English word and its nearest equivalent in an other language that need to be noticed and noted down. Encourage students to use both bilingual and monolingual dictionaries, and advise them to include extra notes and examples in addition to simple translations in their notebooks. All this is an important part of learner training.

9. Monolingual and multilingual groups

Monolingual groups (where students share the same L1) make it easier to use translation in class (especially if the teacher shares the students' L1). They also allow for discussion of similarities and differences between the L1 and English in which students share specific issues and fixes or ways of remembering vocabulary. In multilingual groups (with students from different L1 backgrounds), it can still be interesting to encourage such discussions. Just articulating the issues they've come up against can help students process language; they may find overlapping issues with other L1s or strategies they can share.

10. Multilingualism

In an increasingly globalised and multicultural world, it's important to remember that students may speak a number of languages (to different degrees of fluency). So, as well as making connections between their L1 and English, students may be able to draw on knowledge of other languages to help in learning vocabulary. For example, an L1 English speaker who has French as their L2 may use this to help them understand words in Italian and Spanish.

"If you speak the students' language, you can make the vocabulary more personalised. Translating specific words students want into English is generally very effective. Students are less likely to forget these words because they tend to remember things that derive from their own needs."

Isida, teacher, Albania

10 things to consider when creating a lexical set

Before you start teaching vocabulary, you need to choose a set of items (words and phrases) to focus on, often known as a *lexical set*. Picking a random set of words without any clear aim can result in confused and confusing activities, so getting the set right up-front is key. Here are some factors to bear in mind when putting together a lexical set.

1. Size

If you try to teach students a long list of new words in one go, the chances are they won't remember them all; they may just get confused and feel overloaded. The number of items you choose will depend on the level of the students, the type of activity and whether the words are completely new or for revision. For new vocabulary, around eight to 10 words or phrases is probably enough. For revision, students can manage a longer list, but 12 to 15 items is a sensible maximum.

2. Receptive or productive

When you're planning a vocabulary activity, you should consider whether the vocabulary is for *receptive* use (i.e. you mainly want students to understand the word when they read or hear it) or *productive* use (i.e. you want them to use the word themselves). For example, you may want students to focus on understanding vocabulary to decode a reading text (receptive use) or you may want them to focus on extending the range of vocabulary they use in their own writing (productive use). This decision will influence the set of words you choose and the activities that follow.

3. Frequency

One way of deciding which words will be most useful for students at each level is to focus on the most frequently used words in the language first. High-frequency words are likely to be more useful than rare, low-frequency words, especially at lower levels. In addition to using your own intuition, there are several ways you can check the frequency of a word. Some learner dictionaries label the most frequent words using symbols. There are a number of published wordlists that are based primarily on word frequency, such as the New General Service List and the Oxford 3000™. You can also use online tools to check whether words are in the top 1,000 or 2,000 most frequent words (see Unit 45). Remember, though, that dictionary frequency measures and wordlists are usually referring to the most common sense of the word, so *address* (noun, meaning 'where you live') is a very frequent word, but *address* (verb, meaning 'deal with an issue') is much less frequent.

4. Relevance

Choose vocabulary items that will be interesting and relevant to your learners. If you're teaching business English, then work-related vocabulary will be key; on the other hand, teenagers are likely to be more interested in words to talk about their own interests. Some learners, for example those planning to live or study in an English-speaking country, will want to know words to do with the UK or the US. Other learners will find words for describing the realities in their own country and context more relevant.

5. Bias and inclusion

Be careful to avoid bias and stereotypes when selecting vocabulary to teach. Learners can feel excluded if the language you teach doesn't apply to them or to their lives. For example, when teaching family vocabulary think about non-traditional families too: *step-mother/father, partner* (for non-married or same-sex couples), etc. Teach gender-neutral terms like *police officer* instead of *policeman* or *flight attendant* instead of *air hostess*. Don't assume learners all know people who are *doctors, lawyers* or *teachers*: include a variety of different job types that students in the class can use to talk about the people they know.

6. Avoid similar words

Introducing new words together that are similar in meaning (synonyms), such as *scared* and *frightened,* or form (synforms), like *contain* and *maintain*, can be confusing, and students are less likely to remember them. This problem is known as 'interference'. One way to avoid this is to choose words that are around the same theme, but which include a mix of different parts of speech. For example, if you want to focus on vocabulary to talk about feelings, instead of picking lots of adjectives (*happy, sad, angry, scared, frightened, nervous,* etc.) include some verbs (*feel, enjoy, complain*) and some nouns (*fun, feelings, nerves*). This also encourages students to use a variety of structures with the vocabulary.

7. Focus on one use

Many words in English have more than one sense, that is, they are 'polysemous'. For example, *free* can mean 'costing no money' or 'not restricted or controlled'. Don't try to introduce several senses of a new word at the same time, as this can lead to confusion. Pick one sense of the word and only present and practise that sense in your activities. Similarly, if a word has more than one part of speech (e.g. *note* as a noun and a verb) don't introduce them both as new vocabulary in the same lesson. Making connections between different senses and different parts of speech can be useful later, though. For example, if students know *note* as a noun, drawing their attention to the verb form used in a text and making the link to their existing knowledge will be helpful. This way they will build up layers of information gradually.

8. Beyond the word

Vocabulary isn't just about lists of individual words. Remember to include phrases (*at least, more or less, get lost*), phrasal verbs (*turn up, get on with*) and idioms (*the chances are, once in a blue moon*) in your lexical sets. The best way to teach these multi-word items is as part of a mixed set with other words around a topic. A set of similar-looking phrasal verbs or idioms that all include colours, for example, may just cause confusion and lead to interference. Instead, you could include phrasal verbs and idioms along with other vocabulary on a topic, e.g. *make friends, get on with, relationship*, etc. or *occasionally, all the time, once in a blue moon*.

9. Words you don't want to teach

Just because you think your learners won't know a word or phrase in a reading or listening text doesn't mean you have to include it in your vocabulary set for the lesson. Ask yourself whether it's a useful item to learn. Is it a word students might need to use? Are they likely to come across it again? If not, then find another way to help them through the text without treating the item as target vocabulary. You could add a glossary next to the text giving the definition of the word (or a translation) or include a picture to illustrate it.

10. Keeping track

Students don't fully learn a new word the first time they meet it. It takes time to learn about a word and how it's used before it becomes part of their own vocabulary (see Unit 4). That means revisiting and recycling vocabulary is vital (see Unit 10). In order to help students to do this, keep a track of the lexical sets you've worked on so you can recycle previous target words in later lessons. And vocabulary isn't just about the words you have planned to teach. Note down any incidental vocabulary that crops up for discussion during class and add it to your class list so you can include it for recycling.

"When selecting a topic-based lexical set for a unit in a coursebook, I try to imagine a real life discussion about the topic or script the output stage of the lesson and see what words naturally come up."

Paul Dummett, ELT coursebook author

Section 2
In the classroom

This section starts out by providing you with some of the basic principles behind presenting and practising new vocabulary. Units 7 and 8 suggest a range of ways and activities to teach form, meaning and use, as well as ideas for controlled practice activities. Having introduced new words, we all know from experience that students won't necessarily remember the new vocabulary from a single lesson. So Units 9 and 10 suggest ways to help students memorise, revise and recycle vocabulary in the lessons that follow.

From Units 11 to 15 you'll find ideas for going more deeply into vocabulary. Units 11 and 12 look at the key issues behind teaching the pronunciation and grammar of a word, and then offer a variety of activities to help students. Unit 13, on spelling, provides a list of quick ideas for activities that students can do in or out of the classroom. Unit 14 is one of two units in the book that consider how teachers can make use of a student's first language by comparing it to English. Then, having worked on the different aspects of learning new words, Unit 15 brings all this together by encouraging students to use different strategies for recording words.

When you want to start or end a lesson, it's always helpful to have a few quick activities that require very little preparation and that will change the pace of your class. The activities in Units 16 to 17 are useful to have up your sleeve, and they will also be of use when you are preparing students to revise for vocabulary tests, the topic of the final unit (Unit 18) in this section.

10 ways to present a new word

When you are planning to present new vocabulary items to your students, decide on the target items you wish to present and how to convey the elements of form, meaning and use (see Unit 4). Most learners will manage to learn seven or eight new items per lesson, but remember that different students will find that different words stick more easily, certain cognates are easier to remember and, at higher levels, you may be building on words they already know. You will need to develop a presentation technique to make the presentations memorable and engaging. Here are a few ways to get you started.

1. Show a picture

Especially at lower levels, pictures are one of the best ways to present vocabulary. They are useful for nouns (e.g. *table, bush, belt*), action verbs (e.g. *run, cook, fly*) and many adjectives (e.g. *excited, dirty, crowded*). You can show pictures alongside words written on the board or you can show the picture as you say the word. One way to help students memorise the new words is to write the new set of words randomly around the board. Point quickly at each word for students to repeat them. Gradually rub out words and replace each word with a picture of it. Continue to point while students repeat. When they've said each word many times, remove the pictures one by one, continuing to point to the empty space where the word and picture were for students to repeat. Seeing the written word and the concept while saying and hearing the word over and over is a successful way to introduce new vocabulary.

2. Show an object

Using real objects (also called *realia*, see Unit 48) is the obvious choice for presenting lexical sets such as clothes, stationery and classroom objects. As with the pictures in Tip 1, you can say and write the word, but this time show the object as well. To present vocabulary for containers (e.g. *bottle, packet, bag, jar, can, box, tube, sachet, tub, carton*), bring a selection of these items to class. Put them on a table in the classroom where students can access them. Give each pair of students a word card (provided on page 178 of the Appendix) with a phrase like *a jar of honey, a carton of juice* or *a bag of peanuts*. Ask each pair to come to the table and work out which item goes with their card. The students then present it to the class; for example: *This is a jar*. When all the word cards have been matched with items, put the items in a bin bag and ask students to write down the list of containers from memory.

3. Mime or act

Sometimes you can mime or act a movement to teach some vocabulary, especially verbs. For example, if you are presenting verbs used in a cooking process (e.g. *crack, put, beat, pour, cook*), students could watch as you give the instructions and mime. Then you repeat the demonstration while students mime silently with you. Next, they mime and speak with you; then *they* mime and speak while you are silent. After that, they dictate the process to you and you write the vocabulary on the board as they say it. Finally, they note down the spelling.

4. Present the sound

As well as seeing the written word, students need to hear a word and try to say it. With low levels (A1/A2), whenever you introduce a new word, say it more than once and ask students to repeat it. To build confidence, have the whole class say it together as a chorus. Then individuals can say it to check they know how to pronounce it. Even with higher-level students, quickly drilling any new word that comes up in a lesson is an effective way to practise it, and students at any level will appreciate the opportunity to check they know what it sounds like. (See also Unit 11 on pronunciation.)

5. Synonyms and antonyms

When a word you have already taught has a synonym (a word with a similar meaning) or antonym (a word with an opposite meaning), make use of it to teach new words. One way to present synonyms and antonyms is to have pairs of words on cards. The ones on page 179 of the appendix have been designed for an elementary level (A1/A2) class. Cut up the words and stick them around the board. Move them around to match the antonyms. Then mix them up again and ask volunteers to come forward to put them into pairs. The physical and visual aspect of this will aid learning. Next, give pairs of students their own set of the cut-up cards to match up the pairs of words. One variation is to use them for playing pelmanism (see Tip 17.3).

6. Translation

Translation, as a way to present vocabulary, is fraught with difficulty because so few words translate exactly to words in other languages. You need to clarify meaning. One way to do this, particularly with intermediate levels and up is with a 'beep dictation'. Create or find a short text with your target vocabulary. Dictate the text, saying 'beep' or whistling instead of saying the target words. For example, *The grass was very long, so he decided to borrow a [beep] and cut it. He picked a rose and scratched his finger on a [beep]*. When you have finished dictating, pairs work together to decide what the missing words mean (rather than what the words actually are). They then find the actual words in a bilingual dictionary or you write them on the board, and they match them to the gaps. Learning the meaning before the word(s) will reinforce memorisation.

7. Words on a scale

Some sets of new words lend themselves to being presented on a scale such as *boiling*, *hot*, *warm*, *cold*, *freezing* or *always*, *often*, *sometimes*, *occasionally*, *rarely, never*. Here's an example of a scale from a lesson about likes and dislikes:

love really like like don't like hate

←----------→

++++ +++ ++ – – – – – –

Alternatively, you can provide students with the scale and they label it themselves with a set of words.

8. In context

You can present words in sentences or texts to show students how they work in context. This is probably the most frequent way of presenting vocabulary at higher levels (e.g. B1 and above). To draw attention to a word, ask students to cover it with their finger and to work out the meaning from what's around it. Students can compare their understanding in pairs. A good source of texts for general English courses, apart from coursebooks, is graded readers. You'll find that the target vocabulary in graded readers is not only listed in a glossary or wordlist, but is also used repeatedly throughout the text. This helps students learn vocabulary in a way that mimics the way in which adults learn words in their own language.

9. Definition

Following on from Tip 8, another way to teach vocabulary in context is to take certain words out of a reading text and provide the dictionary definitions on a worksheet. Students match the words with their definitions; they can refer back to the words in the context of the reading text to help them decide. Another way of presenting vocabulary using definitions is to say them like this: *I'm very very tired. I'm* ***exhausted*** (to present the word *exhausted*). This gives a more complete meaning than a translation would, but it also helps form associations in students' minds and allows them to hear the pronunciation and word stress.

10. Poster presentations

Asking a student to teach a word to other students is often the best way to learn it, so give responsibility for some vocabulary presentations to your learners. Ask students to research one or two words for homework. They must find the meaning, prepare example sentences and research the pronunciation. They then create a small (A4-sized) poster about the word and bring it to class. In class, students work in pairs or small groups, presenting their word to each other using the poster. Alternatively, the whole class can stand up and walk around, teaching their word to their classmates as they meet each other.

"You might notice that some of the students are having problems with the pronunciation of certain words. Write out the words you need to focus on, mark the stress on them and then create a mini video where you go through the words. You can then share the video with the students."

Russell Stannard on using screen capture technology, www.teachertrainingvideos.com

10 activities for practising new vocabulary

When new vocabulary is introduced, students need to engage with the words or phrases in meaningful ways. The more times students encounter new words and the more exposure they get from working with their form and meaning, the more likely they are to remember them. These activities provide students with practice both in and out of class to maximise learning.

1. Notice the words in context

Noticing involves students paying attention to aspects of language such as form or meaning. Context plays an important role here. In a reading or listening lesson, ask students to highlight or underline the vocabulary items in a reading text or audioscript that you want them to learn. Ask them to notice which words come before and after the target words. For example, in the sentence *We stayed at a modern hotel in central Berlin*, students might notice *stayed at a modern hotel*. As a follow-up, ask them to use the words in a new sentence context: *I have never stayed at a modern hotel*.

2. Use action and movement

Using action and movement is another way to aid memorisation. Students can practise action verbs by miming the action for others to guess. They could create short videos of actions to illustrate new action verbs on an online bulletin board. Actions are good for practising adverbs of manner, too. Give a student a verb (e.g. *run*) and an adverb (e.g. *happily*). The student mimes 'running happily' for the others to guess. Display words (or pictures representing the words) around the room. Give a definition and ask students to point to the word you have just defined.

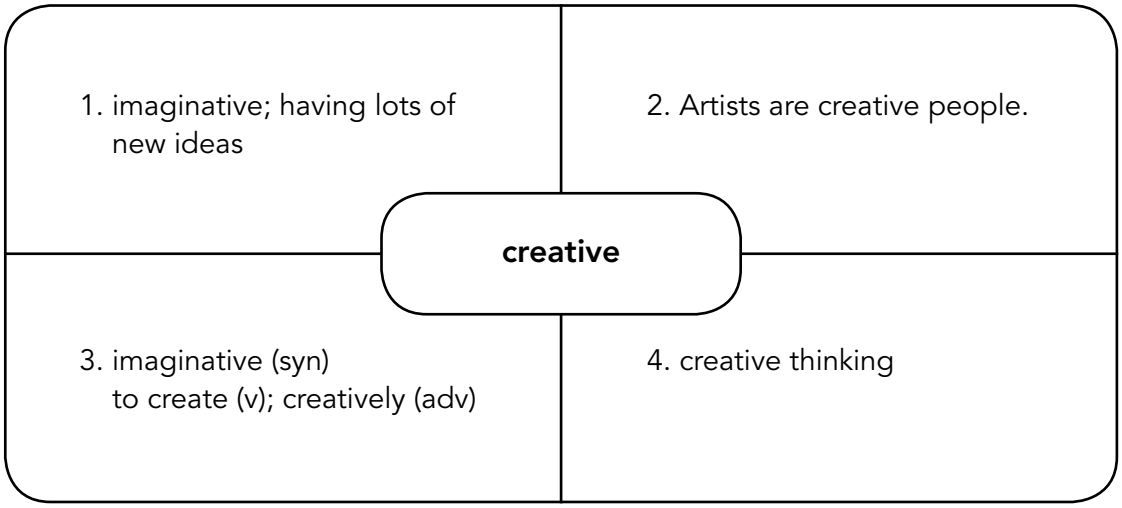
3. Categorise

As humans, we instinctively categorise things (*good/bad*; *safe/dangerous*; *living/non-living*); categorising new words is another way to increase exposure and aid memory. There are numerous ways to categorise new vocabulary: by topic or theme, by word form, by connotation, whether the word is more or less formal (e.g. *leave out* vs *omit*), etc. When practising new vocabulary, ask students questions that lead to different categorisations: *Which of these words are adjectives? Which words have a positive connotation? Which can be both a noun and a verb? Which have three syllables? Which ones are better in spoken English? Which would you associate with money or banking?*, etc. Alternatively, ask students to come up with a way to categorise the words themselves.

4. Use study cards

It's useful for students to keep a set of blank cards (or slips of paper) that they can write new words on. As they collect a set of cards, they can carry them around and test themselves when they have a spare moment. One way to organise the information about a word on a card is shown overleaf. The student writes the new word (e.g. 'creative') in the middle of the card. Then, in the first square, in the top left corner, they write a definition of the word (either a definition from a dictionary or their own). In the second square, they write a sentence using the word. In square 3 they list any synonyms, antonyms, a translation, or other word forms. And finally in square 4, in the bottom right-hand corner,

they can write a collocation or perhaps draw a picture to help them remember the word. The process of having students create their own study cards means that students not only increase their exposure to new words, but also engage their brains in the process of creation.



5. Social learning in pairs

Most teachers are familiar with asking students to work in pairs and this kind of social interaction makes learning more memorable. One idea for practising vocabulary is to put students into pairs to test each other on the meaning of new words: Student A says the definition and Student B says the word. Another activity which encourages students to play with the language is this: Student A says two words; Student B then has to find a way to connect them. For example: Student A: *advantage … information*. Student B: *It's an advantage to have lots of information before making a decision*. A variation of this is to say what the two words have in common: Student A: *pineapple … bee*. Student B: *Both have yellow parts*.

6. Make use of technology

Most students have mobile phones. Ask pairs to choose a word or assign a word to each pair. They must come up with a way to teach the word to another pair using their phone. Don't give them any more instruction, but let them come up with their own idea. For example, they might take a photo representing a word, then write a caption and send it to another student. Alternatively, they might create or share a gif to show an action, or send a link to a dictionary definition. After a few minutes, put the pairs into groups of four to share their ideas.

7. Grow a sentence

Write a simple sentence on the board with one of the vocabulary words you want to practise, e.g. *The waiter recommended the pizza*. Working together as a class, invite students to suggest ONE word to add to the sentence to make it longer, for example, *The waiter recommended the vegetarian pizza*. Then elicit a few more words until students

feel the sentence has reached its limit. Alternatively, you could ask students to add whole phrases, for example, *The friendly waiter strongly recommended the fresh vegetarian pizza to the hungry customer.*

Having demonstrated how 'growing a sentence' works, give students another simple sentence and put them in pairs to create a longer one. This could be a competition: the team with the longest grammatically correct sentence would be the winner. Allow for silly (but still grammatically correct) sentences, too, as these are often more memorable.

8. Play a card game

Prepare a set of cards for each vocabulary word and a set of corresponding definition cards. Ideally, there should be one of each card for each person in the class. In a large class, create subgroups. Choose a student to start. The student uses the definition card to ask a question: e.g. *Who has a word that means to communicate with someone?* The student with the right vocabulary word (in this case, *interact*) answers: *I have: interact.* That student then continues the game by using their definition card to ask the next question. This encourages students to listen carefully to each other and is a non-threatening and engaging way to learn the new words.

9. Create a game board

Give each student a blank game board such as one of the two provided on pages 180 and 181 of the Appendix. Ask them to write one word in each square. They should use any new vocabulary that has recently been taught in their lessons. When all the squares on their board game have a word, put students in pairs or groups of three and they take turns to play each other's board game (or play each game over two or three separate lessons). Give each student a counter. (Alternatively, they can use a small object from their bag.) They place the counters on 'Start'. Student A flips a coin: if it's heads, Student A moves one space; tails, Student A moves two spaces. The object is to use the word you land on in a sentence correctly. The other player(s) decide if it is correct. You can make the game more challenging with the rule that an incorrect sentence (or incorrect pronunciation of the word) means missing a turn.

10. Teach learning strategies

For homework, ask students to make a list of all the ways they use to learn new words. Give them a few ideas to get started, such as writing it down, drawing a picture of it, repeating it in a sentence, etc. The students bring their ideas back to the next lesson and, either working as a whole class or in smaller groups, they share their ideas. During the discussion, write all the ideas on the board. Share them online if you are able to. It's a useful way of having students develop new strategies for learning vocabulary.

10 tips for memorising vocabulary

Memorising vocabulary is the first stage in learning it. Students will probably manage to keep words in their short-term memory for the duration of the lesson, but they need to be able to transfer them to their long-term memory. Forming associations is key, and providing an emotional context for vocabulary, as well as a semantic one, helps form whole memories. This unit will help you do that.

1. Peer-teaching

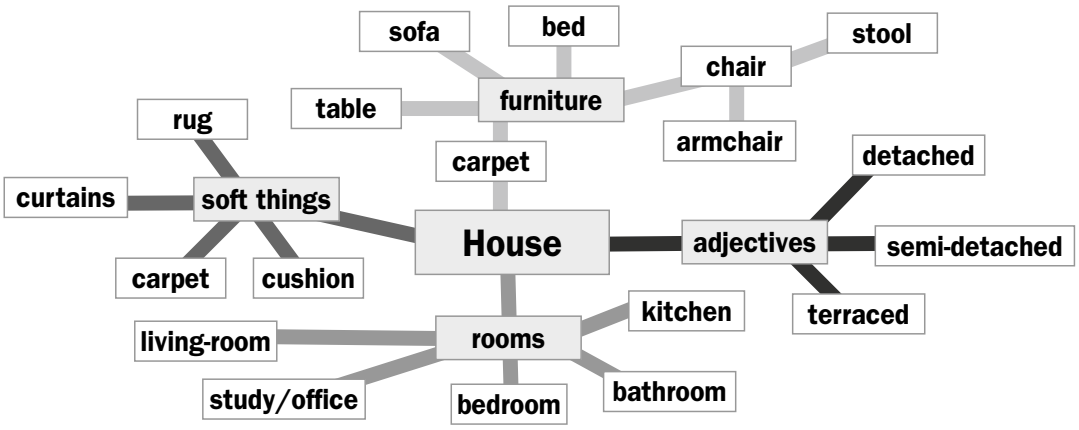
One of the best ways for students to memorise something is to teach it themselves. Put students into pairs. They take turns teaching each other a set of new words. Give each student a list of three different items; for example, Student A receives *mug, rug* and *blinds,* and Student B receives *cupboard, fork* and *armchair.* The students look up their words and decide how they will present them. Encourage them to use drawings, actions or definitions in their presentations of the words.

2. Use colour

The vast majority of visual attention is drawn by colour, so activities exploiting colour help memory. For example, when students record words in their vocabulary books, suggest that they use different colours for verbs, adverbs, adjectives, nouns, etc. Alternatively, you can ask students to organise a mixed or random set of vocabulary into categories of their choice; for example, 'things that fit in my bag', 'things I'll never buy', 'places', 'objects', 'people' and 'feelings'. They write the words in each category in a different colour. They can then use the different colours when making word cards to use for self-study. The thinking processes that go into this kind of task help memorisation.

3. Use spidergrams

We generally find it quite easy to walk around a familiar room in the dark because our brains create maps in our memories to help us remember. In the same way, creating maps and spidergrams is a good way to memorise vocabulary. Give students a list of items relating to a topic such as 'house', 'freedom' or 'animals', or ask them to review their notes and find the vocabulary. They'll need a clean page or sheet of paper. Ask them to write the topic word in the middle of the page and to organise the vocabulary into a spidergram by grouping the items as they wish. When they have finished, they can stick them in their notebooks for reference or use them as classroom posters.



Unit 9

4. Mnemonics

Mnemonics are techniques for memorising long lists of items. For example, when you first meet someone, you might think of something their name reminds you of so as not to forget it. For example, you might imagine a girl called Rosa holding a rose, or a boy called Axel cleaning an axle. Mnemonics are particularly good for learning items like phrasal verbs, which students find particularly tricky. If you imagine standing looking upwards at, for example, your grandmother, it will help you memorise *look up to*. Similarly, imagining someone climbing over a broken heart emoji will help with *get over something*. When you teach new items, ask students to think of a mnemonic and to explain it to a partner.

5. Start with a memory test for awareness

At the start of the course, slowly read out a list of 15 random items, e.g. *nostalgic, house, rainy, chocolate, pudding, hen,* etc. Tell students that they mustn't write them down, but that they must remember them until the end of the lesson. Read the list a second time, then carry on with the lesson. Ten minutes from the end, ask students to write down the words they remember. Discuss how many words they managed; seven or eight is the normal number of items a brain will store, though an overt memory test like this might give higher scores. Next, form groups, mixing those who remembered a greater number with those who remembered fewer. They tell each other how they memorised them. This will not only raise awareness but will also allow them to share successful techniques.

6. Personalisation

Forming opinions of words helps students to memorise them. For example, students look at a list of words and choose the five they think will be most useful to them, or the five they like best. They then write a sentence using each one. You can also ask students to decide which is the *least* likely to be memorable. They compare and discuss the words they have chosen and explain why. They are likely to memorise the words chosen, having made a personal association with it. You can also ask students which words they like the sound of, which ones sound funny to them, or which ones their parents might find useful.

7. Repeat, repeat, repeat

Researchers say we need to encounter a lexical item at least 15 times to memorise it. We would be unlikely to present an item 15 times, but we can achieve this level of repetition by getting students to read a word, then say, hear and write it. A type of dictation called a 'dictogloss' is good for this. Read out a text containing target vocabulary. Students write down what they heard. They then work in pairs to try to reconstruct the text. You should always speak at natural speed (slightly slower for lower levels) and, if students ask to hear it again, never read out the text more than three times. The effort of trying to catch words, transcribe sounds, comprehend meaning and work out the context and grammar surrounding it really helps memory. Short pieces of students' homework or a section of a text they read in the previous lesson work well for this.

8. Think beautiful

One thing that triggers the formation of memories is beauty. Try using postcards of artworks for students to label with nouns, verbs and adjectives related to what they see. They can also add adjectives of emotion or mood for their personal response to the image. Another way for students to improve memorisation is to create their own vocabulary pages by writing the words in the form of eye-catching graffiti. This strategy is particularly effective with teenagers, as it helps develop their creativity – and creativity in turn aids memorisation.

9. Use wordclouds

Wordclouds (also called text clouds or tag clouds) can be created using sites such as Wordle, Tagxedo and WordItOut. They allow you present groups of words in interesting formats and in different colours, making them useful for aiding memorisation. After presenting a set of new vocabulary, show a brightly coloured wordcloud of the target words to your class. Let them see it for 30 seconds (a minute for lower levels) and tell them to memorise as many of the words as possible. Take the wordcloud away and put students into groups of three or four. One person in each group acts as scribe, writing down all the words the group can remember.

10. Focus on positive emotions and the senses

Memory works best when we feel positive about something (the lesson, the teacher or the vocabulary, for example) and when our senses are activated. If you bring sight, sound, smell, taste, touch and feel into your vocabulary lessons, you help memorisation. For example, when you teach holiday vocabulary, such as *beach, hotel, bikini* and *sightseeing*, add in words with a sensory connection, such as *hot, sandy, fish and chips*. Ask students to decide if those are the words they associate with holidays, too. Then give them a table to complete with two or three words in each column. You could end the lesson by asking students to mime holiday words for classmates to guess.

sight	smell	hearing	touch	taste

"I like my students to deduce and discover meaning of a word themselves using authentic resources. In taking a more active role, new vocabulary is more likely to stick."

Jennie Wright, teacher, Germany

10 ways to revise and recycle vocabulary

We all know from experience that if you see or hear a new word once, you will probably have forgotten it the next day unless it is seen or heard again. So revising and recycling is a crucial part of vocabulary teaching and students who revise new vocabulary a little and often will remember better than those who never review, or those who try to revise everything the night before a test.

1. Study skills

Ensure students understand the importance of frequent revision. Ask them to devise a self-study schedule (five to ten minutes a day is enough) in which they plan to use their flash cards, Quizlet cards or vocabulary notebooks. They should choose tasks that are easy to do while commuting, or that can be done as a quick review just before bed. Note that students might start the term adhering to the schedule, but lose momentum as the weeks pass. Keeping track of their study sessions with a chart or log could encourage them to stay the course. At the end of term, add up the time spent so that students can congratulate themselves.

2. Use a three-tick system

The three-tick system allows students to self-assess which words they most need to revise. Ask students to look at the list of vocabulary words and award ticks to each word like this:

I don't remember what this word means.
✔ I recognise the word and know what it means.
✔✔ I recognise it and can explain what it means.
✔✔✔ I am confident about this word. I know it and can use it confidently in sentences.

3. Peripheral learning

Beginner students can create a 3D 'dictionary' at home with sticky notes. Ask them to label things around the house – bed, door, cupboard, wall, etc. as a constant reminder of the names for these items.

4. Test each other

Students form a group chat of four to six people using a messaging app such as WhatsApp or Snapchat. Each person in the group posts a definition in the form of a question to the group, (e.g. *What's a word that means connected with technology?*). The others respond with answers.

5. Listen for the words

At the beginning of the lesson, tell the class you are going to use three vocabulary words in sentences at some point during the lesson. Write these on the board. Students must listen carefully to everything you say. When they hear the word, they raise their hands or stand up. If appropriate, treat this as a competition with points awarded to the first student (or students) to respond. Try to integrate the words naturally into the lesson. You can make this a regular part of every lesson.

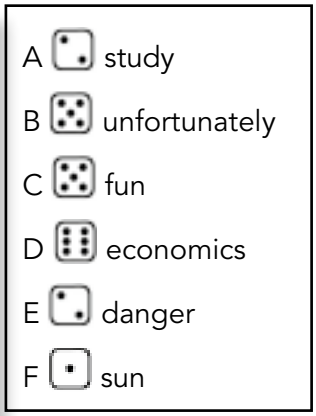
6. Discussion slips

Give each student five to ten slips of paper. Ask them to go through their coursebook or vocabulary notebook and write down one noun, verb, adjective or adverb per slip. Put students into groups of three or four. The students hold their slips so that they can see the words but the others cannot. The aim of the activity is to hold a discussion and keep it going until all the words have been used. Student A starts the discussion using one of the words from his or her collection of slips and then discards it. Another student continues the discussion using and discarding words in the same way. This activity is good for mixed levels in a group: higher-level students can have more words to use. Ensure students understand that they are not competing to use all their words up as quickly as possible, but that it is instead a collaborative effort to hold a conversation.

7. Roll a word

To revise vocabulary before a test, choose 36 words you would like your students to review. On the board, write six sets of six words each. Label the sets A–F. Number the words in each set 1–6. Put students into groups of three or four and give each a six-sided dice. Student A rolls the dice. The number rolled corresponds to a word in set A which the students then write down on a sheet of paper. For instance, if Student A rolls a 6, he or she writes down the word that is numbered '6' in Column A. Students take turns to roll the dice again to collect the next five words. Groups now have a list of six words that they must use to write a story or paragraph. When they have finished, they can either read their story to another group or post it on a class forum or blog.

	A	B	C	D	E	F
1	teach	description	tourist	growth	effective	sun
2	study	additional	hotel	enjoyable	danger	sea
3	plan	quickly	active	creative	expensive	heat
4	lecture	desk	holiday	critique	useful	nuclear
5	presentation	unfortunately	fun	local	wind	waste
6	subject	notes	leisurely	economics	power	agree



8. Nonsense words

Instead of writing a story with specific words included, ask students to write a story or paragraph that includes nonsense words such as buzz instead of the vocabulary word. (e.g. *Every restaurant must have a buzz to cook the buzz.*). They then pass their story to another group, who must replace the nonsense word with the correct vocabulary word. To make the activity easier, ask students to include a list of vocabulary words for the others to choose from. Alternatively, allow them to add words that make the story or paragraph silly, as long as the word form is correct (e.g. *Every restaurant must have a police officer to cook the flowers).*

9. Guess the word

Prepare sets of cards with vocabulary words you want your students to revise – one word per card. Put students into pairs and give them each a set, which they place face down between them. The aim of the activity is to see how many words a student can guess in one minute. Students can time themselves, or you can set a class timer. To start, Student A takes a card and tries to define, explain or give an example of the word on it so that Student B can guess the word. This continues until the minute is up. Students then swap roles so that Student A has a chance to do the guessing. You may wish to pre-teach useful phrases for this activity, for example: *It's something that you use to …, It's what you do when you …, It's a way to …, It means the same as …, It's the opposite of …, It's a kind of …,* etc.

10. Find real-life examples

Ask students to choose three to five vocabulary words. Task them with finding an example of at least one of them in use. The examples can be from written or spoken sources. They can search around town (if in an English-speaking country), look on product labels, listen to songs or podcasts, read news stories, books or graded readers, or watch YouTube videos or films. They bring in their examples to share with the rest of the class.

"I get students to make short video clips on their phones in small groups. Each group chooses a verb or verb phrase we've been working with recently, and decides on how to represent it in a 10-second video. They share the clips with other groups and guess which verb or verb phrase is being represented."

Ceri Jones, co-author of *ETpedia Grammar*

10 tips for teaching the pronunciation of vocabulary

Research has found that 67.5% of communication breakdowns between second-language speakers of English are caused by pronunciation issues. While any given vocabulary item will still be 'correct' despite changing pronunciation slightly between, for example, the Irish, New Zealander, Indian and North-West English accents, there are some sounds that need to be clear for the word or phrase to be understood. This means, generally speaking, that teaching the sound of a word or expression is as important as its spelling – often more so. That, in turn, means looking at sounds within words, how words and phrases sound as units, and how they sound in a sentence. The sounds in English that cause most communication problems are the long/short vowel distinctions (e.g. /ɪ/ and /iː/), the slight aspiration before p, k and t, consonantal clusters (e.g. /tʃt/in *watched*), and word stress. Locally, individual consonants can also be problematic. A good starting point is to point out that the major online learners dictionaries (and often Wikipedia) have clickable soundbites (see Unit 41), but there are many things you can do in class, too.

1. Listen and repeat

This is a good starting point for learning to produce the spoken form of a lexical item. Ideally, the items should be in context, rather than in isolation, and recording using a phone is a useful way to self-evaluate. Most students can recognise when something sounds like English, even if they struggle to produce the sound. For one-to-one classes, take turns with your student to record sentences containing the target items. They can then play the recording back to hear how you say it and compare it with how they say it. For bigger groups, give students example sentences and ask them to anticipate how they think the target items will sound. Then read out the sentences or play a recording and ask students to listen and repeat. To add some cognitive processing to the activity, say sentences which are incorrect or possibly not true for your student(s) and ask them to say the sentences back to you but with any necessary corrections; for example, for parts of the body: *I have very big feet. > I don't have very big feet. Spiders have six legs. > Spiders have eight legs. My hair is blonde. > My hair isn't blonde.*

2. Word stress

Generally speaking, if a word is stressed on the incorrect syllable, it is either difficult to understand or can sound like a completely different word. Take *important*, for example: pronounced as *IMportant*, it sounds very much like *impotent*. When you teach vocabulary, make sure students know where the stress goes on the item, and that they are familiar with the phonemic convention used in transcripts in dictionaries (there is usually a stress mark immediately before the stressed syllable, as in /ˈwɜːrdstres/). As well as encouraging students to become more independent in their vocabulary learning, doing this will help them see over time how, for example, affixes or particles in phrasal verbs are rarely stressed.

Give students a copy of the word stress table on page 182 of the Appendix. Whenever they learn a new word, they can add the words to the table according to the word stress pattern.

3. Number of syllables

Just as with word stress, syllable count in English follows conventions that differ from many other languages. Unstressed parts of words often 'disappear' in the spoken form. This means that words like *chocolate*, *comfortable* or *vegetable* are one syllable shorter than they appear to be when you see them written: /ˈtʃɒklət/(two syllables, not three), /ˈkʌmftəbəl/ and /ˈvedʒtəbəl/ (three syllables, not four). When you teach beginners, encourage them to tap the table or snap fingers to 'tap out' the number of syllables as they listen and repeat new words. Encourage students to remember tricky words as part of pairs in which the other word will tell them how many syllables, for example *chocolate biscuit, horrible vegetable, comfortable dancing-shoes/hiking-boots, special dinner*. This is particularly useful for Spanish or Italian speakers, who add extra syllables to some words. Note also that using the word stress table on page 182 of the Appendix also draws their attention to the number of syllables.

4. Phonemic script

Making students aware of phonemic script and what sounds the phonemes correspond to will help them note down less clear words in their notes. If you use the conventions in your boardwork (e.g. /ɪˈnʌf/ = enough), the symbols will quickly become familiar. Students don't need to be experts, particularly as 'official' transcripts may not correspond exactly with the accent of the English they are learning or may hear around them; however, a passing knowledge will help with their dictionary work, too, especially if they don't have access to the audio recording of a word. An understanding of phonemic script on the part of your students also lets you highlight how to deal with connected speech and consonantal clusters. Once you have introduced a few phonemes, play games with your students to reinforce recognition. Several of the activities below can be done using a phonemic transcript.

5. Using phonemes on the board, slides or handouts

When you prepare handouts or slides, remember that you can check your transcripts in online learner dictionaries, and there's a useful phonetic alphabet keyboard at http://ipa.typeit.org/ The Merriam-Webster dictionary sometimes gives more than one transcript, each backed up with an audio file, so you can choose the transcript closer to your own pronunciation. For boardwork, write the transcript below or next to new items as often as you can, making sure to indicate word stress, too. It can be useful to have a phoneme chart on your wall for easy reference, but an hour spent familiarising yourself with the phonemes will be an hour well spent.

6. Word rhymes and soundalikes

Creating associations is a great way to help students learn the sounds of words. Try raising awareness of the vowel sounds in your lexical set by getting students to match words according to sounds and to make soundalike phrases. This helps with unusual spellings or with tricky sounds, e.g. *Enough rough stuff!* (-gh as /f/) *Swimming women* (several /ɪ/ sounds), *A great big bag of gummy bears* (initial and final /g/ and plosive /b/). If you then ask students to create illustrations for the phrases, you can put them on the wall and point to them as pronunciation reminders later in the course.

7. Song lyrics or poems

Find a song, a few lines of lyrics, or a poem with vocabulary you have been working on. Alternatively, write a poem and ask a friend to audio-record it. Substitute the words you want to focus on with words that rhyme with them. For example, if one of the target words is *trouble*, you could replace it with *bubble*. Tell students how many words (or expressions) are wrong and ask them to identify them using context and meaning. They then work out what the words should be using the rhyming sound as a clue. Students listen to the song or poem to check their answers. You can use this activity to set up a discussion on the meaning of the lyrics, the students' opinion of the song or poem, and whether they agree with the message.

8. Find your partner

A popular awareness activity that often causes laughter involves similar-sounding words or phrases. If you have a class of 12, you need six phrases (duplicated), a class of 20 needs ten phrases (duplicated). Give each student a phrase, making sure there are two of each in circulation. Students go around the room saying their phrase and listening to classmates saying theirs to hear if it's the same. A set of similar-sounding words is provided on page 183 of the Appendix. As a variation, ask them to form groups of three by finding classmates who have a word with the same word stress pattern, e.g. *photograph/vegetable/elephant; potato/forgotten/banana; television immigration/ enigmatic*.

9. Get dramatic

Drama works well for practising word stress and pronunciation in general. As the students read out their example sentences or answers to vocabulary gap fills, ask them to read sadly, with excitement, as a flamboyant TV star, as if reading Shakespeare, or as if in a popular Netflix series, for example. Exaggeration works well as a way to highlight pronunciation, and exaggerated intonation and word stress go hand in hand. For example, try saying *That was fantastic* and *This is really uncomfortable* in the ways mentioned above. Notice what happens to *fantastic* and *uncomfortable*. With teens, this takes them out of themselves and overcomes any aversion to 'being good at English' they may have in front of their classmates. At the same time it gives them licence to be 'good at drama'. Asking them to record themselves while doing drama-related activities also has a positive effect.

10. Awareness for peer-evaluation

Teach learners to be assessors. Here is how it would work in a class based around the topic of travel and transport, with Japanese, Korean and Spanish speakers, and a lexical set of *travel card, voyage, van, arrivals* and *driver* to practise. Show students where and how the /v/ is pronounced in the mouth and contrast it with /b/. Ask students to draw a ☺, a 😐 and a ☹. They then take turns to say the isolated words and to listen to their partner. Both the speaker and the listener should then point to the appropriate face, so they self-evaluate as well as peer-evaluating. Once they are happy with the isolated words they repeat the activity with the words in complete sentences.

10 ways to teach the grammar of a word

Teaching the grammar of words along with their meaning is important to help learners use the words correctly. Words have grammatical features that affect the way they're used. For example, when learning the word *information*, students need to know that it's an uncountable noun (so it isn't used in the plural form) or that the verb *grow* has an irregular past simple form: *grew*.

1. Dictionary grammar codes

When you deal with a particular feature of word grammar in class (e.g. countable and uncountable nouns, irregular past simple forms), make sure students know how to find the information in a learner dictionary (for example, they should know what C and U stand for and be able to identify the verb forms shown at the start of an entry). In print-based dictionaries, the full list of codes is usually given at the front.

To develop students' awareness of this dictionary feature, give students a list of familiar and unknown words from the category you are looking at. They look each one up in a dictionary (print or digital) to find the grammatical information given. This can be done individually or in groups, and can be done as a race. Discuss what they find and remind students to note down any important grammatical features of a word in their vocabulary notebooks. (See also Unit 15.)

2. Parts of speech

This activity for higher levels raises students' awareness of words that have more than one part of speech (e.g. *run* can be a noun or a verb). Give out the set of newspaper headlines on page 184 of the Appendix, either as a single handout or on individual strips of paper. Students work together to first identify the part of speech of each of the key words. They then explain the meaning of the overall headline. Note that many of the words may be familiar, but are typically used in a different way in everyday conversation (e.g. in everyday usage *house* is most commonly used as a noun rather than a verb). Encourage students to use a learner dictionary to check any unexpected uses.

3. Countable and uncountable nouns

When you come across new nouns in class, as well as looking at the meaning, do a quick demonstration to show whether they are countable or uncountable. Write a couple of simple sentences on the board and ask students to complete them with the correct form of the new noun.

Have you got any … (information, advice, tips, paper, pens, etc.*)*

She gave me … (some paper/a piece of paper, a pen, etc.*)*

You can deal with several nouns together, especially contrasting countable and uncountable examples. Adjust the sentences slightly as necessary to fit the vocabulary, but keep them simple. Doing this regularly reminds students to think about the grammatical characteristics of new nouns.

4. Plural nouns

This simple memory game is a good way of practising plural noun forms. Students sit in circles in groups of up to five or six. Prepare a set of cards for each group with a singular noun written on each (such as *apple, fish*, etc.) The cards should include a mix of nouns with both regular and irregular plural forms. Place them in a pile, face down in the middle of the group with one dice. The first student picks up the top card and rolls the dice. They must make a sentence starting *I went to the market and I bought …*, completing it using the word on the card and the number on the dice. For example, if the word is *apple* and the number is three, the student would say, *I went to market and I bought three apples*. Then the second student picks up the next card (e.g. 'fish'), rolls the dice (e.g. '5') and says, *I went to market and I bought three apples and five fish*. As the game continues, students add to the list, trying to remember the previous items. Students should also pay attention to using the correct plural forms and correct pronunciation of the plural *-s* ending (i.e. /s/, /z/ or /ɪz/). You can vary the initial sentence to fit the vocabulary set, e.g.

I went to London/Paris, etc. and I saw five …

I went to the zoo and I saw three …

I went on holiday and I took four …

5. Transitive and intransitive verbs

This photocopiable activity helps raise students' awareness of which verbs are intransitive and so do not need to be followed by a direct object (i.e. *the sun shines*), and which verbs are transitive and so need an object after them (i.e. *the courier delivers a parcel*). Give students the handout from page 186 of the Appendix (or dictate the sentences) and explain that they have to decide whether each sentence is complete as it stands or whether they need to add something else after the verb.

6. Verb-ending stories

Give students a large word pool of verbs. These should include verbs with regular and irregular past simple forms. Students work in groups to write a very short story where the verbs are all in the past simple, but they must alternate between regular and irregular verbs. They could highlight the verbs in different colours so they stand out. For example:

*Josh opened the wardrobe and **took** out an elegant black suit. He walked across to the window and **held** it up. It looked amazing and the fabric **felt** like silk. He tried it on and he **found** that it fitted perfectly!*

7. Comparative adjective forms

Give students lexical sets of objects, people, places or animals to compare (see suggestions below). They must come up with sentences using comparative or superlative adjectives, e.g *An elephant is much bigger than a mouse; I think Norway is probably the coldest of the four countries*. This can be a quick-fire activity, where you read out the list and students put their hands up to suggest answers. Alternatively, it could be a writing activity in which students (individually or in groups) research the set and write a more detailed comparison.

- Animals: elephant, tiger, horse, mouse

- Places: China, Norway, Australia, Jamaica
- People: Vladimir Putin, JK Rowling, Beyoncé
- Substances: gold, water, paper, wood

8. Categories

This quick activity can be used to revise different grammatical features of vocabulary. On the board write a group of recently taught words that share the same part of speech (e.g. all nouns or all adjectives) and ask students to put them into groups according to a particular feature, for example:

- Nouns that have a plural form with *-s*, *-es* or an irregular plural.
- Nouns that are countable or uncountable (or both).
- Adjectives that have a comparative form with *-er* or *more.*
- Verbs that have a third-person form with *-s*, *-es* or *-ies.*
- Verbs that have a single or a double consonant before an *-ing* or *-ed* ending.

9. Odd one out

Choose sets of four words in which one is the odd one out grammatically; for example, three nouns that are always plural (*scissors, trousers, sunglasses*) and one that isn't (*shoes*). Write the set of words on the board or read them out and ask students to (1) guess the odd one out and (2) explain why it's different. Give clues if necessary. Here are some examples of sets you could write on the board:

- *buy, bring, teach, laugh* (they are irregular verbs with a *-ght* past simple ending, except laugh which has a regular *-ed* ending)
- *quick, slow, good, careful* (they have related adverbs formed by adding *-ly* except *good*, which has the irregular adverb form *well*)
- *air, snowflake, wind, rain* (they are uncountable nouns except *snowflake*, which is countable)
- *make, do, be, have* (they are auxiliary verbs except *make*)
- *news, series, address, crossroads* (they are singular nouns ending in *-s* with no plural except *address*, which has the plural *addresses*)

10. Student presentations

Allocate each student a word that has an interesting grammatical feature. Choose words that are irregular or that are commonly problematic for students. For example, students often use *advice* as a plural noun (~~*advices*~~) and confuse the noun and the verb forms (*advice* and *advise*). Using a dictionary or information from their coursebook, students research the word for homework, focusing especially on word grammar. They produce a short presentation for the rest of the class explaining how the word is used. The presentation could be oral, written or visual, in the form of a poster or slideshow. It should include a simple explanation and their own examples to illustrate the usage.

10 ways to teach spelling

To many students, English spelling can seem deliberately difficult. A historical look at how English developed explains a lot, but it doesn't help students discover any kind of rule that will explain why many words don't look the way they ought to from the way they sound. This poses an additional challenge to any students in our classes with dyslexia. Learning spelling involves noticing patterns and exceptions. Multimodal activities – those involving seeing, hearing and movement – are effective for teaching and practising spelling. It also works better if a word's spelling is revisited a little and often over time rather than trying to learn intensively.

1. Look, say, cover, write, check

This can be done in class or at home. The student looks at the word, says it aloud, covers the word, writes it and then checks that they have spelt it correctly.

2. Disappearing letters

Write the word on the board. Students spell the word in chorus as you point to the letters. Erase one of the letters and put a line where the letter was. Point to the letters again (including the space) as the students spell in chorus. Continue to erase letters until students are spelling the word aloud from memory.

3. Separate the root from the affixes

Many students are daunted when faced with a long word to learn. One way of helping is to show them how to break the word into more manageable chunks. Encourage them to look for the root, the suffixes and the prefixes. For example, a word such as *unimaginable* looks rather daunting, but if we break it down into its parts: *un-imagine-able*, it's much easier to spell, and students need only remember to drop the *e* from *imagine*.

4. Notice and record spelling patterns

Choose words that share a similar pattern and create charts that can be put on the classroom wall for reference. The chart below shows patterns of words grouped by the /iː/ sound. Other patterns you might include are: words with double letters (*egg*, *difficult*), words with silent letters (*knife*, *subtle*, *debt*), words ending in *-ion/-tion/-sion*, words ending in *-ence/ -ance*, etc. Be sure to highlight the patterns in bold or in a contrasting colour (being mindful of colour-blind students). Ask students to keep records of patterns in their vocabulary notebook.

Sounds like /iː/		
ea	ee	ie
pl**ea**se	gr**ee**n	bel**ie**ve
m**ea**n	f**ee**t	ch**ie**f
cl**ea**n	d**ee**p	th**ie**f
n**ea**t	sh**ee**p	ach**ie**ve
dr**ea**m	qu**ee**n	
m**ea**l	str**ee**t	

Unit 13

5. Which is correct?

On the board write some words that you have been teaching recently. Spell half of them incorrectly. Students work in teams of three or four, trying to spot which words are spelt correctly and which are incorrect.

6. Disappearing letters

With lower-level classes, write a word on the board. Students spell the word aloud in chorus as you point to the letters. Erase one of the letters and put a line where the letter was. Point to the letters again (including the space) as the students spell in chorus. Continue to erase letters until they are spelling the word from memory.

7. Team spelling bee

This is a revision game that can be used just before a test. Put a pile of word cards at the front of the room. Students work in groups of three. One person (Student A) from each team comes up to choose a word at random from the pile, then goes back to the team to say what it is. The rest of the team write down the word. Student A can help with spelling, but cannot write the word. Student A can go back as many times as needed to see the word, but can't take the word back to the team. Team members take turns to go to the front of the class to look at the words and report back. The team with the most correctly spelt words after five or ten minutes wins.

8. Whisper spelling

Students work in teams of six to ten. Teams stand in lines (i.e. with one student standing behind the other) facing the board. You stand at the back of the classroom behind them all. You whisper or show the same word to each of the students at the back of the lines. That person then whispers it to the person in front of them, and so on until the word reaches the person nearest the board. That person writes the word, then joins the line at the back. This is repeated until everyone in each team has had a chance to write a word on the board. Students in a team can orally help their teammate to spell the word, but they cannot approach the board to write.

9. My problem words

Students keep a record of words they tend to misspell. For example, they can use them to make a word cloud using WordArt, Wordle or Tagul. They could then keep a printout of it in their notebook or put on their bedroom wall at home where they can see it often.

10. Use Scrabble letters

Most of your students will have heard of the game of Scrabble, which comes with lots of letters on small plastic squares. (If they don't have the game at home, they can make a set of letters on small pieces of paper.) Students create an audio recording of all the words they want or need to learn. Next, they play the recording of one word at a time and use Scrabble letters to spell them out, checking after each that they have spelt them correctly.

10 ways of using the L1 knowledge actively in the classroom

Whether you teach monolingual or multilingual classes, it is useful to have a general awareness of your students' first language (L1) and the ways in which it can help or hinder their vocabulary learning. Linguistic features of the lexis of their L1, such as the pronunciation, spelling and script, collocates, idioms, and word formation, can all shed useful light, and provide you with hints on how best to support your students by preparing more effective lessons that build on those features. Here are ten ways in which you can actively do that.

1. Non-alphabetic language

Speakers of non-alphabetic languages (e.g. Chinese, Korean and Japanese) learn words as images rather than spelling them out. When you teach new items, these students may be slightly slower to process them than speakers of alphabetic languages, as they are less accustomed to reading 'letter by letter' rather than using ideograms (词) . So train these students to recognise words automatically in a way similar to seeing ideograms. One useful activity is to ask each student to make a set of at least ten word cards, choosing their items from a longer list (this could be the vocabulary studied in a unit of a coursebook). In pairs, students take turns flashing a card at their partner for two seconds. Their partner must try and read what it says. If they are correct, the card is set aside, if not, it returns to the bottom of the pack. After one minute, students count how many cards they have read correctly and swap roles. The winner is the student with the most cards.

2. Word grammar

Some languages with a lot of lexis of Chinese origin (like Chinese and, by extension, Japanese), work very differently from English in terms of word grammar. In some languages, adjectives, adverbs and nouns all take the same form, and adverbs sometimes carry grammatical information (as tenses do in English). Syntax-related activities, such as ordering sentences, help to raise students' awareness of where certain kinds of word go in sentences and help students recognise the affixes that indicate parts of speech. For example, give students a mixed-up sentence like this: *New York city is a in famous the USA* (Answer: *New York is a famous city in the USA.*)

3. Focus on sounds

The long and short sounds tend to be the trickiest of the vowels in English, but most students, whatever their L1, will have problems with some consonant sounds. Tongue twisters can work well to help the learning of meaning and sound. You can find some tongue twisters on the internet or do the following activity and have students create their own. Begin by brainstorming a few words containing the target sounds and write them on the board. Then ask students to write tongue twisters or long sentences containing as many of the words as possible. At the end, they give their sentences to classmates to try to say, and then to learn. Encourage them to practise at home by recording themselves and play the recording back to check their pronunciation. These examples practise the sounds /b/ and /s/.

The blue van drove very badly over the bumpy bridge over the river.

She sells delicious sausages for six shillings.

4. Working with meaning

One word in English may have various translations in other languages, and also be context-dependent. If you know which words cause confusion (e.g. *make* or *do*; *be* or *stay*), multiple-choice gap fills as team games work well. Say the sentences, indicate the gap with a 'beep' and give the options. Teams tell you the answer and give a simple explanation. Award one point for the correct word and one for the explanation.

5. Using cognates

Use cognates as stepping stones to highlight register or for teaching synonyms. For example, as students who are speakers of Latinate languages are likely to guess the meaning of *evaluation* or *vote*, you can use those words to define *assessment* and *poll*. A little project you can ask students with a variety of L1 backgrounds to do is to find words that sound similar in all (or most of) their languages and English. Start with words for *coffee* and *tea*. Building these associations will help them memorise the English words.

6. False friends and loan words

For speakers of Latinate or Indian languages, for example, English has many 'false friends', as languages with a common ancestor develop at different rates and in slightly different directions. Here are a few examples: the word *hotel* in many Indian languages; the word *sensible* in some Latinate languages; and the word *consent* for Japanese speakers. Identify the most frequent false friends early on by asking higher-level students and colleagues. Use activities that focus directly on the false friends identified, obliging students to use them with the correct meaning. For example, with higher levels, ask pairs of students to research the origins of a pair of false friends (ideally a different one for each pair of students) and to tell the class the story of the word.

7. Collocations in your language

Collocation can be a frustrating concept to teach, as students often want rules or reasons for choosing one word over another. It is useful to know a few collocations in the students' own language to be able to show them it's a perfectly normal feature of any language. In Spanish, for instance, *poner* (put) is often used with a meaning similar to *dar* (give). So the Spanish translation for the English phrase *Could you give me a coffee, please?* is translates literally as *Could you* ***put*** *me a coffee, please?* Similarly, in French, *depend* (*dépendre*) is always followed by the preposition *de* (literally *of*).

8. Little words (prepositions, articles and pronouns)

Different languages take very different approaches to these 'little words'. For example, Chinese does not distinguish between *he* and *she*, whereas Thai, Vietnamese and Spanish, for instance, have far more complex pronoun systems than English. Articles vary in use: in German, there are six words for *the*, in Arabic there are no indefinite articles and in Vietnamese an article can consist of two words. To teach these 'little words', look at lots of example sentences as a class, and then ask students to work out how the English words function within them. This is generally more effective than trying to give a translation. For example, if you are working on prepositions with a monolingual group, give students two minutes to write as many sentences as they can in their L1 using a particular preposition

(e.g. *de* in Spanish). Groups then swap sentences. They have three minutes to translate them into English. They then give their translations to another group, who decide which ones are correct. Use these sentences for a lesson on the meanings and uses of the preposition, and when to use *'s, from, by*, or an adjective in English rather than *of*.

9. Translation for higher levels

Although on-the-spot translation in class can lead students to make mistakes later on, short translation activities for intermediate and higher-level students allow you to focus on many aspects of vocabulary. Give students five sentences in English and ask them to translate them into their own language in such a way that the message is the same and they can be used in the same context. If they do not share the same L1, they can then compare how they would say it in their own language; for example, *In my language, we don't say it's bitterly cold. We sometimes say it scratches*!

10. Comparing translations

Following on from 9, there are many online tools and apps which will translate sentences from one language another. Sometimes the online translations make mistakes and produce strange – and sometimes funny – sentences. For homework, give students a sentence to translate. Then have them use an online translator and see if their version and the online version are similar or different; if they are different, the student can try to decide which translation is more accurate.

"I have found my knowledge of Spanish incredibly helpful for teaching vocabulary. I often overhear students making guesses about meaning and whispering possible translations to each other. For example, a student asks, "Que significa cup? Es vaso o taza?" I can quickly answer and clarify meaning, "Cup is taza. Vaso is glass, usually. A glass of wine. A cup of coffee. Not a cup of wine. That's not correct."

Nicola Meldrum, teacher and trainer, Spain

10 ways to keep a record of vocabulary

Although many students have some way of keeping a record of the vocabulary presented in class, their strategies are not always effective. For example, writing down a word and its translation alone doesn't give students much information about the kind of word it is or how it is used. One key to keeping vocabulary records is to include enough information to be able to recycle and use the words later. Teachers can play an important role in teaching students how to keep and use effective records.

1. Vocabulary notebook

To introduce the idea of keeping a record in a notebook or to suggest alternative ways to record vocabulary, put students into pairs and give each pair a copy of the vocabulary-notebook handout on page 187 of the Appendix. Ask them to discuss the benefits of this approach to recording vocabulary. Note that you may need to explain 'connotation' and give examples of words with a positive and negative connotation (e.g. *slim* when it refers to a person is positive, whereas *skinny* is not). Students choose one or two of their own vocabulary words and create a similar entry in their notebook. You could also put an enlarged copy of the photocopiable poster on the wall for future reference.

Rather than using a traditional paper-based notebook, students may prefer to use a digital note-taking app such as Evernote, OneNote or the note-taking app on their phone. These could constitute a more familiar way of keeping track of information for students who prefer using digital devices. Students can organise the notebook in much the same way as they would the paper-based one above, but they can also add links, images or multimedia.

2. Word-form chart

Learning different word forms (see Unit 19) gives students more flexibility with language, and also provides them with a wider range of vocabulary. Ask students to set up a separate section in their notebook for word forms. To introduce the concept, draw a table on the board with four columns, headed Noun, Verb, Adjective and Adverb. Write the new word in the appropriate column and ask students to look in their dictionary for the other forms of that word and add them to the chart. If a particular word form – an adjective form, for example – does not exist, they put a dash or an X. They then underline the stressed syllable in each word and note how it sometimes changes depending on the word form. As new words are introduced, students can add to their word-form charts. You will find a ready-to-use chart on page 188 of the Appendix.

3. Individualised flashcards

Flashcards can be made out of index cards or by cutting up sheets of A4 paper into four pieces. Ask students to write the new vocabulary word on one side of the card. On the other side they write a definition of the word or an example sentence, leaving a blank space where the word should go. When revising, they look at the side with the definition or sentence and try to remember the word. Alternatively, they could draw a picture or write a synonym on one side of the card with the word they want to learn on the other. The more students personalise their flashcards, the more engagement and meaningfulness the cards will provide.

4. Whole-class flashcards

Create a class set of flashcards for whole-class revision activities. Ask students to create the cards as above each time new vocabulary is introduced. Collect the cards and keep them in the class vocabulary box. Start or end lessons with a quick revision of vocabulary by taking a card, reading the sentence or definition and asking students to say the word (see also Units 10 and 17). Give students who finish quickly or those who arrive in class early access to the vocabulary box for revision alone or in pairs.

5. Using photos

The more time students spend revisiting new words, the more likely they are to remember them. Ask students to choose one or two words from the lesson that they want to remember. Using their phone, they take a photo that represents that word. For example, if the word is *flower*, they can take a photo of a flower. For more abstract words such as *emotion* or *unaware*, they should find an image which represents that word to them, or they could stage a shoot with their classmates. Photos can be done in class or at home. If appropriate, students can share the photos in a class group chat. At higher levels, students compare photos in class and explain the connection between the picture and the word.

6. Vocabulary wall

Create a topic wall for recording vocabulary in the classroom. Put the topic in the middle of the wall and invite students to add words that have been introduced in that unit of their coursebook, for example, to the wall. As the unit progresses, students add more words, images and example sentences. As well as being a personalised reference, the vocabulary wall will serve as a peripheral learning tool – students will have a constant reminder of the terms, including their spelling and a sentence for context. Students can also take photos of the wall to use for test preparation at the end of the unit, and the wall can be used to conduct a periodic vocabulary review.

7. Online bulletin board

If creating a vocabulary wall is not possible in your situation, try creating one online using a sticky-note app such as Padlet or Popplet. A virtual vocabulary wall has the advantage of being accessible to students for study outside class and, because students are able to personalise the content, it will be more meaningful to them. First, create a 'class' and invite students. Ask them to contribute to the online bulletin board by posting labelled pictures, short pieces of text, music, links and video. You could give a different student the task of managing the bulletin board each week. In a large class, delegate words to groups of students, who are then in charge of providing content for the bulletin board for that lesson or unit. Create a new bulletin board for each topic or unit.

8. Voice recording for pronunciation

One way to help students remember the pronunciation of new words is to ask them to record themselves saying the words. Provide a model of the correct pronunciation by using either the coursebook audio file or your own recording, or by asking students to listen to the pronunciation using an online dictionary. They then record themselves saying the word, and compare their pronunciation with the model, re-recording until they are happy with their pronunciation. Voice recordings of words can be added to online bulletin boards as well.

9. Voice recording for context

Hearing a word in context is an effective way to remember its meaning and how it is used. Ask students to read and record the dialogue or sets of sentences in which the new vocabulary words occur. These could be from the textbook; alternatively, students could write their own sentences or dialogues. Ask students to listen to the recording several times during the week. This revisiting of the words in context will aid retention of the vocabulary.

10. Learning app

Students can create their own virtual 'dictionary' in an app that provides both a definition and a variety of activities or games to recycle the words. One example is Vocabulary.com, which has an adaptive learning game that provides more practice for particular words the user forgets; it also awards points and achievement badges depending on how much time the user spends trying to master the terms. Another useful app is Quizlet. Teachers can use it to create class sets of flashcards, which include images, text and audio. They can invite students to create flashcards that can be shared; alternatively, students can create their own set. Students can then access the words at home for revision.

"I like the app My personal dictionary because it encourages collaboration while allowing students to create a personal dictionary divided into topics, and to add a picture to complement the definition (or translation or example sentence). By setting up the audio, students listen to the word; so text, image and audio all combine to help them remember. It's simple to use, and even creates different exercises if you want."

Sandra Luna, teacher, Portugal

10 vocabulary warmers to start your lesson

Vocabulary warmers (activities to start a lesson) are a useful trick for a teacher to have up their sleeve. Remember, though, that the time of day you are teaching, as well as the age group, will affect your choice of warmer. If adult students are coming to you after a long day at work, you might want to energise them, but if you have younger students who have been running around in break immediately before the lesson, you might need to calm them down and help them to focus. Whatever your situation, one of these ten ideas can help you. Just remember that warmers should be short and snappy, so limit them to five to ten minutes.

1. Ordering words

Make sure each student has a set of items such as a few coloured pencils or a selection of picture cards. Very quickly say the names of four items in random order as fast as possible. For example, you might say, *blue-pink-yellow-black* or *bus-car-train-bike*. Students listen and try to put the four items or colours in the order in which you said them. When they have the order they think is correct, they put both hands up. Award points to winners. Say the words again several times, each time in a different order. After two minutes, tell them it's their turn to say four items quickly for their partner to put in order. (See also Unit 48.)

2. Energise with movement

Students stand in a circle. If you want to focus on the vocabulary of clothes, for example, you can start by saying, *If you're wearing black socks, change places.* Any students who are wearing black socks have to swap places with others in the circle. Then a student says the next sentence, e.g. *If you have gloves in your bag, change places*, and so on. The most obvious lexical field is clothes, but you can also use other lexical fields, e.g. food vocabulary: *If you like ice cream / don't eat chicken, change places*; places in a town: *If you live near a school / went to the supermarket earlier, change places*; verbs for habits: *If you sometimes have a bath not a shower / always walk to class, change places*; rooms and furniture: *If you have a rug in your living room / haven't got a television in your bedroom, change places.* You can take part as well if you wish.

3. Word chains

Form groups of five or six students and ask them to stand in circles and number themselves from 1 to 5 or 6. Give a word to all the number 1s, e.g. *rainbow*. They say the first word they associate with it to number 2, who says the first word they associate with that word to number 3. Number 3 then says the next word they can think of to 4, and so on. For example, *rainbow – gold – ring – phone – talk – listen – music – sing...* If they can't think of a word within 10 seconds, or if they repeat a word, they fold their arms and no longer play. After two minutes, shout *Stop!* Find out which group has the most members still playing and how many words they have each thought of. The group with the most should try to tell the class all the words they've said.

4. 'Stop!'

Before the lesson, write down the letters of the alphabet and number each letter randomly from 1 to 26. In class, write six categories of vocabulary on the board; e.g. animals, things in a kitchen, people, places, hobbies/pastimes, action verbs*. Next, put the students into pairs or small teams. Ask any student to give you a number from 1 to 26. Call out the letter that corresponds to the number on your piece of paper. Teams then have one minute (two minutes for lower levels) to think of a word for each category beginning with the letter. (Note: if they choose uncommon letters like X or Q, allow words with an X or Q in them as well as ones that start with X or Q). Shout STOP! when the time is up.

*For example, for these categories and the letter S, students might put: *shark, stool, sister, shoe shop, sewing, sing*.

5. Password

'Password' works particularly well with higher levels. Put students in pairs so they are facing each other. One student in each pair thinks of a word and writes it down in secret. They then give their partner single-word clues to guess the word they've written. For example, if Student A has thought of the word *shade*:

Student A: *tree* Student B: *branch*?
Student A: *cool* Student B: *autumn*?
Student A: *hot* Student B: *palm tree*?
Student A: *relief* Student B: *shade*?
Student A: *Yes!*

Then they swap roles. Play for around ten minutes.

6. Photo memory

Show the class a busy, brightly coloured illustration or photo that includes as many of the items you wish to review as possible. For example, it could be a scene of a marketplace or a photo you have taken of a collection of items on a table-top. Hide the picture after one minute. Ask them to work in groups of three or four to describe and draw it. Only one person should draw. Encourage the observing students to discuss what's being drawn; for example, they might say, *There weren't three suitcases on the platform. I think I saw six. No, there were three suitcases and three sports bags.* If you don't have photos of your own, you can find plenty on the eltpics Flickr site or use images from Wikipedia.

7. What's the topic?

At the start of a new unit in your coursebook or topic in class, put three or four new items of vocabulary on the board that are not in the coursebook (if you use one), but that are related to the topic. Try to make sure you give a variety of parts of speech. A unit on crime, for example, could be set up with *look into, catch someone red-handed, proof* and *dodgy*. Students work in pairs. They have a time limit to find out as much as possible about each item (e.g. grammatical form, other related forms, pronunciation, past participle, meaning(s), etymology), and to guess the link between them (that is, the topic).

8. In the news

For higher levels, take a newspaper headline (or title of a reading text), preferably with words that can be nouns or verbs, and give students the words to try to reconstruct the headline. This focuses attention on meaning and form and is a good introduction to a reading skills lesson or discussion. Try this:

art	city	works	gallery	houses	art	new	displays

9. Gap and shuffle warmers

Make a warmer by deleting two or three words (e.g. plural forms or adjectives) from mini texts, such as signs, cartoon captions or headlines. Students try to guess the missing words. When they have guessed correctly, set a time limit for pairs to make as many coherent (and fun) sentences as possible using only the words in the sign or caption. For example, from the sign in the photos below, students might make the following sentences:

Children must welcome dogs.
Dogs must lead children.
Children must be on a lead.
Welcome children.
Dogs welcome a lead.
Dogs must be on a lead.
Children welcome.

10. One word, many sentences

With higher levels, set a time limit of five minutes and give the class one word. They write as many sentences as possible including the word in as many different ways as they can. Choose a word with several different meanings and many collocations, e.g. for *take*, they might write: *I'd like to take you up on your offer. What's taking you so long? I did a double-take when I saw her. What's your take on this?* Find out which pair or student wrote the most correct sentences.

City art gallery houses new art works displays

10 quick vocabulary games to end your lesson

If you find yourself with a spare five or ten minutes at the end of the lesson, vocabulary games are an engaging and useful way to finish off. The first time you play may take longer as you will have to explain the rules, but if you play them regularly, students will be ready to go more quickly.

1. Tic-tac-toe (noughts and crosses)

The object of this team game is to get a row of Xs or Os horizontally, diagonally or vertically in a three-by-three (or five-by-five) grid. Teams can place their X or O if they guess the word correctly. Prepare a set of words on paper; alternatively, hand out five blank slips of paper to each student and have them look through their vocabulary notebooks and write one word on each slip of paper. Collect the slips and put them into a box or bag.

Make a grid on the board, three-by-three or five-by-five, depending on how much time you have. Divide the class into two teams. One team is Team X, the other is Team O. Team X starts. Take out a vocabulary slip and give a clue about the word for the team to guess. The team must confer before giving their answer and you must only accept the answer from one nominated group member. If they are right, they can place their X in whichever square they wish. If they are wrong, the other team gets to guess. You can make this game more challenging by insisting on correct pronunciation as well.

2. Categories by letter

Ask students to draw a six-by-six grid on a piece of paper. Down the first column, starting at row 2, they write topics (e.g. *food, travel*). You can supply the topics or let them choose. Across the top row starting with column 2, they write letters (avoiding uncommon ones such as Z or X). Set a timer for one minute. Students now have one minute to complete their grid by writing words that begin with the letter at the top of each column for each of the topics. Here's what a grid might look like:

	B	F	M	S	W
food					
travel					
sport					
health					
weather					

3. Pelmanism

In the game of Pelmanism, students put a set of cards face down on the table. They take turns to turn over two cards at a time. If the cards match, the student keeps the pair and gets another turn. If they don't match, they are turned back over and left in exactly the same place. Then the turn passes to the next student. The aim is to find matching pairs, with the person finding the most pairs being the winner. Pairs might be: cards displaying the same word, a word and a picture that represents that word, synonyms, antonyms, a gapped sentence and the word that fits in the gap, homonyms, homophones, etc. The game works best if all the pairs follow the same pattern (i.e. all the pairs are synonyms, homophones, etc.) You will need to prepare the cards (see page 189 of the Appendix) on fairly thick paper so that the printing doesn't show through to the back.

4. Scavenger hunt

Ask students to close their coursebooks. Choose three words from a coursebook unit you are currently working on. Tell the class the three words and ask them to write them down. They then have two minutes to find the words in their coursebooks, shouting out the page numbers when they have found them. Check the page numbers, as the word might appear more than once in the unit.

5. Bingo

Make a copy of the bingo cards on page 191 of the Appendix (one per student). Write a list of 30 words on the board. Give each student a bingo card. Ask them to choose 25 words and to write them in the squares on the bingo card – one word per square. Explain that if they hear a word that is on their card, they should cross it out. When they get a horizontal, vertical or diagonal row of words crossed out, they shout, 'Bingo!'. Call out words at random until there is a winner. You can make this game more challenging by including similar-sounding words that your students frequently confuse, by calling out definitions instead of the words, or by calling out antonyms.

6. Beginnings and endings

Invite students to stand in a circle. Start by saying a word. The student to your right must think of a word that begins with the last letter (or last sound) of the word. e.g. *father* → *road* → *detail* → *love* → *evening* (or *very*) etc. Try to keep up the pace by setting a time limit of three seconds for students to respond.

7. Pictionary

Put students into groups of four to six and give each group a piece of A4 paper and a set of cards with vocabulary words, which they keep face down. Within each group are two teams. The object of the game is to draw a picture that represents a word that your teammate(s) can guess within a one-minute time limit. For example, if the word is *seatbelt*, the student could draw a seatbelt in a car or a seat and a belt. If the team guesses correctly, they get a point and the turn passes to the second team. The game gets more challenging with higher-level or more abstract vocabulary.

8. App-based games

This activity requires students to download the Kahoot or Socrative app on their phones. Once they have done that, the activity is quick to run and can be repeated as part of a weekly vocabulary revision routine. Before class, prepare a multiple-choice vocabulary quiz using Kahoot or Socrative (or use Quizlet Live if you have already set up Quizlet flashcards). Students receive the quiz on their phone and answer the questions. You can display results using a projector. As the teacher, you will also be able to see which individual students are getting the answers right and which need more support.

9. Word tennis

Word tennis is a game that can be adapted for different purposes. It is often used for revising the three forms of verbs: Student A 'serves' by saying the present tense or infinitive form, Student B 'returns the serve' with the past form, and Student A 'hits back' with the past participle form. Student B then 'serves' another verb. You could also do this with:

adjective/comparative/superlative

word/synonym/antonym

noun/verb/adjective

word/definition/example sentence

10. Finish the sentence

Prepare a set of sentences replacing the vocabulary word with a gap. Ideally, these would be sentences from a reading or listening text that students have already seen. Read the sentences one by one, but make a noise where the gap is (e.g. *You play tennis with a BEEP and a ball*). Students call out the correct word to complete the sentence.

"When you use wordsearches with 10 words mixed up into a grid of random letters, they are great for practising prefixes and suffixes. Get your students to spot how many examples of -ion, -ive, -ful, -ship etc there are in the wordsearch and use that as a springboard for getting them to recognise the complete words as a consequence."

Adam J. Simpson, teacher, Turkey

10 tips for testing vocabulary

We test vocabulary for various reasons: first, because it's an effective way of reviewing what students have learnt; second, so you know where the gaps in their knowledge are, which helps with your planning; third, to prepare students for internal or external exams; and fourth, for administrative reasons, such as diagnosing level or measuring progress. Each different reason for testing will affect how you organise your test.

1. Texts for tests

If one of the aims of your test is to review items, use texts that students have already met for gap-fill or multiple-choice activities. You can use any reading text or audioscript you have worked on in class. Look through the text for items you wish to test, then choose the eight to ten where the context provides enough clues. Once you have a gapped text, ask students to work individually or in pairs to complete the gaps.

2. Listening gap fills

If you want students to complete a gap fill while listening to a text, prepare your text as in Tip 1 above. Then read the text aloud to the class, pausing before the items to be reviewed, or whistling to indicate a gap. Ask students to write the missing words down or call them out. This works well with functional and situational expressions (e.g. *Good morning, sir. Can I _____ you? Yes, please. Do you have these shoes but in a _____ 10?*).

3. Definitions game

Ask students to look through all the vocabulary they've covered over a particular period of time, and to choose 25 to 32 items to test a partner on. It's important that they look at their notes to provide some variety, as students often record different things. Give each student two sheets of A4 paper to fold into 16 squares (32 squares in total); they write one vocabulary item on each square. They then tear the paper into word cards. Students work in groups of three. They mix their cards together and put them in a pile face down. In turns, they take a card and define the word on it for their partners to guess. Each player has two minutes. If a student guesses a word, they keep the card; if not, it goes to the bottom and the next card is defined. The aim is to get through as many as possible in the two minutes. Play for at least 12 minutes, so each person defines twice. The winner is the player who has won the most cards. Finally, students look at the items that weren't guessed, recalling the meaning together.

4. Testing with a picture

Take a picture that shows the items you want to test. Then write a script about the picture but include mistakes; for example, if there's a tall woman in a red coat, say that there's a short woman in a red coat, or a tall woman in a red dress, depending on what you are testing. Students listen and circle the areas of the picture where there is a mis-match.

5. Diagnosing using vocabulary

You can gain a good idea of a student's approximate vocabulary level by creating a sheet of jumbled items taken from all levels (A1 to C2). You'll need around ten items of vocabulary from each of the lower levels (A1 to B1) and seven or eight from the higher ones (B2 and above). Learners work separately to categorise the words under the following four headings:

1. I know and can use this word.	2. I think I know this word.	3. I recognise or can guess this word, but I don't use it.	4. I don't know this word.

Working with the students, you can interpret the information by looking at where the words were placed. For example, if most of the B1 words but only one or two B2 level words are placed in the column 2 ('I think I know this word'), then the student's level is around B1. The task also highlights a student's passive and active knowledge of a word at different levels; a B1-level word in column 3 indicates that the student might recognise it in a reading text but be less confident about using the word in a sentence.

6. Diagnosing using visuals

Find a photograph or a short video extract with a lot going on, for example a market scene. Ask students to write down at least 20 nouns, 20 verbs, 20 adjectives and ten phrases or idioms that they can see or associate with the picture. If students do produce around 20 of each, ignore the first ten for diagnostics, as it's when they feel pushed that the true level of their language will come through. When they have finished, ask students to enter the last ten words in each of their lists (ten nouns, ten verbs etc.) into http://englishprofile.org/wordlists/text-inspector. This will give an overview of their vocabulary level.

7. Practise for the end-of-course exam

To help students practise for an end-of-course exam, first ask them to write a simple description (a place, a person, a memory). Then tell them to underline the adjectives and circle the verbs (or nouns and adverbs, etc.). They then work together to identify how many words would impress an examiner, how many they learnt this year, and how many are A1/A2. Ask them to change some of the A1/A2-level words, as appropriate (20–30% of them at least).

8. Make your tests reflect classroom activities

The types of tasks we use in a test should reflect those used in our lessons. Students shouldn't be surprised to see a task type in the test that they have never seen before; it won't give an accurate reflection of their progress because they'll be anxious about the format of the test. So, if you have used a lot of gap-fill exercises in your lessons, use them in your tests. If you have asked students to label pictures in your lessons, include that type of task in your test. Do whatever you did during the course – and test their vocabulary, not their resistance to stress.

9. Students prepare the exam tasks

To help students prepare for a well-known exam such as IELTS, activities should replicate the exam tasks so that students also learn the exam techniques. For example, in many exams, vocabulary is tested either in word formation tasks or multiple-choice cloze tasks. This means that you need to create activities to practise both of those. That might sound like a lot of extra work for you, but once students have become familiar with the format of the vocabulary exam, you can ask them to create their own exam questions and test each other. By writing their own version of the exam questions, students really start to learn how the exam is constructed – as well as having the fun of testing their peers. Note that it can be time-consuming, so it's often worth setting it for homework.

10. Word cards with exam tasks

If your students already make their own sets of word cards to test themselves, then this is an extension task aimed at test or exam preparation. On one side of the card they write a word they need to know for the test and on the other side they design a question type that they would expect to see in the test. They can test themselves by looking at the exam-style question on one side of the card and guessing the word on the other.

"Each week a different student is responsible for uploading all of the new vocabulary from class to Quizlet. It is a really effective way to help students develop a sense of responsibility and autonomy. I've discovered that when students are given this extra responsibility, they always do better in the vocabulary test, too"

Sánder Jaszenovics, Hungary

Section 3
Features of vocabulary

It's easy to think of vocabulary teaching as being about focusing on individual words, but for students to really develop their vocabulary knowledge, they need to go beyond simply memorising lists of words and understand something about features of English vocabulary in more general terms. This might involve vocabulary activities that look at units smaller than a word, exploring the parts that words are made up of, and also looking at units larger than a word to show how words combine into phrases, phrasal verbs and collocations.

Units 19, 20 and 21 deal with how words are formed. There are tips and activities to explore and practise the different forms of a word (*care, caring, careful, carefully*). There are also ideas for looking at the parts words are made up of (prefixes and suffixes) that can either signal part of speech (*care + ful*) or change meaning (*care + less*).

As fluent speakers of English, we don't construct our sentences word by word, instead we rely heavily on pre-processed chunks of language; words that spring to mind together to express a single unit of meaning. Units 22, 23 and 24 look at activities for introducing and practising three different ways in which words are combined into chunks; fixed phrases and collocations (*all of a sudden, boiling hot*), phrasal verbs (*set up, get away with*) and idioms (*get cold feet*).

Finally, Unit 25 looks at the importance of understanding how to use vocabulary appropriately in context. As learners expand their vocabulary beyond a fairly neutral core of words to explain basic concepts, it's vital that they become aware of how vocabulary choices are governed by register (spoken, written, formal, informal, technical, literary, etc.) and the role of connotation (positive, negative, offensive, encouraging, etc.).

10 activities for practising word forms

When students learn a word, it is useful to learn its different grammatical forms (noun, verb, adjective, adverb – see Unit 1). This is beneficial because students learn one definition and gain several words, giving them more flexibility when producing sentences.

1. Word forms in the dictionary

Divide the class into teams of three to four and give each team a learner dictionary. Write the word *sweet* on the board and ask students what part of speech it is (adjective or noun). Ask teams to look in the dictionary to find a noun, verb and adverb form of *sweet*, for example *sweetener* (n), *sweeten* (v), *sweetly* (adv), and one other word or expression that uses a form of the word *sweet* (e.g. *sweetheart, in your own sweet time, sweet-and-sour*, etc.). Check answers, then write a three more words on the board. Make sure the words have multiple word forms. Teams find the noun, verb, adjective and adverb form and one other word or expression for each (e.g. *student*: *study, studious, studiously, study hall; false*: *falsify, falsely, falsehood, false friend; soft*: *softly, soften, softener, soft drink*).

2. Gapped texts

Help students learn to recognise which word form is needed in the context of a sentence or paragraph by creating a gapped text exercise. You can use a text from course materials that students are already familiar with or you can create your own. Provide the base form of the word after the gap and instruct students to change the word form as needed. For example, this is a gapped text based on an email that was used in a previous lesson.

Hi Marcia

I'm writing to find out about the [1]_____ [attend] figures for the event next Saturday. We have 100 customer bags already, and we are expecting another [2]_____ [ship] tomorrow for 100 more. Will that be enough?

3. Categorise words

Write a list of 12 or more vocabulary items on the board, ensuring there is a mix of nouns, verbs, adjectives and adverbs. For this activity, it's best not to have words that have the same form (such as *record* (n) and *record* (v)). Ask students to work in pairs to categorise them. See if they can add two or three more examples to each category. Here's an example of how this might work:

desire	confirmed	category	debatable	comprehensively
interpretation	delicate	solely	maximise	importance
complicated	abstract	rationalise	widely	majority

noun	verb	adjective	adverb
category interpretation importance abstract majority	desire maximise rationalise	confirmed debatable complicated abstract	comprehensively solely widely

4. Same spelling, different pronunciation

There are many two-syllable words where the noun and the verb have the same spelling but different stress patterns. For example, when the word *record* is a noun, the stress is on the first syllable, but when *record* is a verb, its stress is on the second syllable. Here are some more words that follow that pattern: *conduct, conflict, contest, contract, convict, decrease, discount, escort, excuse, impact, increase, insult, object, permit, present, proceed, progress, project, rebel, refill, refund, reject, subject, suspect, update.*

Read out these words (or others with similar patterns). Students raise their left hand if they hear a verb and their right hand if they hear a noun. Alternatively, you could have students hold up two pieces of paper: one saying 'verb' the other 'noun'. This will show you who can hear the stressed syllable difference. Students can then practise in pairs, taking turns to speak and listen.

5. Odd one out

As a quick check, dictate a short list of nouns and one verb. See if students can spot the 'odd one out'. Here's a selection you could use. (The words in bold are the odd ones out.)

diagram	line	pattern	**draw**
painful	**heal**	swollen	broken
lucky	happy	**bravery**	angry
language	course	**studying**	teacher
enquiry	connect	answer	understand
Chinese	Indian	Peruvian	**Japan**
identity	seriously	unfortunately	apparently
hundred	landed	tested	contacted
return	exchange	**receipt**	refund
digital	**enable**	communal	useful

You can turn this into a team game by preparing a set of five to ten presentation slides with words listed randomly. Some slides might contain a number of adjectives and one verb, or a number of verbs and one adverb. Flash each slide up quickly – just long enough for students to read the words. Then, in their teams, they write down the odd one out for each slide. The team that identifies the most odd ones out is the winner.

6. Find your partner

Prepare a set of word forms on cards – one card per student. Make sure there are matching pairs; for example, the noun and adjective form of the same root word. Ask students to stand up and find their partner by saying their word. Once they have found their partner, they each try to use their word in a sentence. This is a nice way to review word forms while creating new working pairs. To form groups rather than pairs, create card sets with the noun, verb, adjective and adverb form of each word.

7. Sentence transformations

Prepare five to ten sentences in which the target vocabulary is used. These could be taken from the coursebook vocabulary activities, or the reading or listening text. At the end of each sentence, write another word form in brackets that you wish students to use.

For example:

1. His job is to write [writer].
2. She felt angry about his idea [angrily]

Students work in pairs to rewrite the sentence using the word form in brackets so that it has the same meaning. So, for the examples above, they would write:

1. He is a writer.
2. She reacted angrily to his idea.

8. Listen carefully

Prepare a paragraph that contains key vocabulary from the course. Make an A version and a B version. In each version, change some words to a different (and incorrect for the context) word form. Be sure to change different words in each. Put students into pairs. Student A begins reading text A. Student B listens carefully while silently reading text B. When Student B hears a word that is different, they say, 'Stop!'. Student B says the word that appears in text B. Student B then continues reading aloud where A left off, but reading from text B. Student A follows silently until Student A hears a word that is different. Students continue in this way to the end of the text, taking turns as they spot differences. Finally, they compare texts and choose the forms they think are correct from each text. You can use the ready-made example on page 192 of the Appendix.

9. Word forms wall

On a classroom wall or bulletin board, pin up the categories *Noun, Verb, Adjective, Adverb* in large letters. Prepare words on sticky notes. Give each student one or two sticky notes, which they must try and stick in the right place. The advantage of sticky notes here is that they can be easily moved if students put them in the wrong place. Leave the lists up as reference, or take them down and repeat the activity several times.

10. Google forms quiz

Divide students into groups of three to four. Give each group a vocabulary word that has multiple word forms. Ask each group to write a sentence with one of the words, leaving a blank where the word should go and, below the sentence, a list of options labelled a, b, c and d. Create a blank quiz using Google forms. As each group finishes their multiple-choice sentence, ask them to type it into the Google forms quiz, or collect them up to type in yourself. Once the quiz is complete, display it and complete it as a class.

Example

Thank you for the flowers you sent me. They were _____!

a. love b. lovely c. loving d. lovingly

10 ways to practise prefixes and suffixes

Understanding how words are formed and the parts they're made up of can help students understand and remember both meaning and spelling. Prefixes (e.g. *un-, eco-, self-*) and suffixes (e.g. *-less, -ful, -able*) add meaning in a fairly predictable way that can help students decode new words they come across and extend their own vocabulary range and flexibility. The first six tips below practise prefixes, Tips 7 and 8 focus on suffixes, and the final two tips deal with both.

1. Decoding meaning using prefixes

Many prefixes in English have a fairly fixed meaning; for example, *multi-* = many, *eco-* = to do with conserving the environment. These prefixes often have a dictionary entry with a general definition. Understanding their meaning can help students decode new words they come across. One way to introduce this idea is to give students a copy of the worksheet on page 193 of the Appendix. Working in groups or pairs, students work out the general meaning of each prefix and come up with a definition for it. To make the activity easier, write the suggested answers (given in the answer key) randomly around the board. Students then write them in. In the future, when they meet new prefixes, students should be encouraged to record them in a similar way.

2. Opposites

Prefixes are commonly used to create opposites (*happy/unhappy, polite/impolite, standard/non-standard, agree/disagree*). Give students a list of eight to ten (familiar) words that have opposites formed using negative prefixes. Students work together to categorise the words according to their negative prefix (*un-, in/im-, non-* or *dis-*). Allow only three to four dictionary look-ups per group. In feedback, elicit quick sentence examples for each pair of opposites. Remember that negative prefixes can be used with nouns (*inability, disagreement*), adjectives (*unhappy, inaccurate*), verbs (*undo, disallow*) and adverbs (*unfortunately, impossibly*).

3. i prefixes

Negative prefixes beginning with *i* are spelt differently depending on the spelling of the word they're added to. Give students four sets of words beginning with the prefixes *in-, im-, -il-* and *ir-*. Explain that spelling is the key to which prefix is used and challenge them to work out the rules.

	A2–B1	B2+	Rule
il-	illegal, illogical	illegitimate, illegible, illiterate	before l
im-	impossible, immodest, impolite, impatient	immature, impractical, improper, imperfect, immeasurably, immortal	before m or p
ir-	irregular, irresponsible	irrational, irreplaceable, irresistible	before r
in-	incomplete, inexpensive, indirectly, inconvenient, inexperienced	inactive, inappropriate, incapable, inconsistent, inedible, inequality, injustice, informal, invisible	all other spellings

4. Simple negatives

Using negative constructions to express ideas can become confusing, especially as students try to express more complex ideas. Being able to use negative forms of words by adding prefixes (*un-, im-/in-, non-, dis-*) can help students express negative ideas more clearly and concisely, for example, when *don't agree* becomes *disagree*.

Students work individually or in pairs to rewrite sentences containing negative constructions by adding negative prefixes to key, underlined content words. Use the sentences on page 194 of the Appendix or create your own using words appropriate for your students.

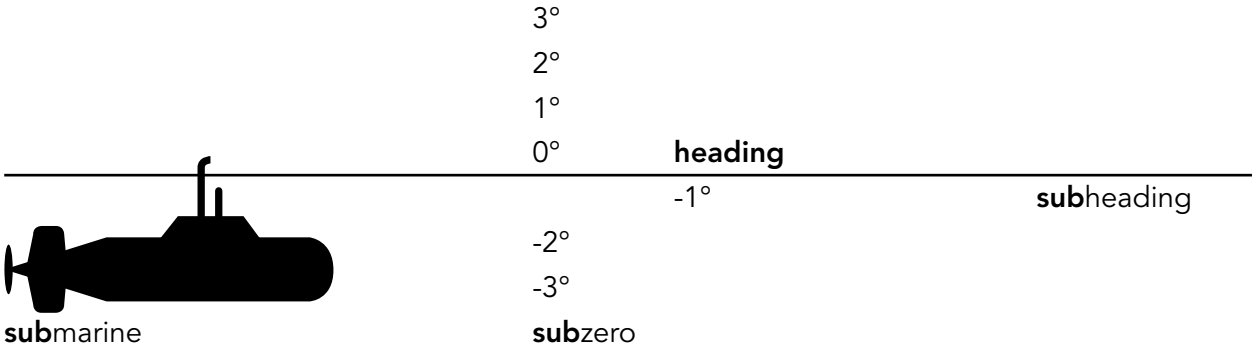
5. Understanding specialist prefixes

More advanced students or those involved in specialist areas (ESP, EAP) may encounter words that include specialist prefixes. For example:

- General EAP: homo, hetero, hyper, quasi, equi, poly, bi
- Science: bio, electro, geo, photo, micro, astro
- Medicine: neuro, cardio, psycho, dermo, gastro, haemo
- IT: techno, tele, kilo, mega, giga, cyber, nano, auto
- Social science: socio, Euro, Sino, Anglo, trans, inter, intra

Get students to search digital texts in their specialist area for examples of these prefixes in use. For example, EAP/ESP students could search a key academic journal in their discipline using the online search facility to find examples of words starting 'hetero'. Many online searches allow the use of a wildcard character: hetero*. They could also use specialist corpora, the search boxes found in many specialist online publications and websites, or the search facility in their browser (usually Ctrl/Cmd+F). Students bring their list of words and the sentences they found them in to class to share and discuss. (See also Units 36, 37 and 44.)

6. Visual prefixes



Many prefixes have meanings that can be represented visually. Give students a choice of words with prefixes that describe sequence (*pre-lunch/post-lunch, pre-match/post-match, midday/midmorning, antenatal/postnatal, undergraduate/postgraduate*), place or position (*sub-zero/submarine/subheading, extra-terrestrial, forename/surname, inner-city/intercity*)

for which they create or source visual representations (drawings, photos, diagrams, timelines). These work particularly well in pairs or sets, for example, for the prefixes *pre-* and *post-*, students might come up with a photo of a footballer doing a pre-match warm-up and a then post-match interview, or several words beginning with *sub-* that are all shown below a line.

7. Adding meaning with suffixes

As well as indicating part of speech (*-tion* for nouns, *-ous* for adjectives, *-ise* for verbs, etc.), suffixes can also add meaning (e.g. *homeless*, *warmish*, *employee*, *childhood*, *disposable*). Start off by getting the whole class to look at a few examples of words with meaningful suffixes in order to identify what each suffix means. Make a copy of the handout on page 195 of the Appendix and give each student a card with a different suffix on it. (For larger classes, several students might have the same suffix.) Read out or write on the board a key word (such as *child*). Students hold up their suffix if they think it can be added to the word. Invite students to explain the meaning of the new word. Try to use words where more than one option might be possible (e.g. *childless, childhood, childish, childlike*).

8. *-less* and *-ful*

Many words can be used with either *-less* (= without) or *-ful* (= with). Students work in groups with two to four words per group that can take either suffix. For each pair, they create a short scenario, anecdote or story that clearly illustrates the meaning of the two words. For example, *Andy and Jamie are completely different when it comes to schoolwork. Andy's writing is messy and full of careless mistakes, while Jamie has neat handwriting and is careful about checking his work*. It can be either written or presented orally. Set an appropriate length for the level of the class – texts can comprise just one or two sentences or a whole mini-text. Creating and presenting these scenarios provides an engaging way for students to remember the words.

Suggested pairs:

A2/B1: careless/careful, colourless/colourful, flavourless/flavourful, hopeless/hopeful, meaningless/meaningful, painless/painful, powerless/powerful

B2+: characterless/characterful, fearless/fearful, fruitless/fruitful, harmless/harmful, lawless/lawful, purposeless/purposeful, restless/restful, shameless/shameful, tactless/tactful

9. Missing parts

Choose a text that contains plenty of words with prefixes and suffixes (perhaps one that students have read in an earlier lesson). Give students a copy with all the prefixes and/or suffixes deleted and ask them to fill the gaps.

10. Creating new words

Many new words (also known as coinages) are formed by adding prefixes or suffixes to existing words, or by combining existing words to make new compounds. Write some recently coined new words on the board (e.g. *unfriend, unputdownable, wearables, e-ticket, self-checkout, superfood*) and get students to guess their meanings by breaking the words down into their elements. More advanced learners can work together to make up their own new words by adding prefixes and/or suffixes to existing words, or by combining words to create new compounds (for example, *unmakeupable* = so bizarre you couldn't make it up, *eco-school* = a school where people go to learn how to live more sustainably). Each group then presents their new word to the class, explaining what it means and why it would be a useful new word.

"Really focus on the words with affixes in a text. Encourage and guide learners to unpack them, come up with their opposites, or collocate them. And recycle, recycle, recycle. The more they meet the different forms, the quicker they stick and serve as models for unpacking other words."

Encarna Perez Pulido, teacher, Spain

10 ways to build a word

English builds words by combining morphemes. Morphemes are units of meaning. Root words (e.g. *teach, happy*) are morphemes that can stand on their own. Prefixes (e.g. *un-, pre-*) and suffixes (e.g. *-er, -ily*) are morphemes that have to be connected to a root word. Combining morphemes changes the meaning of words, e.g. *teach* (= instruct); *teach**er*** (= someone who teaches); ***pre**-teach* (= teach before); *teach**able*** (= that can be taught); ***un**teach**able*** (= that cannot be taught).

Words can also be made up of two words used together to make a compound. Compounds can be nouns (e.g. *shopping centre, mobile device*), adjectives (e.g. *well behaved, warm-hearted*), verbs (e.g. *windsurf, double-click*) and adverbs (e.g. *self-consciously, over-carefully*). Sometimes they are written as a single word, sometimes as two words and sometimes they are hyphenated. Compound adjectives that are used attributively (before the noun) may be punctuated differently from those used predicatively (after the noun). Compare the following: *See our website for the most up-to-date information* with *Is this document up to date?* Students will benefit from understanding how words are built and how to build them themselves.

The first two activities in this unit look at the two sides of word formation: breaking words down to help students understand how words are formed, and then practising word-building. Tips 3 to 6 give ideas for working with noun, adjective, verb and adverb endings, while 7 and 8 look at prefixes and suffixes as a whole. Tips 9 and 10 focus on compounds.

1. Breaking words down

Breaking words down into their parts is a useful way to help students understand new vocabulary. It can also help them to remember the spelling of longer words. This practice is particularly helpful for dyslexic students, who often struggle with the spelling of long words (see Unit 38). Write new words on the board separated into their parts. Identify the root of the word and discuss what each part adds to the meaning.

re | charge | able

re means *again* — *able* is an adjective ending meaning *possible to*

recharge = charge again

chargeable = able to be charged

rechargeable = able to be charged again

mis | inform | ation

mis means wrong — *(a)tion* is a common noun ending

inform = to tell someone something

misinform = to tell someone something that is wrong/incorrect

information = facts/details about someone or something

misinformation = facts/details that are wrong/incorrect about someone or something

2. Word building

Create a set of cards for students to form new words. Cards are useful here because they can be moved around physically. You can make your own set of word-building cards based on vocabulary from your lessons, or photocopy and cut up one set of the word-building cards from page 196 in the in the Appendix for each group of three to four students. Some of the cards show root words (e.g. *nation, develop*), some have prefixes (e.g. *re-, inter-*) and some have suffixes (e.g. *-ment, -al*). Students work in groups to create as many new words as possible from the core words plus the affixes (e.g. *international, nationalism, redevelopment*). They write down their ideas and share them as a class. Check any dubious combinations in an online learner dictionary. As a follow-up, groups choose one of the roots and write sentences with words containing that root, e.g. *The WWF is an international organisation*; *Nationalism is on the rise in many countries*; *He frequently travels internationally.*

3. Noun endings: spelling variants

Many common noun suffixes have variations in spelling e.g. *perform**ance**/differ**ence***; *teach**er**/act**or***; *stud**ent**/contest**ant***; *pregn**ancy**/emerg**ency***; *deci**sion**/reflec**tion***; *suspi**cion**/comple**xion***). Although the spelling of the endings is different, the pronunciation is usually the same, and this leads to confusion in spelling:

Noun ending	Pronunciation
-ance / -ence	/əns/
-ancy / -ency	/ənsi/
-ant / -ent	/ənt/
-er / -or	/ə(r)/
-sion	/ʒən/ (decision) or /ʃən/ (comprehension)
-tion / -cion / -xion	/ʃən/

Give students a list of mostly known words with a variation in the ending. To avoid overload, focus on one set of variations at a time. Teach or review the meaning and pronunciation of each word. Write the words on the board in a random order. Point to the word and ask students to say it in chorus. Erase the suffix. Continue in this way until all the suffixes have been erased. Put students into pairs to reconstruct the words in writing.

4. Adjective endings in nationalities

Display a world map. Point to four or five countries to elicit country names. Ask students what people from these countries are called. Write the nationalities on the board, grouping them by ending. If possible, write each group in a different colour.

-ish	-an	-ian	-ese	-i	irregular
British	German	Australian	Chinese	Israeli	Greek
Turkish	Mexican	Egyptian	Portuguese	Bangladeshi	Dutch

Hand out a blank world map. Alternatively, give out blank maps showing different parts of the world to different groups. (You can download world maps to colour from the internet.) Students colour in countries according to the ending of the nationality word. For example, they could colour red all the countries whose nationality ends in *-ish*. They write a key so they can remember which colour goes with which ending.

5. Verb endings: processes

One of the shared meanings of the suffixes *-en*, *-ify* and *-ise/-ize* is 'cause to become'. For example, *flatt**en*** means 'make something flat' and *simpl**ify*** means 'make something simpler'. Give students a copy of the photocopiable handout on page 198 of the Appendix. Ensure they understand the adjectives in the first exercise. Do the first part together and check spelling and pronunciation before students complete the second part in pairs.

6. Adverb endings

This activity is for students at intermediate level and above. Prepare cards with an adjective + noun combination (e.g. *excited dog*) on one side of the card, or use the photocopiable set on page 200 of the Appendix. Hand out one card to each student. Ask them to change the adjective to an adverb and to make a sentence (e.g. *The dog wagged its tail excitedly*). They write the sentence on the back of the card. Students stand up and mingle. They hold their card in front of them with the adjective + noun combination facing another student. The other student tries to guess the sentence on the back of the card. Each student gets three guesses, then the student reveals his or her sentence. The real object is not so much to guess correctly, but in guessing, students will be making sentences using the adverb form. As a follow-up, students write their adverb on the board to check spelling.

7. Suffix dominoes

Suffixes give a clue as to the part of speech of a word. For example, the suffix *-ment* indicates a noun, *-ify* indicates a verb, and *-ous* indicates an adjective. To practise word forms with a dominoes game, first prepare the dominoes by using the photocopiable set on page 202 of the Appendix. Alternatively, make your own using the blank set. Students work in A/B pairs and get seven dominoes each. The remaining six are kept in a pile face down. Student A lays down a domino. Student B tries to match one of the word beginnings or endings with a domino in their hand. If Student B cannot make a match, they take a domino from the pile and the turn passes back to Student A. They continue until all dominoes have been laid. Use the blank dominoes in the appendix to create your own class set.

8. Put word forms together

Word forms that belong to the same 'word family' share a core meaning and a core pattern, so putting them together can help students with their spelling and provide them with a ready-made set of words to use in writing tasks. Give each student a word form chart or ask them to draw one in their notebooks. Show them how to fill it in (see below) and encourage them to add new words as they learn them. The words in the chart can be used as the basis for a Happy Families card game (Unit 49).

Noun	Verb	Adjective	Adverb
communication communicator *She is an excellent communicator.	communicate	communicative communicating	communicatively
imagination image imagery	imagine reimagine	unimaginable imaginary	unimaginably
sign signal signature design	signal signify assign design *The teacher assigned us all homework.		

9. Compound adjective description

Bring in five to seven photos of famous people your students are likely to know. Write one new compound adjective on the board that describes each person. Hold up a photo and describe the person without saying the compound adjective (for example, you could say, *She is not worried about things*). Ask students which adjective best describes the person (for example: *laid-back*). Stick the photo up on the board next to the compound adjective. Continue until all the photos have been matched to a compound adjective. Be sure to keep reminding students of the meaning, for example, *Which one went to university? Oh! So she's the well-educated one*. Point out the use of hyphens: *She's well educated. She's a well-educated journalist*. (For guidelines, see the introduction to this unit or check spelling in a dictionary.) Ask students to think of someone they know who fits each compound adjective. B1+ level compound adjectives may include: *well-known, middle-aged, highly respected, self-assured, absent-minded, good-looking, big-headed, quick-witted, warm-/cold-hearted, bad-tempered.*

10. Compound noun snap

To practise using compound nouns on the theme of objects around town, put students into pairs and give them a set of the compound noun cards on page 202 of the Appendix. One player deals out all the cards face down into two piles. The students mustn't look at the cards in their pile. Each student now has one pile of face-down cards each. The two players turn over their top card at the same time and place them in the middle of the table. If the two cards make a compound noun, they must shout 'Snap!' The first student to shout 'Snap!' says what the compound noun is and what it means. That player then wins that compound and places the cards in a separate 'win' pile. If the two cards don't make a compound noun, they place the unused cards aside to be used later. The students then turn over another pair of cards. The game continues until all the cards in the two piles are used. The unused cards are then shuffled and re-dealt into two piles so that the game can continue. The student with the most pairs of compound nouns at the end wins. Note that depending on the compounds made, a few left-over cards may not make a compound. In that case, students simply count up the compounds they have made. As a follow-up, students can categorise the compound nouns according to their spelling: one or two words. Encourage them to check in a dictionary if they're not sure.

"It's important for EAP students to learn word families (verbs, nouns and so on), as they're very useful when it comes to paraphrasing and avoiding repetitive language in their academic work. Effective dictionary (and thesaurus) skills, drawing up vocab tables, and completing sentences with different word forms are often helpful here."

Clare Maas, EAP Lecturer, Trier University, Germany.

10 tips for teaching collocations and fixed expressions

Collocations are pairs or groups of words that tend to go together 'just because'. There is no logical reason why we say *bitterly cold* and *boiling hot*, and not *sourly cold* or *scalding hot* for weather, we just do. It is important for learners to be aware of them, particularly since a wrong choice often changes the meaning slightly (e.g. *little baby, small baby*). Fixed expressions are chunks that work together and have fairly inflexible pieces (e.g. *all of a sudden* or *come to mind*). Both collocations and fixed expressions can contain words you never see used alone (e.g. *bated* in the expression *bated breath* or *ilk* in the expression *of that ilk*). As such, it's best to treat them as whole chunks to be learnt as single items.

1. Little by little

Teaching too many collocations or fixed expressions together leads to confusion. We can normally learn seven or eight pieces of information in one sitting, but as these are longer items, it's best to start with smaller numbers and mix them up with single-word items. Build up intermediate and higher levels' store of collocations and fixed expressions over time, adding and reviewing constantly. This will help students to break through the intermediate plateau (see Unit 32).

2. 'Find' collocations and fixed expressions

Set a weekly mini-task for students to look for collocations or expressions that include lexis you have looked at that week. When you have finished a reading comprehension or listening activity, get students to go through the text again highlighting collocations. Alternatively, encourage them to notice them in songs.

3. Reading text predictions

Before using a text for reading skills, find five or six collocations and/or fixed expressions in it. Make a copy of the text, blanking out one word in each collocation or fixed expression. Students work in pairs. Give each pair a gapped text and ask them to work in pairs to fill the gaps. Tell them that they must use their 'mind's ear' only. The mind's ear is that part of the brain that tells us when things 'just sound right' or when we intuitively know the word without knowing why. This is particularly useful if gaps include language that students have seen before in a text, but that you have not presented explicitly. Finally, students join up with another pair and compare answers.

4. Picture It!

A great way of helping students to memorise collocations and fixed expressions is through games involving drawing. One such game is Picture It! Write the target collocations or expressions on slips of paper. Individually, students come to the board and take a slip of paper. They draw a visual representation of it on the board for the class to guess. They may not use letters or words but can interpret their phrase as they wish. Points can be awarded either to individual students who guess the correct phrase, or to teams as a whole.

5. Context to sketch

Give students a list of around 15 fixed expressions and collocations (see page 206 of the Appendix). The set can either be random or they can all fit into a context that you have in mind. Don't share this context with the students. Put students into groups of three or four. Explain that they must work out how many scenarios they would need in order to be able to use all 15 phrases in context. For example, they might decide that they can fit them all into three different scenarios: a family dinner, a business phone call and a supermarket checkout situation. When they have finished, discuss their ideas as a class, checking that the expressions would fit into their chosen scenarios in terms of register. Ask each group to choose one of the contexts and to either improvise or to write down and then perform a sketch. Watch the sketches as a class, ticking off phrases as they are used.

6. Talk for a minute

Prepare eight topic cards, eight fixed expression cards and 12 collocation cards. (There is a full set suitable for advanced learners on page 207 of the Appendix.) The fixed expressions and the collocations should be loosely linked to the topics. Duplicate the cards enough times so that each group of three or four students has the full set of 28 cards. Groups shuffle the three sets of cards separately and place them face down. One student turns over the first topic card and takes two fixed expressions and two collocations. This player shows their five cards to the rest of the group. The player then speaks on their topic for exactly one minute, making sure to include the four phrases. One member of the group times the speaker, one listens to check for collocations and fixed expressions, and one thinks of a question to ask at the end. The speaker then puts the cards they used at the bottom of the relevant piles. If they haven't managed to use a particular phrase, they keep it and try to incorporate it next time in addition to their new phrases. Play continues until each topic has been used at least once.

7. Collo-questions

Give students incomplete questions containing part of a collocation. They complete the questions as they wish, using correct collocations. Brainstorm the class's questions, writing them on the board. For homework, students choose at least five of the questions. They must then ask those questions to as many people as possible before the next class. At the next class, students present their findings.

Do you ever make _____?

How often do you have _____?

Do you do _____ every day?

When do you normally take _____?

Have you ever given _____?

8. Speed speaking

Make a set of collocation and/or fixed expression cards for each group of three students in your class. You can use the sets given in the Appendix for Tips 5 and 6 (pages 206 and 207) if you wish. Put students into groups of three and give each group their cards. They shuffle them and put the pile face down. Each group member will speak for 30 seconds at a time. The first player takes the top card. They read the phrase and then try to say three completely different sentences incorporating that phrase. Then they take another card and say three more sentences. They try to produce as many trios of sentences in the 30 seconds as possible. If they don't manage to say any trios of sentences, the card is returned to the pile and the player scores zero. The listeners decide if the sentences were genuinely different (i.e. they would be used in different contexts) and correct. If the speaker managed to think of at least three sentences, they get three points and the next player takes a turn. Play continues until each phrase has been used twice without any sentences being repeated. The winner is the player with the most points.

9. The reaction game

To practise intensifiers such as *utterly, absolutely* and *totally*, play the reaction game. Ask students to note down at least eight pieces of 'news'. These could be shocking things they have read, things they are proud of, memorable moments they have had or even invented stories that they make up in class. While they do this, write intensifiers such as *utterly, totally, completely, absolutely* on the board. Next, tell students to walk around, telling each other about their 'news'. The listener should react by using a phrase with an intensifier. For example: Student A might say: *I once walked 40 kilometres for charity.* Student B could reply: *Wow, that's absolutely amazing! That must have been utterly exhausting!*

10. Class-made photo dictionary

Use a photo repository site such as Flickr to create and host a class photo dictionary. Albums can be created to correspond to topic areas such as health (e.g. *daily dosage*, *ill health*, *blow your nose*, *health and safety*, *in the best of health*). Students take photos that illustrate the concept, upload them to the chosen site and label them. Discuss the photos in class to decide in what way they illustrate the collocations or why the students chose them. They can be used for personal study, referred to in class as mnemonics or visuals or, for example, for a quick *What's the caption?* game.

10 tips and activities for teaching idioms

An idiom is a common expression that has a meaning that is not clear from the words used in it. For this reason, idioms are challenging to understand and not always possible to guess. Idioms are similar to idiomatic phrasal verbs (*get up, stop by, etc.*; see Units 22 and 24) and proverbs (*a change is as good as a rest,* etc). Idioms are frequently used in everyday English, including news articles, blog posts, films and YouTube videos, so students will certainly come across them. For this reason, it's worth dealing with them *receptively* (i.e. focusing on comprehension rather than production). If your students don't plan to use English outside their home country, or don't wish to take an English exam, idioms may not be as relevant for them to use *productively,* though they might be interested in doing so.

1. Idioms related to the lesson

At the end of a lesson, where appropriate, introduce a new idiom that is related to what has been happening in class. For example, if everyone has been working really hard, you could tell the class that they have been *working their fingers to the bone*, or that they've been *as busy as beavers* working on a project. Maybe a student has had a *lightbulb moment* or got *cold feet* before a presentation. Hopefully all the students have been having a *whale of a time* in the lesson. Challenge students to find a way to use the same idiom during the next lesson.

2. Group idioms by topic

In a mixed-ability class where some students need to be stretched a bit more, introduce three or four idioms around a topic. For example, if the topic is *holidays*, you could introduce: *to travel light, to have a ball, to get away from it all* and *off the beaten track*. Be sure to introduce them in a sentence context so that the meaning is clear; for example: *I don't want to take a heavy suitcase because I prefer to travel light*. Challenge students to use one or two of the idioms in a writing task such as messaging a friend back home about their trip.

3. Group idioms by category

Once you have a bank of idioms that students have already learnt, you may be able to group them by meaning category for revision (e.g. **anger**: *hot under the collar, blow a fuse;* **love***: head over heels in love, there's no love lost between them;* **difficulties***: be at your wits' end, stuck between a rock and a hard place;* **money***: (not) break the bank; from rags to riches)*. Students then use the idioms to discuss or write about something that makes them angry, or a difficulty they faced in the past, for example.

4. Where to find idiom definitions

Students will encounter idioms in authentic contexts, so show them how to find the meaning. A good online learner dictionary will have a list of idioms at the end of the entry for the main content word, and you can also search for them in the search box (see Unit 43). Some idioms, such as *It's raining cats and dogs*, have fallen out of common use. To find out how common an idiom is, you can do a search in a corpus (see Unit 44). If students are interested in idioms, they can search for them by topic or theme in a book of idioms (see Unit 50) or online, e.g. *idioms connected with feelings.* You can also find categories of idioms by typing the key word into an online dictionary (e.g. the word *blue* yields *once in a blue moon, scream blue murder, black and blue* and others when typed

into Oxford Learner's Dictionaries online: oxfordlearnersdictionaries.com. However, caution students not to overuse idioms: judicious use of idioms can make language colourful, but overuse and misuse can sound odd.

5. Business idioms

The world of business uses a multitude of idioms such as *ahead of the curve, a level playing field, cut corners, get down to business* and *think outside the box*. Idioms are especially noticeable in blogs and articles related to business, and in business podcasts or newspapers and websites (*Financial Times, Wall Street Journal, CNN Money,* etc.) Business students will be especially interested. Introduce some common business idioms in context and then ask students to match them to their meanings. To practise them, give each student three or four slips of paper, each containing an idiom. Set up a role play in which groups of four to five students role-play a meeting. Each student must try to use his or her idiom in a natural way during the course of the meeting. In a one-to-one class, put the slips in a hat or bowl. Take turns taking them out and using them in a question to the other person; for example, *When have you had to stand your ground in your job?*

6. Culturally specific idioms

Not all English idioms are used in every English-speaking culture. Americans may say that someone who is particularly chatty can *talk a blue streak*, but you wouldn't be likely to hear a British person saying that. Some idioms have a different form depending on the variety; for example, *to be left holding the baby* is British, but *to be left holding the bag* is American. British people *spit blood* when they are angry, while Americans *spit nails* and Australians *spit tacks*. When you come across an idiom in class, ask students to check in a dictionary to find out if it is specific to a particular variety of English or whether it has equivalents in other English-speaking cultures.

7. Translation

When teaching idioms, find out if students have any similar expressions in their own language. Make a distinction between an *idiom* and a *proverb* (a proverb is a type of idiom that states a truth or gives practical life advice, e.g. *a bird in the hand is worth two in the bush*). Focus on the meaning of the expression (for example, you might say that the expression *It's gone to the dogs* means *It's in a very bad state*). Ask students to write the equivalent idiom – if there is one – in their language and translate it literally for the class. In a class of students with multiple L1s, see how many cultures have the same idiom.

8. Idioms in context

Because idioms are not decipherable by the words that make them up, context is needed to try to understand the meaning. Students need to be able to guess the meaning from the context of the sentence or situation. Create a text like the one in the photocopiable handout on page 208 of the Appendix, where students read the text and try to figure out the meaning from the context. They can then match the idioms to the meaning.

9. Use idioms in a dialogue

Put students into pairs and give them two or three idioms they have already learnt. Ask them to write a dialogue using the idioms. To support the dialogue writing, suggest that they first ask themselves the following questions:

Who is speaking? (e.g. friends, family, strangers)

What are they speaking about?

Where are they? (e.g. at a bus stop, in a café, in a meeting)

Why are they speaking? (e.g. having an argument, exchanging information, making plans)

Students practise the dialogue and perform it for the class or make a video to share on a class blog.

10. Idiom auction

In this activity, teams compete to 'buy' sentences. This is a good end-of-term activity, especially if you have been introducing idioms throughout the term. Divide students into teams of three or four. Give each team the photocopiable handout from page 209 of the Appendix with sentences containing idioms related to discussions and meetings, or create your own version using idioms you have taught previously. Tell them that some of the idioms are correct and some are not. (Don't say how many.) Ask teams to underline the idioms. They should decide if they are correct or not, and correct the incorrect ones. They then decide how much they would like to spend on each sentence. Each team starts with £1,000. You are the auctioneer. Start the bidding by asking teams to bid on the first sentence. 'Sell' it to the highest bidder. Continue in this way until the end. Tell the students which sentences are correct. Have they bought any 'bad' sentences? Ask each group to show you their corrected sentences and award 'cash'. The team with the most correct sentences and the most money at the end is the winner.

"Students can prepare posters with a literal and figurative meaning of an idiom which are displayed in the classroom. Here's a poster from a group of my students."

Magda Dygała, teacher and trainer, Radom, Poland

10 tips for teaching phrasal verbs

Phrasal verbs are usually defined as common verbs (e.g. *look, bring, move, give*) with one or two particles (e.g. *at, in, to, down, into, forward*), which take on a new meaning that is not obviously related to the meaning of each part. When the meaning is more obvious (e.g. *give back, stand up*), they're sometimes called *multi-word verbs*. As learners find it difficult to guess the meaning of phrasal verbs, they often avoid using them. Phrasal verbs are, however, very frequent in spoken contexts, so they are crucial to most interactions. When learners try to replace them with more formal equivalents, this can affect intelligibility. For example, L1 speakers know what *tell off* means, but not all are so familiar with *reproach* or *castigate*.

1. Group by particle

Phrasal verbs are often grouped by the verb – *look after, look up to, look up* – but grouping them this way can be confusing for students because they look so similar. An alternative way is to group phrasal verbs by particle because certain particles convey a particular idea. For example, in the phrasal verbs *tidy up, wash up, eat up, drink up, lock up* and even *shut up* and *give up*, the particle *up* implies completion. *Off* often refers to movement away: *He walked off. She ran off with my wallet. The plane took off. On* can suggest continuing: *He moved on. Go on, I'm listening. They carried on working until 7 p.m.* Drawing attention to these tendencies gives learners a tool to help them understand new phrasal verbs.

2. Grouping by lexical area or context

The easiest way to group phrasal verbs is like any other lexical item: by context or lexical area. You can then use story-telling to convey meaning. This means that when your students try to recall a phrasal verb, they will be more likely to remember at least an approximate meaning, as they are likely to be able to bring to mind what topic they were talking about in class when they learnt it.

3. The grammar of phrasal verbs

With low-level learners it's best not to focus on the fact that some phrasal verbs are intransitive (e.g. *give up*), some are separable (e.g. *bring someone up*) and some are inseparable (e.g. *look forward to something*), although doing so can be useful for higher levels. There is a grammatical reason for these differences but knowing the reason will not help students use or understand them. As many students struggle to grasp and use phrasal verbs until they are around B2 or even higher, drawing attention to the differences too early is likely to make students anxious. Make sure, however, that they note down where the object goes (if there is one).

4. Pronunciation of phrasal verbs

In spoken English, speakers almost always link the sound between the verb and the particle, or between two particles in a phrasal verb; for example, *stand_up, take_over, come_on*, *look down_on*. Draw students' attention to this pronunciation feature when teaching phrasal verbs. Remember that it isn't just consonants that link with vowels: speakers also link phrasal verbs in which the verb ends with a vowel sound and the particle starts with a vowel sound, e.g. *go_on*, *do_up*. Typically, speakers put a /w/ sound between them, i.e. *go_/w/_up*, *do_/w/_up*.

5. Phrasal verb charades

Many phrasal verbs lend themselves to being mimed; for example, for *look up (a word)*, you can act out holding a large dictionary, look up as if puzzled, look in the dictionary, then gesture and mime *Aha!* Ask students to guess the phrasal verb. Then divide the class into two halves and give out two sets of four or five phrasal verbs; for example phrasal verbs for daily routines (e.g. *wake up, get up, look though, put on, drink up, head off*). Students work with a partner who has the same set to devise a mime for each of their verbs – ideally that gives a clue to the form as well as the meaning. They then change partners and mime for the new partner to guess the verbs. Other phrasal verbs that lend themselves to mime include: *give up, try out, get by (with), see off, fall out, drop off, back down, break down, come into (money)*.

6. Phrasal verb stories

If you are presenting a set of phrasal verbs that form a logical or frequent order (e.g. *get on with, fall for, fall in love with, go out with, fall out, split up, make up with*), try story-telling as an activity. Think of a story that puts your target phrasal verbs in a logical order. For example:

I met my wife because my brother-in-law was my neighbour at university. He had the next room to me in our student house and we got on very well with each other. When his sister came to visit one weekend, we didn't get on at first, but I soon realised I was falling for her…

Give students the list of phrasal verbs in your story and ask them to put the verbs in the order they hear them while you read the story. After you have read the story, check students have put them in the correct order and ask them to work together to establish what the phrasal verbs mean, using the order to help. You can then get them either to draw simple pictures as cues and retell the story to each other, or to write their own story using the same verbs.

7. Phrasal verb dominoes

Students work in groups of three or four for this activity. Make one set of dominoes per group using the set on page 211 of the Appendix. One member of the group deals out the dominoes equally to each player. The first player puts down a domino in the middle of the table. Then the second player (moving clockwise round the group) adds a domino to make a complete phrasal verb. They also have to say it in a sentence. The rest of the group can challenge a player if they think the phrasal verb either doesn't exist or has been used incorrectly; if necessary, the group can check in a dictionary or ask you. Then the next player plays, and so on. The winner is the player who plays all their dominoes first. One variation is for the player to make a question using the phrasal verb; the player on their right has to answer it.

8. Sketches for practice

The beauty of drama and sketches is that the repetition needed to learn lines helps with memorising vocabulary. Give students a lexical set that includes at least four phrasal verbs. Allocate them a situation or context and ask them to write a short scene. This works well with ESP and business English students as well as with general English students. For example, give students *moving forward, hand over, get through something, look up* (improve), *decrease, go up* (increase) and *strategy*, and ask them to write a sketch involving a business meeting. Students practise and then perform or audio-record their sketches. If they perform for the class, encourage applause.

9. Phrasal verb haiku

A haiku is a Japanese poetic form consisting of 17 syllables and three lines. This is usually organised so there are five syllables in line 1, seven in line 2 and five in line 3. Give students a list of phrasal verbs and ask them to include at least one in their haiku. Once they have written it, they practise it to recite for the class. They could also display their haiku on the wall.

Here are three examples of haikus using these phrasal verbs which you could share with the students to help them with their own ideas: *grow up, look back, think over, go through (thoughts), move on, bring up (memories)*.

Look back on your life	*Growing up's easy*	*Moon, come up tonight*
Then reflect;	*So why is*	*So I can*
It's time to move on.	*Adult life so hard?*	*See your silver smile.*

10. Phrasal verb homework

Daily mini-challenges are a good way to boost the number of phrasal verbs students know and use. Set one (for lower levels) or two (for higher levels) every lesson for students to research and learn for the next lesson. Tell them to find out the meaning and the most frequent contexts the phrasal verb is used in (e.g. for the phrasal verb *try on*, the most frequent context might be 'shopping for clothes'). They then write an example sentence. At the start of each class, ask students to report back and share their sentences with the class.

10 ways to teach learners about register

Knowing the register of a word involves knowing when it's typically used or when it's appropriate to use it (for example, whether it's formal, informal, specialised, technical, academic, slang, taboo or offensive). If students use words inappropriately, they risk sounding odd or maybe even offensive. Highlighting relevant aspects of register when new vocabulary comes up helps students understand how to use a word appropriately right from the start.

1. Formal and informal equivalents

When vocabulary comes up that is clearly formal or informal, raise students' awareness of the register by highlighting it and eliciting a formal, informal or neutral equivalent, for example, *purchase* is a formal word meaning *buy*. Here are some more examples (the informal word is on the left of each pair):

get – obtain
try – attempt
start – commence
help – assist
stay – remain
kid – child
boss – manager
dad – father
mum – mother
guy – man

2. Etymology and formality

It can be helpful for students to understand that words with origins in Latin and Greek are typically more formal in English (e.g. *commence, assist, obtain*). Words with Anglo-Saxon origins are often neutral or informal (e.g. *start, help, get*). Phrasal verbs, phrases and idioms containing short verbs (e.g. *get together, put off, do your bit*) are more informal than Latinate verbs (e.g. *congregate, postpone, contribute*). Knowing this is especially useful for students with Latin-derived L1s, who find the more formal Latinate verbs more familiar, and tend to overuse them. (See also Unit 5.)

3. 'Translating' from writing to speech

Use the examples of formal written language on the signs and instructions in the handout on page 212 of the Appendix or collect your own. Students first guess the context (e.g. a railway station or a packet of tablets), then they 'translate' them into more informal, spoken language, as if they were telling a friend. Do the first one as a whole-class activity. Students will need to think about formal and informal vocabulary equivalents and grammar. This can lead to interesting discussions about why the original example was worded as it was (for example, because it's shorter or more precise).

4. Specialised vocabulary

Highlight examples of specialised or technical vocabulary or jargon when it crops up in texts. Follow up by asking students to write down one or two specialised words or jargon

they know from their own experience, for example from a sport they're interested in (*volley, offside trap*), from a special interest (*avatar, guitar riff*) or, with adults, from their working life (*breadcrumb, profit and loss*). This stage could be researched as homework. Students then explain the terms to a partner, stating the field they're used in (football, computer gaming, finance, etc). This can lead onto a discussion about terms that are used solely in a specialist field and those which have both a general and a specialist meaning (e.g. *loss*; see also Units 36 and 37.)

5. Dictionary labels

Learner dictionaries label words to indicate the context in which they are typically used. These might include familiar terms such as *formal*, *informal* and *specialist*. Other, less familiar terms that students might come across are *approving*, *disapproving*, *figurative*, *literary* or *dated*. Encourage learners to find out about the specific labels in the dictionaries they use (either print or digital) and make sure they understand what they signify. Some words they could look up include:

aforementioned (formal or legal)
svelte (approving)
frumpy (disapproving)
ninny (old-fashioned, informal)
twixt (old use or literary)
bonkers (informal, humorous)
kinetic (specialist)
thou (old use)
dosh (UK slang)

6. Understanding connotation

Connotation refers to the positive or negative feelings that a word evokes in addition to its literal meaning. For example, *unique* usually has a positive connotation; *different* and *unusual* are fairly neutral; but *odd* and *peculiar* typically have negative connotations. It is essential that learners are aware of any connotations attached to a new word so that they can use it appropriately. When words with clear connotations come up in class, highlight them by asking students whether the word has a positive or negative feeling. For example, is it complimentary, offensive, humorous or ironic? Try to elicit synonyms that have different connotations and explore how the feeling of a sentence changes if they're substituted.

He's curious/inquisitive/nosy about everything that's going on.
It's a difficult/challenging/demanding/tough job.
The room was hot/toasty/sweltering.

For more about connotation, see Unit 33.

7. Reviews

Tell students they are going to writing a short review of something, such as a product, a hotel or a film. Write some basic facts on the board that you want all the students to mention. For example, for a hotel you could write: *Price: $500 per night*, *Number of rooms: 200*, *Location: city centre*. As a whole class, brainstorm possible words to describe the hotel, film or product. Encourage students to think of words with a mix of connotations, not just clearly positive or negative. For example:

High price: *exclusive, luxury, over-priced, pricey, high-end, boutique*

Low price: *cheap, cheap and nasty, budget, good value, affordable, low-end*

Large size: *huge, sprawling, extensive, spacious, grand, generous*

Small size: *tiny, cramped, cosy, intimate, compact, claustrophobic, pokey*

Location: *noisy, lively, bustling, convenient, in the heart of…*

Give each student a piece of paper with a word or short sentence indicating what they thought about the thing to be reviewed, for example, *You loved it!*, *You hated it!* or *You quite liked it but you have reservations*. Students write their reviews using vocabulary with the appropriate connotations to convey their feeling. Compare the different reviews and discuss which ones best convey the intended feeling.

8. Genre and vocabulary

Any text belongs to a genre and will include stylistic features typical of that genre, including the vocabulary choices. For example, a piece of journalism will typically include colourful language designed to make the story sound more exciting or dramatic:

A Japanese car giant has scrapped plans to build a massive new factory in the UK leaving trade unions dismayed at yet another blow to the desperately struggling manufacturing sector.

An official document may contain bureaucratic language or be carefully worded to fit with legal definitions.

All Vehicles should have a minimum of 4 doors. They should be right-hand drive and be so constructed as to allow easy access and egress from the Vehicle and cause no inconvenience to passengers. (City council regulations for taxis.)

A social media post may contain emojis, hashtags and abbreviations:

TFW, ur on the train & hoping the trolley comes b4 your stop 😂 #needcoffee

Use these examples (suitable for higher-level learners) or your own to demonstrate the link between genre and vocabulary. When reading a text in class, ask students to pick out examples of vocabulary that they think is especially typical of the genre and to explain why.

9. One genre in the style of another

Give students a short, level-appropriate text from one genre and ask them to rewrite it as a different genre. This could be an authentic task involving rewriting a news article as a short story. Alternatively, students could rewrite a scene from a literary novel as a sequence of text messages between characters, or they might turn a weather forecast into a poem or a children's story. Start off by helping students to identify the vocabulary that's most typical of the original genre and brainstorming alternatives for the new genre before they start writing.

10. Odd word out

Give students sentences in which one word or phrase has been replaced with one that is quite different in terms of register, such as the ones on page 214 of the Appendix. It could be much more formal or informal, or it could have very different connotations. Use the handout or create your own revision activity by taking examples from texts previously used in class. Students work in pairs to decide which word has been changed and try to guess what the original word might have been.

"We know vocabulary needs to be taught in context but learners often forget to think about register. Once they've got the meaning, get them to look again at the text e.g. news report, social media post etc. What would an equivalent context in their country/culture be and who would the audience be? Once they've agreed, ask them to translate the word or phrase into their L1."

Tom Spain, teacher of EMI, Oxford, UK

Section 4
Developing skills

Previous sections in this book have focused on teaching vocabulary in terms of individual items and lexical sets. However, we also teach vocabulary as part of developing our students' reading, listening, speaking and writing skills.

For the skills of reading and listening, students need to build their comprehension of spoken and written vocabulary in order to become better readers and listeners. The more words students know, the better they will understand what they read and listen to in class. Units 26 and 27 provide ideas and activities for using different types of reading and listening texts.

For the skills of speaking and writing, students will need to move their vocabulary knowledge from *understanding* words in context to *using* words in context. It is therefore important that teachers spend time in class building students' vocabulary and ensuring they are able to use a range of key vocabulary and understand an even wider range. Units 28 and 29 provide ideas and activities to help you achieve this.

Unit 30 highlights the fact that video has the advantage of combining sound and visuals. Students respond positively to video because the images help with listening comprehension, and video is a familiar means of gaining information. So the final unit in this section, on video, suggests a variety of activities that will encourage both receptive and productive use of vocabulary.

10 ways to choose reading and listening texts to teach vocabulary

We often choose a reading or listening text for its topic or because it illustrates a grammar point, and then add some vocabulary work on afterwards. However, it's often worth choosing a text specifically because it includes vocabulary you want to focus on. This unit looks at some of the things to consider when choosing a reading or listening text to teach vocabulary. The next unit looks at vocabulary activities to use with reading and listening texts.

1. Thinking about level

Choosing a text that is appropriate for the level of your students is an important factor. With reading texts, vocabulary-level tools can help you analyse the approximate level of a text by highlighting potentially 'above-level' words (see Unit 45). You can do the same with a transcript of a listening text, though bear in mind that the level of a listening is affected by other factors such as the pronunciation and speed of delivery.

It's possible to adapt authentic texts by just choosing a short section, or by removing or substituting above-level vocabulary. Remember though, if you change too many words in a text, it can lose its authenticity and give a false impression of English usage.

Students can generally cope with reading and listening to vocabulary in context that is above the level that they can produce. If you decide to focus on slightly above-level vocabulary in a text to stretch students' vocabulary range, remember that activities should focus mainly on comprehension rather than production.

2. Mini texts

Very short authentic texts can be easier to use with lower levels because they're less daunting for students and it's easier to control the vocabulary with minimal changes. Choose two or three short texts with three to six target words or phrases per text. For reading lessons, these might include social media posts, online customer reviews, instructions, adverts or photo captions. For listenings, you could use short extracts from different sources or have two or three people all giving their answers to the same question.

3. Model student texts

For reading skills, model student texts can be very motivating because they show students what they can realistically achieve in terms of using vocabulary in their own writing; they also provide a model of an authentic student genre. Choose a good piece of writing by a student who is one or two levels above your target group. Tidy up any obvious language errors and be sure to anonymise the text by changing any names or references to personal information. Highlight words and phrases in the text that may be familiar to the lower-level learners (as receptive vocabulary), but which they aren't yet actively using themselves (as productive vocabulary). Then follow up with a task that encourages them to use the target words in their own writing.

The same approach can work with listenings. Record a higher-level student giving a short presentation or giving their opinion on a topic. Use the recording with your lower-level students and teach any vocabulary that is new to them.

4. Graded readers

Many ELT publishers produce graded readers (short books in which the vocabulary is graded by learner level) along with numerous resources for exploiting them in class. These allow for 'extensive reading', where students read for meaning and pleasure (see also Tip 10), but they can also be used as a springboard for work on language skills, including work on vocabulary. In addition, there are numerous magazines and websites containing graded texts aimed at learners, which can be exploited for vocabulary activities. Many readers now come with audio versions so students can listen to the stories as well.

5. Choosing target vocabulary from a text

When you select vocabulary to focus on from a reading or listening text, it's tempting to pick out the interesting words – or words you think students won't know. This can result in students being presented with a rather random set of vocabulary items that may or may not be useful. Remember to think about the lexical set you choose in a principled way and ensure you have a clear aim for any vocabulary activities (see Unit 6). Ask yourself whether you want to focus on:

new vocabulary

recycling vocabulary

items around a theme

a general vocabulary feature

vocabulary for reception or production.

6. Focus on phrases and collocations

Aim to include activities in which students have to read or listen for phrases and collocations in a text as well as single words. When you pick a key word out of a text, check whether it is actually part of a phrase (e.g. *on a regular basis*) and ask yourself whether it would be better to highlight the whole phrase. Highlighting collocations in a text is a good way of building students' depth of vocabulary knowledge (see Unit 22).

7. Provide a glossary

When a word appears in an authentic reading or listening text which students will not know, it isn't always necessary to teach it formally, especially if it's very low frequency. However, students will often ask about such a word, so one strategy is to provide a glossary that gives the definition of the word (or a translation) or includes a picture to illustrate it. Dictionary definitions are a good starting point for creating a glossary, but they can be rather general. Consider adapting the definition slightly so it fits the use of the word in the text. For example, imagine you have the word *expanded* in the following sentence: *The business has expanded rapidly in recent years.* The dictionary definition is 'to become larger in size, number or importance; to make something larger in size, number or importance'. A simpler glossary definition for the purposes of the text in question might be 'to become larger in size'.

8. Focus on a vocabulary feature

Choosing which vocabulary to focus on in a text doesn't just have to be about words and phrases connected to a topic. Sometimes it's worth highlighting vocabulary items in a text that share a particular feature, for example countable and uncountable nouns, regular and irregular verbs, or words containing prefixes or suffixes. Plan activities that focus on the chosen feature as well as on meaning (see Units 12, 20 and 21).

9. Focus on a genre

All genres or text types (spoken and written) are characterised by vocabulary choices – formal, informal, slang, technical, literary, journalistic, literary, academic, etc (see Unit 25). In order to help learners to identify these choices, try using activities that focus on the vocabulary that's typical of the genre. You might ask your students to answer the following type of questions:

Which words does the journalist use to make the situation sound more dramatic?

Which words does the novelist use to paint a vivid picture?

Which technical terms does the lecturer use?

Which abbreviations do people use in their comments?

10. Extensive reading

Extensive reading and listening is helpful for students' vocabulary development. Repeated encounters with words and phrases in context help consolidate and reinforce vocabulary knowledge. Extensive reading and listening should involve reading and listening for pleasure, and it should be easy and focused on meaning, not on decoding language.

With reading, students should choose books (or articles) to read that they're interested in. One way for students to test the level of a book for extensive reading is to do the five-finger test; they open the book at a random page and count how many new words they find. No new words or one new word means the book is too easy. Two to three new words mean it's just right. Four new words indicate a challenging book, and five new words suggest it's probably too difficult. This idea comes from the ER Foundation. Visit their website for more ideas: erfoundation.org/wordpress/

Providing listening materials for student to practise at home can be harder, but the internet provides a rich source of recordings, such as music, podcasts and radio stations.

'Balancing the challenge of the task type and the text is important. Arguably, if you have an easier text, you can push the students with more challenging tasks.'

Louis Rogers, ELT author, UK

10 reading and listening activities to teach vocabulary

Once you've chosen a reading or listening text and decided which vocabulary items to highlight (see Unit 26), you need to plan appropriate follow-up activities. If the target vocabulary is likely to be new to most students, the focus of tasks should be around understanding meaning in context. If you're recycling vocabulary, tasks should challenge students to engage more actively with the language, moving from comprehension to production.

1. Matching definitions

Highlight a number of target words in a text. After reading or listening to the text for overall meaning, students match the highlighted words to their definitions. You can use definitions from a good learner dictionary, but you may need to adapt them slightly to match the meaning in context. Look at the example of how this can be done with a reading text on page 215 of the Appendix.

2. Matching synonyms

Instead of matching target words to definitions, students match words to synonyms or paraphrases. This can help students link new words to existing knowledge and to extend their range of options to express an idea. Remember, though, that most synonyms differ in some way, so finding exact equivalents isn't always possible. Look at page 215 of the Appendix for an example of this type of exercise with a reading text. Look at the example of how this can be done with a reading text on page 215 of the Appendix.

3. Illustrating a text

Get students to source or create images to illustrate key target words selected from a reading or listening text they have used in class. For example, from a text about air travel, they might find images for *passport*, *hand luggage*, *suitcase*, *boarding card*, etc. They could search for images online, they could take photos using their phones, or they could draw their own pictures. They can add the pictures around the text on the page or, if they have a digital version of the text, they can insert them into the text to lay it out like a magazine article. By thinking about and looking for images, the students are engaging with the meaning of the target item, and the image they choose can help them remember the word. (See also Unit 46.)

4. Predicting and reviewing

Before students read or listen to a story, give out slips of paper with key content words from the story written on them. In groups, students predict how they think the words might appear in the story. Afterwards, students cover the text (if written) and go back to the pile of words. They turn each one over and explain how the word was actually used.

5. Gapped texts

Choose a reading text or a transcript of a listening that contains a number of recently encountered words. Gap the target words out of the text. Students read the text quickly for gist, ignoring the gaps at this point. Next, they look at each gap and decide which type of word is missing (e.g. a noun, a verb, etc.). Then they try to guess what the missing words actually are. Finally, they compare their guesses with the original text or recording. Make sure that the gaps aren't too difficult to guess. Including strong collocations around the gapped words will help students to make educated guesses.

6. Reconstructing a text

As a variation on Tip 5, students read a text and complete an initial reading task, such as answering comprehension questions. They then turn the page face down or hand in the text. Next, give them a new version of the text in which many of the key words have been removed. This could be a printed copy or it could be shown on a screen at the front of the class. You could even make an animated slideshow in which the text actually disappears on screen. Students work individually or in groups to reconstruct the text from memory using clues in the remaining text.

7. Reporting from notes

This activity encourages students to think about how they can reuse the vocabulary they meet in a text. Students read a text or listen to a recording and make notes consisting of just key words and phrases. Choose a maximum number of words they can note down based on the length and complexity of the text. (Try the activity for yourself to decide how many words is an appropriate number.) They should not attempt to reconstruct the text, but instead explain the main ideas in their own words, incorporating the words from their notes. It works best with target words that are not completely new, but that are not yet part of the students' own productive vocabulary.

8. Summarising

Summarising a text is a useful skill in its own right. It's also excellent for vocabulary practice because it involves paraphrasing, reusing key words and transforming words (for example, changing verbs to nouns). Make sure you give students concrete strategies to help them prepare their summary. For example, take a paragraph of a text or transcript that students have read or listened to in class (you could make a copy for students to write on). They cross out any words that describe unnecessary details, examples or repeated information. They then use what remains to help them prepare a summary. Encourage students to reformulate the language so that they combine ideas and express them as concisely as possible. The final product can be a formal written summary or it can be a more informal spoken summary.

9. Dictation

One activity that combines reading and listening is dictation. Dictation is also a good way to reinforce the sound–spelling relationship in vocabulary. Choose a previously read text as the basis for a dictation activity. Alternatively, find a new text that contains previously encountered language. Choose a short section of the text that includes a number of target words. Read the text aloud for a whole-class dictation activity or prepare a short audio-recording for students to complete as a homework dictation.

10. Exit cards

At the end of a lesson focused on a reading or listening text, ask students to choose one word or phrase from the text. They can choose a word that:

- they like, for example because it's funny or it sounds good to their ear
- they don't like, for example because of its meaning or because it's difficult to spell or pronounce
- they think will be useful for them
- is similar to a word in their L1 (i.e. is a cognate).

You can assign each student one of these categories or allow them to choose one. Each student writes their word (and the category) on a card or a slip of paper and hands it in as they leave the class. You can ask students to briefly note down their reasons if you wish. Keep the cards to use either directly or indirectly in future vocabulary revision activities. For example, if students pick words they find difficult to pronounce, include them in future pronunciation practice.

"Create regular podcast dictations for your students, by using the built-in recorder on your mobile device or a free online recorder like Vocaroo. Choose a short text from your course book, record yourself reading it slowly and clearly, and save it online. Then ask your students to listen to the recording for homework, as a dictation."

Nicky Hockly, author of *ETpedia Technology*

10 speaking activities to use target vocabulary

For students to turn their new vocabulary knowledge from passive (that is, they can recognise it) to active, productive knowledge, they need to make an effort to use it again and again. In many contexts, this means speaking. While in the early stages of learning vocabulary students will often only say the target items as answers to exercises (*What's this? It's a …*), it is imperative that they learn to use the words and phrases in context, so they can hear them, notice how they feel when they pronounce them and memorise them better. Speaking practice activities should be memorable, engaging and authentic in terms of communication. Here are some ideas you can try for beginners through to higher levels.

1. Beginners need context, too

For beginner levels, activities with an authentic context provide students with a sense of making real progress. Roleplays with supportive role cards work well for this. For example, a shopping roleplay is highly adaptable and, apart from your target items, require little more than *Have you got…?, Yes, we have / No, we haven't, Sorry*, *Please* and *Thank you*. Choose a specific context, such as buying clothes for an event, items for a holiday or ingredients for a recipe. Prepare four different shopper cards or make copies of the photocopiable cards on page 216 of the Appendix. Then prepare four different shopkeeper cards with two or three 'obstacles'. For example, a shopkeeper card might say: *If you hear **cardigan**, say 'Sorry, could you say that again please?' If you hear **socks**, say 'I'm sorry. We don't have those.'* Divide the class into shoppers and shopkeepers. First, demonstrate the activity with a volunteer. Students then move around the room, ticking the items they need off the list. They then reverse roles.

2. Two truths and a fib

This activity gets A1+ levels or above using target items in context and personalises the language. Give students 12 to 20 recently taught items of vocabulary and ask them to come up with three anecdotes that include at least eight of the items. Two anecdotes must be true, and one false. They can use notes for support when speaking, but they mustn't tell anyone which story is not true. Next, put the students in groups of three. They take turns telling their stories and discussing and guessing which one is false. It's useful to demonstrate the activity by telling three stories of your own for the class to guess the lie. An example using the target lexis of clothes and shopping might be: *This is my scarf. My grandma made it and gave it to me with gloves for my birthday / My sister chose this jumper and cardigan. They're my favourite colour. She bought them in a supermarket! / These are my new boots. They're made of leather. I got them in a shoe shop in Istanbul*. The 'guessers' might say: *I don't think your boots are leather* or, *Really? In a supermarket?*

3. Walkabout photos

Ask students to go for a walk before class and take photos (making a personal note of their route). In class, put them in pairs or threes to show each other their photos. Their classmates try to reconstruct the route. This will review prepositions and shops or places in a town. For example, the group members trying to reconstruct the route might say: *You went past the baker's and turned left. I think there's a bank on the corner. You passed the cinema and turned right at the old police station, right*? Alternatively, task them with finding a baker's, a butcher's, a stationer's, etc.

4. Story-building

Prepare a picture story by drawing, creating or finding a comic-strip story, for example in a coursebook or using https://www.makebeliefscomix.com/ or https://www.pixton.com/. It should show your vocabulary items (e.g. *taxi, suitcase, airport, hotel, tourist, sunglasses, ticket*). Cut the comic strip into individual pictures. There is also a ready-to-use example on page 218 of the Appendix. Put students into pairs or groups of three and divide the pictures between them. They describe the pictures to each other and try to agree on an order, without showing their pictures. When they have decided, they lay the pictures on the table, decide if they want to change it, and explain why or why not.

5. Thought-provoking questionnaires

For A2+ and above, prepare around ten questions incorporating your target vocabulary, for example, adjectives expressing moods, for example *content, rude, nostalgic, irritable, impatient, (drive one) mad*. The questions should invite students to think about their answers and to use the lexis. Mark the target lexis in bold to make clear that it should be used, and be sure to allow students time to think about their answers before speaking in pairs. Some examples of questions that use or prompt the use of 'mood' vocabulary are: *When are you most **content** and why? What kind of behaviour **drives you mad**? Do you think you're **patient** or **impatient**, and what situations can make you change?*

6. Student-made questionnaires

As a follow-up to Tip 5, ask students to create their own questionnaires. Typically, the question prompts might include: *Do you like …? Have you ever …? How often do you …? Would you like to …?* etc. To be sure they use target vocabulary when speaking, give students the list of target items and tell them to write at least one question including each item. Tell them they must keep following up their partner's answers with the question *Why*? Also, when answering a question, they should avoid saying *it*, *they* or *them*. So, for example, for food and eating habits, a dialogue might go like this:

A: Do you like carrot soup?

B: No, I don't.

A: Why?

B: Because I don't like carrots and I don't like soup.

A: Why?

B: Because carrots are orange, and …

7. Exam practice for one-minute talks

If your students are preparing for an exam that includes a speaking test, brainstorm and write on the board which possible speaking topics might come up in the exam and then ask the class to choose four of the topics on the board. Put the students into pairs and ask them to brainstorm vocabulary for each of the four chosen topics. Next, students choose one of the topics for their partner to speak about and they have three minutes to make notes on the topic their partner has set them. After that, they take turns to speak on their topic for exactly one minute, timing each other. Their partner should listen for topic-related vocabulary, using the vocabulary they brainstormed earlier as a checklist. Afterwards, pairs discuss what items they each used and, referring to their list, choose more to add. They then repeat their talk, recording themselves so they can listen afterwards, if they wish. (See also Unit 34.)

8. Prioritising

This activity gets students putting items in order or discussing their merits following some kind of criteria. Give students eight to ten target words of, for example, professions, and ask them to rank them in different ways. For example, students could discuss and decide which are the hardest four to train for or which are the most stressful. This practises vocabulary of work (*wear a uniform*, *work outdoors*) and study (*revise*, *exams*, *train*) as well as the professions themselves. You may also like to provide a wordpool of, say, adjectives you would like them to use (e.g. *safe, clean, warm, hard-working, useful, vocational*).

9. Reconstruct the picture

Put students in small groups and allow them all to look at a photo which contains your target vocabulary. They look at it for 30 seconds and then put it away. One group member is nominated as artist. The artist draws the picture while the whole group discusses the details. Even if the artist disagrees, they must draw what the group decides. After three minutes, ask the students to look at the original picture again for ten seconds. They then discuss how to improve the drawing and continue.

10. Debates

With higher levels, put students into groups with one chairperson and two teams, each consisting of an equal number of students. Choose a motion related to your topic, for instance, 'This house believes that climate change is the most important issue facing governments today'. Each team prepares several arguments, one team in favour of the motion and the other team against it. Give each student a list of target items, combining fixed expressions/idioms, nouns, verbs and phrasal verbs (see page 219 of the Appendix). Students take turns to present their arguments, alternating between one student in favour of the motion, and one against. They should try to incorporate the language on the list. At the end of their turn, each student ticks the items they used on the list. They should also listen out for their group members' lexis and tick the items they use. After their initial arguments, they can continue to debate and tick items as they respond to each other. Finally, the chairperson should give a summary of the arguments. The chairperson should also ask questions if they think vocabulary has not been used correctly and check that no one has cheated (for example, by crossing off items they didn't actually use or hear). The winning student is the one who used the most items from the list. The winning team is the team the chairperson thought was more convincing.

10 writing activities to use target vocabulary

This unit includes a range of activities to help ensure that students use certain vocabulary in their writing. Tips 1 and 2 are pre-writing activities aimed at generating vocabulary. Tips 3 to 5 help students notice how to improve their writing by making it more cohesive (Tip 3), making it more detailed (Tip 4), or by choosing the right word (Tip 5). Tips 6 to 10 are specific writing activities.

1. Students' choice

Before students start writing, ask them to brainstorm words they will want to use in the writing task. This will help them to generate ideas for their writing. Give a stack of sticky notes to each student. Set a timer for two minutes. Students write as many words (one per note) as they can manage in the two minutes. When the time is up, ask students to stick their words on the board. Next, as a class, they collaborate by organising the words into logical groupings (for example, all the adjectives could go together, or all the words related to a particular sub-topic). If there are duplicates, take them out or provide a different word form for them. The result will be a student-led brainstorm of suitable words for the writing task.

2. Pre-writing discussion

This activity has a dual purpose: first to generate ideas and second to get students to use key words they will need for the writing task. Put students into groups of 3 or 4 and give each student 3 or 4 vocabulary words related to the writing task (e.g. an article for students coming to your country). Ask them to discuss the topic; for example, they might discuss what students coming to their country would need to know. In the discussion, each student must try to use all of his or her vocabulary words. Having used them in the discussion, they are now ready to use them in their writing.

3. Text cohesion

This activity focuses on the use of linking words to create cohesion in a text. Find a short text that contains a number of linking words and phrases (e.g. *firstly, for instance, in other words, in addition*, etc.). The text could be one that students have already seen (e.g. from a coursebook). Create a worksheet by replacing the linking words with a blank and putting the words into a word bank. Hand out the worksheet and ask students to read the text and re-insert the linking words. Discuss how the words link the text together (e.g. *Firstly tells the reader there is a list; for instance comes before an example, etc.*). Ask students to look at their own writing to see where they can add more text cohesion.

4. Expanding your writing

Give students a simple sentence without much detail (e.g. *The sun shone*). Working in pairs, they write questions about the sentence using *Wh* questions, e.g. *What colour was the sun? (red) Who/What did the sun shine on? (the lazy dog) When did the sun shine? (in the afternoon.) Where was the person/animal when the sun shone? (on the porch). How did the sun shine? (brightly).* Next, they swap their piece of paper with another pair and they have to answer the questions by expanding the sentence: *The red sun shone brightly on the lazy dog lying on the porch in the afternoon*. Follow up by asking students to look at their latest piece of written work to find where they can add detail through asking *Wh* questions.

5. Improving written work

Look at students' writing to find examples of where students have used words incorrectly (e.g. with the wrong collocation or using the wrong form), have used the wrong word, or have used 'safe' words where more interesting options would have been better. Write them on the board (without referring to the author of the sentences) and discuss as a class how they could be improved. Here are three examples of written sentences with the type of feedback a teacher might give:

Most students have constantly access to the internet via wifi. (Wrong word form – constant.)

You can deliver photos and links easily. (Wrong word – use *share* in this context.)

There are many apps that allow you to talk with other people. (The word is correct, but a better one would be *communicate*.)

6. Write a quiz

This activity works well as a review of vocabulary and questions. Give students five topic areas based on units covered in the course or coursebook. Then put them into pairs to write at least one quiz question and answer for each topic. For example, if the topic is 'Travel', they might write: *What is the name of the main international airport in Paris? (Answer: Charles de Gaulle.)* If possible, allow students to use the internet to check facts as they write their questions. Collect the questions and answers. Put students into teams (separating the pairs) and hold the quiz.

7. Playing with language

This higher-level activity helps students see how word choice can give a different impression to the reader. Put students into pairs and give each pair one of the story openings below. Make sure they understand the meaning and nuance of the verb in italics. Ask them to write a short story beginning with the story opening. Regroup students so they can share their stories. Discuss how the verb in each story opening influenced how the story developed.

He *gazed at the mirror …*
He regarded the mirror …
He eyed the mirror …
He stared at the mirror …
He glanced at the mirror …
He glowered at the mirror …
He gaped at the mirror …
He contemplated himself in the mirror …
He inspected the mirror …
He peeped at the mirror …
He stole a look at the mirror …
He focused on the mirror …
He had a quick look in the mirror …
He squinted at the mirror …
He frowned in the mirror …
He scowled at the mirror …
He studied the mirror …
He scrutinised the mirror …

8. Fake news story

April 1st is April Fools' Day, and many newspapers use this as an opportunity to come up with entertaining 'fake news' stories. You can find these online (search for *April Fools' Day fake news).* Tell students they are going to create a fake news story. You can designate the topic (e.g. sports, politics, fashion, science, technology, etc.) or allow students to choose. Put students into pairs to create the story using the framework on page 220 of the Appendix, or allow them to use a newspaper generator online (search for *newspaper generator online).* Collect the articles together into a class 'newspaper' for students to read or share.

9. Sense-verb poem

Writing poetry may seem beyond the skill of students but, given a framework, students can write poems with even limited language. In this poem activity, students write a poem about an object or an abstract idea, though it would also work well as a personalisation activity in which students use their own name. Read and discuss the poem below with the students. Put students into pairs and give them a copy of the spidergram on page 221 of the Appendix. They write a word in the middle of the diagram, and then write words or phrases to answer the questions. Next, hand out the gapped poem (p221). Students work alone or in pairs to complete the sentences and write their poem.

Winter

Winter is my name.
And I am fierce.
I am like a white storm.
I see the black trees.
I hear the north wind.
I taste the smoke from fires.
I smell the cold crisp air.
I feel the shiver of the forest.

What do I want?
I want to colour the earth white.
I love the crunch of boots on ice.
And I dream of cold, dark nights.

My name is winter.
And I am fierce.

10. Text message stories

Show students the following text message story based on travel vocabulary. Note that it isn't in sentences, but the meaning is carried by the words and punctuation. Ask students to create their own text message story using words from the topic they are studying.

Italy. Come?

When?

Autumn. Short break.

Possibly. Stay?

Beautiful accommodation.

How?

By plane.

First class?

Certainly.

Return ticket!

Yes. Short trip.

Sightseeing?

Museums, plays, a trip on the Arno.

Sounds wonderful!

And dinner reservation.

5-star restaurant?

The best. Delicious food.

OK. I'll come.

Book soon.

10 ways to teach vocabulary using video

Watching video is sometimes referred to as a fifth skill, given its importance in our daily lives. In the English language classroom video is often used receptively (for understanding vocabulary) and sometimes productively (when students create their own videos). This unit focuses on how we can use both the visual vocabulary of a video (i.e. what we can see in terms of objects, action or even subtitles) and the audio vocabulary (i.e. what language we hear). Unit 47 suggests further activities for use with video, focusing on using video as a stimulus for further language practice.

1. Predict words

Show the title of the video and a still frame image from the video. Ask students to predict what the video is about and any words they think they might hear. Write these on the board. Play the video so that students can listen for the words to test their predictions.

2. Predict the connection

Choose eight key words for things that students will see and/or hear in video. Write them on the board and ask students to discuss with a partner what the connection between the words will be in the video.

3. Sound off, screen on

Play some or all of the video with the sound off and ask students to make a list of things they see. At lower levels this might consist of single words (e.g. *man, street, building),* while students at higher levels can add more detail (e.g. *a man being interviewed, a busy street, high-rise apartment buildings*). Students compare lists in pairs before discussing their ideas as a class. Use this opportunity to highlight new vocabulary.

4. Sound on, screen off

As an alternative to Tip 3, cover the screen and play the sound track to the video. Students listen and write down what they think they will see on the screen. They then compare their ideas in groups before watching the video normally to check their ideas.

5. I listen, you see

This information gap activity is an extension to Tips 3 and 4. Pairs of students will need one set of headphones between them and a laptop or tablet with access to the video. Pre-teach key vocabulary from the video. Put students into A/B pairs. Student A watches the video with the sound switched off. Student B listens to the video, but doesn't look at the images. They discuss what they saw or heard in the video to compare information. Next, give students a list of the key vocabulary and ask them to discuss where in the video they saw the things or heard the words. Finally, they watch and listen to the video to check.

6. Stop!

Prepare a set of cards with words from the video. The words can relate to what is said or what is shown, including nouns, verbs and adjectives. For example, if the video is a nature documentary, words might include: *jungle, gorilla, climbing, green, landscape, chest-thumping, silver-back*, etc. Give each student one or two cards. Play the video. When a student sees or hears one of the words on their card, they shout 'Stop!' They then explain what they saw or heard. For example: *She said gorillas live in the mountains* or *The leaves on the trees are green.*

7. Order the vocabulary

Write a list of words on the board that occur in the video. Students copy the list onto a sheet of paper. Play the video and ask students to number the words in the order they hear them.

8. Using the script and subtitles

If you have a video script then there is a variety of ways to make use of it. Students could look at a copy of the script with gaps in and predict what words are missing or listen and fill the gaps. Alternatively, they could read the script first and add notes on what they think they will see on the screen during the video. If you have the option to show subtitles in English, you can use the video like a dictation, where students watch an extract and write what they hear. Then they watch again and check their answers using the subtitles. For higher levels, if the subtitles are in the students' own first language, they could watch and try to translate the spoken text. Then they compare their translation with the subtitles.

9. About the film

After watching a film or video, brainstorm eight to ten key words and write them on the board. Ask students to work in pairs to write a summary of the video using the key words. They could write this in the form of a blurb on a cinema website telling potential viewers about the film or in the form of a film review.

10. Student videos

Students work in groups to prepare a video that includes key vocabulary around a topic you wish them to focus on. Let them decide on the genre, such as documentary, drama, quiz show, etc. Agree on the duration of the film, deadlines and assessment criteria (if appropriate) or key language you want them to include. Decide whether you want each student to have a speaking role in the film or whether students can take on different roles (e.g. one person shoots the film while the others act in it). Set aside class time for students to discuss and write a script or create a storyboard. They could also use the video-planning sheet on page 222 of the Appendix. Note that this planning and discussion stage is important, not only to ensure better videos, but also because it generates a lot of language. Finally, once the groups are ready, they film the videos using cameras or their own phones. Show the finished videos in class or post them onto a class blog or website.

Section 5
Specific contexts

Many of the tips, ideas and activities for teaching vocabulary described in this book can be applied to any type of teaching context. In this section, we focus on specific contexts and consider the ways in which we approach vocabulary teaching from the perspective of students of different levels and ages, and with different needs.

Units 31 to 33 look at the issues that might affect teachers of beginner to elementary, intermediate and advanced levels. These units suggest ways of adjusting your approach accordingly, and provide activity types that will work more effectively from one level to the next. Our approach to vocabulary teaching will also be affected if students are taking exams, such as the IELTS and the Cambridge Suite, because of the demands such exams place on our vocabulary syllabus. Unit 34 provides some advice and activities to address this.

Units 35 to 37 consider the needs of different types of learners. With younger learners (Unit 35) and teenagers, the focus is on providing vocabulary that learners see as relevant to their interests. Older, adult learners often need English for their work, so it's important to tailor the course and find out what areas of specific English (Unit 36) are needed. With regard to younger adults who need English for their academic studies, Unit 37 considers how to exploit the academic word list and suggests activities that will help these students at university.

The final part of this section focuses on teaching vocabulary to students with specific challenges. Unit 38 provides a list of classroom practices which take place in many classrooms but which students with dyslexia find difficult. The unit raises awareness of these and suggests strategies for dealing with them. Units 39 and 40 give tips and advice on working with students who are hard of hearing or who have low vision. Although you might not feel you have to take these kinds of issues into account on daily basis, it's worth noting that within any large class such difficulties are bound to exist.

10 tips for teaching vocabulary to beginners

Traditionally, a beginner is a learner who has no previous knowledge of English. Realistically speaking, there are very few complete beginners (A0 level), so you can generally assume that your beginner-level students know a few words and phrases. The other term – false beginner – is also used as a term to refer to an adult student who may have studied English at school, but has not studied or used English since then, and so has forgotten much of what they knew. These students are around the A1 level.

Commonly, you will teach classes with a mixture of beginners and false beginners. With both of these groups, the main challenges are finding a way to present vocabulary, as you are more limited in how you introduce new items, and the sense of frustration on the part of the learners, as they often feel they aren't learning fast enough to be able to communicate. However, by varying your resources (see Tip 6) and allowing learners some control over what items they learn, you will go a long way towards overcoming these challenges.

1. Recognising words on Day 1

Beginners often lack confidence, so you can start your course by writing 10 to 20 high-frequency and internationally used words or phrases on the board, such as *airport, beautiful, bicycle, café, cat, celebrity, city, computer, fashion, game, house, person, pizza, play, phone, restaurant, soccer, sport, star, television, ten, video, website, woman*. Ask students to write the words under the headings *I know this, I think I know this, I don't know this* or use the three emojis ☺ 😐 ☹. Being able to put most of the items in either of the first two columns will help reduce anxiety.

2. Pronunciation straight away

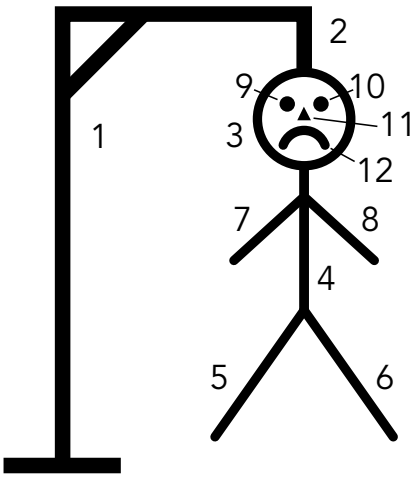
Helping students with pronunciation right from the start will increase their self-confidence. Even if a beginner recognises some words, they will still feel inhibited and frustrated if they don't know how to say them. Students need to hear the word and repeat it. Sometimes teachers think 'listen and repeat' will be boring for their students, but at this level, it allows them to work on correct word stress and to practise saying the words in a safe environment.

3. Make it relevant

Think about how you choose the vocabulary you teach your beginner students. Are the items in the coursebook relevant to them? For example, words like *blouse, carpet* and *snow* are on the A1 vocabulary list, but these may or may not be appropriate for all students. If they aren't relevant to your learners, supplement them with alternative words they can use immediately in similar contexts (*top, shirt, tiles, rain, cloud*). The more they can see a need to use words, the better the learning.

4. Get to know spelling patterns

Remember that beginners are not yet familiar with the spelling patterns of English vocabulary, so they need spelling activities. Hangman is a good way of practising spelling patterns and helping students to become familiar with them. Choose an item of vocabulary you have been working with recently and indicate the number of letters on the board using dashes. Students call out letters they think might be in the word. If they are correct, write the letter in the correct place. If they are not correct, write the letter on the board and draw part of the hangman. The student who guesses the word correctly then chooses a word from their notebook in secret and draws the lines on the board for classmates to guess. This is a good way of helping students learn to spell combinations such as final *-ng*, *-tch* or *-ght*. You can also draw a snowman (see Tip 13.6) if you prefer not to use the traditional image. Suggestions: *bedroom, book, foot, mouse, house, mouth, horse, nose, cheese, teeth, green*.



5. Odd-man-out

Odd-man-out also helps practise spelling patterns and allows students to begin to associate spellings and sound. Either (1) give students groups of three words with similar spellings but where one of the three is pronounced slightly differently, e.g. *floor, foot, book; chair, church, chemist* or (2) dictate words with similar sounds in threes for students to work out which one is spelt differently, e.g. *red, head, bed; nose, toes, goes*. Once they are familiar with these, learning new words and their spellings will be easier.

6. Graded readers

There are some wonderful graded readers for beginners, often written in graphic novel format. Graded readers are devised in such a way that key vocabulary is repeated throughout and supported by the illustrations. Encouraging beginners to read graded readers by having a small collection of 'Starter' and 'Beginner' books in your classroom (or in a shoebox that you take to class) and planning a 20-minute session where they can just flick through and get an idea of the stories is a highly effective way of helping them expand their vocabulary quickly.

7. Involve beginners in choosing input

If students have a stake in the input, they'll learn better and will also be keener to actually learn. As a simple homework task, ask them to think about their normal day or a special weekend, and to think of up to six words they would need if they wanted to tell someone about it. For example, if they have been to a wedding, they might come up with the words: *wedding, bride, groom, wedding cake* and *gorgeous*. Ask them to research their words: they should find the English word, note the spelling, pronunciation, and so on, and put them in a simple sentence or find photos they can share on their phone so they can teach them to their classmates. Teaching their classmates will also help them learn the words. An added bonus is that they become the 'class expert' on their words, and while their classmates may not remember what they were taught, they'll remember who taught them, so in future classes they can ask that person: *What was the word for …?*

8. Use sensory stimuli

When we present new vocabulary to beginners, we often use visuals, but remember that you can tap into the other senses, too. For example, for adjectives of mood (e.g. *happy*, *sad*, *angry*), play very short music clips, such as the introductions to various songs. Students note down emotion adjectives that they associate with the music. They can then compare their ideas with those of their classmates. You can allow them to write adjectives in their own language and to look them up if you want them to expand and personalise their vocabulary. Perfumed candles are also good for eliciting, presenting or practising mood vocabulary, or even for practising the names of fruit, as learners sniff and guess what the scent is.

9. Show, don't tell

An obvious difficulty when teaching vocabulary to beginners is that conveying meaning without using the learners' own language can be tricky. Visuals are one solution to that, but beginners are more directly involved with learning meaning if they do activities using the whole body, such as mime. You can mime for students as you present them, but you can also use games like Charades, where a word, phrase or sentence such as *She is eating pineapple* is mimed for others to guess.

10. Selfies for adjectives

Repetition is essential for learning, but so is problem-solving, so the more puzzles and games your students do the quicker they will learn. Matching activities can become more engaging if they're turned into a game. For example, ask students to take one or more selfies where they are making faces expressing particular moods. In class, they can share their photos in groups for classmates to guess the emotions.

10 vocabulary activities for intermediate learners

The term 'Intermediate' is often used quite broadly: 'pre-intermediate' is used to refer to students at A2 to B1 level. Then 'intermediate' is B1 to B2 level. 'Upper intermediate' often refers to students at B2 level. However your school or place of work defines 'intermediate', you will find that some of your students reach what is referred to as the 'intermediate plateau'. Having made rapid visible progress in the early stages of their learning (beginner to elementary), students might feel their learning has started to level out and that they are not making progress; inevitably this is demotivating. In addition, for some students this is the level at which they 'fossilise'. They feel that their level is sufficient to communicate most ideas and get most things done, so they never really make further progress in accuracy or in acquiring new words. Others may feel that there is simply too much more to learn, so they begin to give up.

Vocabulary is often the key to these challenges because, having learnt most of the grammar needed to communicate, an intermediate learner can go beyond the plateau by concentrating on increasing their vocabulary range and nuance. This vocabulary expansion can help to re-energise flagging students.

1. Language-learning metaphors

If you think you have learners in your class who are suffering from the 'plateau' effect described above, show students a number of pictures of natural features, such as *mountain, plateau, river, sea, plain, forest, waterfall, whirlpool, canyon, coral reef, geyser, cliff, volcano.* Arrange the images in a vertical line on the board and make sure students know the words for each. To the left of the pictures, write 'Learning a language is like a …' and to the right of the pictures write 'because …'. Students work in pairs. They say how each of the images relates to language learning using the sentence frame on the board. Encourage them to be creative. Elicit examples to start a discussion about the challenges of learning a language and how they think they can take on those challenges. Explain that at this stage it's important for them to increase their range of vocabulary.

2. Becoming more specific

Students often use very general words where more specific ones would be better. Give students a simple sentence or sentence stem with one general word underlined. (e.g. *The teacher <u>said</u>…*). Ask them to come up with six more words they might use instead. Discuss how these words change the meaning of the sentence. (*The teacher emphasised/pleaded/inferred/demanded/queried/suggested …*). This activity also works well when you want to help students to choose more sophisticated adjectives (*It was a <u>nice</u> house –> modern, enormous, Victorian, spacious, well-kept, beautifully decorated*) or more interesting adverbs: (*She sat there <u>nicely</u> –> quietly, elegantly, properly, obediently*). Give students a text in which all the adjectives are replaced with *nice/bad* and all the adverbs are replaced with *nicely/badly*. Ask them to reconstruct the text with more interesting adjectives and adverbs.

3. Word of the day

Task students with finding new words for the class to learn. Start by showing them some possible sources for new words, such as the word of the day from an online learner dictionary (see Unit 43). They could also find words in books and articles, in films, videos and TV programmes, in podcasts and radio shows, or in social media memes. They can either look for new words that have recently been added to the English language (e.g. *humblebrag* or *adulting*), or words that are new to them, which they feel are useful or interesting in some way. Create a rota so that students know which day is theirs. Ask them to prepare a digital poster using an app such as Padlet (see Unit 15.7) or by creating and sharing a slide. They should include a link to the audio pronunciation, a definition, and an example sentence. They could also include a picture and collocations. If this technology is not available to you, ask them to make a small poster to pin up in the classroom where you display the word of the day. Encourage students to try and use the word during the class period in a speaking or writing exercise. At the end of term, hold a team competition to see who can remember the most 'words of the day'.

4. Easily confused words

Words which have similar meanings are easily confused and can cause problems for intermediate students. Put students into pairs and give each pair two words that have a similar meaning. Ask them to prepare an infographic or slide which explains the difference, giving examples of each in use. They then give a mini-presentation to the rest of the class.

Examples of words with similar meanings:

affect/effect	quickly/fast	look/see
uncommon/unusual	tall/high	hear/listen
small/little	lonely/alone	error/mistake
big/great (or large)	fall/drop	
make/do	rise/raise	

5. Song lyric similes

A simile is an expression that makes a comparison using *like* or *as* (*You're as cold as ice; She's like the wind; It's as pretty as a picture*). The lyrics to many songs are full of similes (see below for ideas). Search for the lyrics online and type out one or two lines so that students can see more of the context. This will enable them to work out the meaning. You can put them on slides or on a handout. Pairs discuss what they think they mean, and whether they have a similar expression in their culture. Ask them if they can identify the song and the artist. Finally, they find one or two more songs with similes to share with the class.

Here are some examples of songs that have similes in their lyrics:

- *Red* – Taylor Swift
- *Like a Prayer* – Madonna
- *Candle In The Wind* – Elton John
- *Like A Rolling Stone* – Bob Dylan
- *Bridge Over Troubled Water* – Simon and Garfunkel
- *Firework* – Katy Perry

6. Register and phrasal verbs

As students at this level become more confident with phrasal verbs, they should also recognise how to make their language sound less formal or not so neutral. Give students the photocopiable handout on page 223 of the Appendix to complete and discuss. Make sure they understand that the phrasal verbs change the register, sometimes in quite subtle ways. You could follow up on this handout by asking them to find their own examples in articles, songs, news articles, films or by searching for phrasal verbs on the internet. Challenge students to use phrases during the lesson when appropriate.

7. Compound-noun picture puzzles

Compound nouns are made up of two or more nouns. Create a slideshow with pictures on the slides that make up compound nouns. Suitable intermediate compounds with suggested pictures include:

crackdown [a crack + an arrow pointing down]
network [a net + someone working]
fingertips [fingers + a rubbish tip]
nationwide [a country + the dimensions of a cabinet with width circled]
postmark [some letters + a mark on the floor]
time keeper [a clock + a goal keeper]
wheelchair [a wheel + a chair]
tower block [a tower + a block of wood].

Here is an example of what students might see on the screen:

Students work in teams to try to work out the compound nouns (above is *hay + fever = hayfever)*. This activity takes a bit of lateral thinking, which is engaging and challenging. Try to include some photos that are ambiguous (like the one for *fever*, above) so that students have to think about what the picture is in context with the other one to make the word. You could also ask students to come up with their own compound-noun picture puzzles to challenge each other with.

8. Crosswords

Intermediate students often enjoy the challenge of a crossword. There are plenty of free online tools for making your own crosswords (search for 'crossword makers'). You type in your ten target words and write the clues. Then the crossword maker offers you a choice of crossword layouts. You could even teach your students how to use them so that they can make crosswords for each other.

9. Board game revision

This board game is designed so that there are vocabulary words on the outside track and instructions on the inner track. There is a ready-to-use game on the topic of jobs, and a blank version for you to add your own words to on pages 224 and 225 of the Appendix. Make one copy of the board game for each group of three or four students. Give each group one die each. They need two coins or small objects each as counters. Each student places one counter on START and another counter on any instruction. The players take turns to roll one die and move both counters clockwise. The player must follow the instructions using the word they land on. For example, if they land on *confidence* and *Give another word form*, they could say *confident* or *confidently.* Alternatively, if they land on *Give an antonym,* they could say *uncertainty* or *lack of confidence*. The other players decide if the player's answer is correct. Play then passes to the next player. The winner is the player who arrives at the FINISH line first. You can increase the challenge level by adding rules, for example you lose a turn if you mispronounce the word (e.g. if you use wrong stress pattern); you must think of an answer within a 10-second time limit; you must always use the new word in a sentence.

10. Learning outside the classroom

Encourage intermediate-level students to engage in English through reading, watching and listening to anything that interests them. Set aside class time on a regular basis for students to lead a discussion based on what they have read, watched or listened to outside of class. The student should summarise the key points, teach any key vocabulary needed for the discussion, and pose questions that will lead to discussion. For example, if a student has watched a video showing the rise in popularity of veganism, he or she might ask the class why they think veganism is on the rise and if they think it's a fad or a genuine shift in attitudes. By doing this you will be showing students how to take ownership of their learning outside the classroom. This act of discovery is engaging and can lead to higher levels of motivation. Be sure to include the vocabulary learnt in these discussions in any revision sessions.

10 ideas for teaching vocabulary to advanced learners

Advanced learners often expand their vocabulary by reading a wide range of authentic texts. As well as encouraging learners to notice new words and phrases, the role of the teacher at advanced levels is to help them understand how vocabulary is used in terms of typical patterns, register and connotation, and to help them recognise the pragmatic functions of words and expressions, i.e. what speakers intend by what they say. At an advanced level, learners need to go beyond just getting across basic ideas and work towards being able to communicate more subtle messages that express their intent and their personality, as well as reflecting their interpersonal skills.

1. Depth as well as range

Although it's helpful for students to add new words to their vocabulary, it's also important to keep adding to their depth of knowledge. It's easy for learners to fall into the habit of always using the same collocations and patterns with a particular word. Challenge them to expand their collocational and phraseological repertoire.

To help students to do this, choose seven or eight key words around the topic before a writing or speaking task. Put students into small groups and allocate one word to each group. For example, one group could create a word web around the word 'technology' with one branch listing possible collocations (e.g. *innovative technology, develop technology*), another with compounds (e.g. *information technology, computer technology*) and another with common phrases (e.g. *advances in technology, science and technology*). Students start off by brainstorming their own ideas; they can then use reference resources such as dictionaries or online collocation tools to add more ideas (see Unit 45). Groups share their finished word webs with the class. Give students extra credit for using these patterns in the following speaking or writing task.

2. Getting the right register

In their enthusiasm to use newly acquired vocabulary, advanced students sometimes fall into the trap of using in conversation vocabulary they've read in fairly formal contexts. Conversely, students may try to use informal or slang expressions they've come across in films, music or on social media that are inappropriate in formal or written contexts. Give students sets of near synonyms to put on a scale from informal to formal. Discuss when it would and wouldn't be appropriate to use each one. The words in brackets below are very informal and could be considered impolite, so may not be appropriate for all groups.

amusing – funny – humorous – LOL – priceless

bunch – cohort – crowd – group – social circle

acquaintance – bestie – bff – buddy – companion – mate – pal

drive you mad – get on your nerves – irk – suck – wind you up

backfire – bomb – come unstuck – go awry – go pear-shaped

For more ideas for exploring register, see Unit 25.

3. Decoding connotation

Understanding the connotations of words is an important part of refining language skills; it becomes even more important as learners broaden their vocabulary beyond the most frequent, neutral words.

News articles, especially opinion pieces, are full of words that are loaded with connotation: is someone described as a *campaigner*, *a reformer, an activist, a radical, a rebel, a free thinker, a dissident* or *an extremist*? Choose a recent news article. Before reading, write on the board a number of words and phrases from the article that have clear connotations (ones that are positive, negative, sceptical, critical, violent or optimistic, for example). Some may be contradictory (i.e. referring to opposing ideas or sides). Ask students first to speculate on the topic of the article, then to group the words by connotation. Students then speculate about the opinion of the writer and the ideas or people described before they read the text.

4. Flash connotations

Read out a list of eight to ten words and phrases with strong connotations (see below for ideas). Pause after each word for students to write a short (one- or two-sentence) description of a person, a place or an object prompted by the word. If students are not sure about a word, explain that they should make a guess. Students compare their descriptions and discuss the meaning and connotations of the prompt words. They can look up any words they weren't sure about in a dictionary.

1. swanky
2. sleazy
3. old woman
4. older women
5. villa
6. cottage
7. trudge
8. wander
9. quirky
10. weird

5. Sensitive topics

The vocabulary used to talk about sensitive topics, such as minority groups, race, gender, disability and mental health, shifts over time as norms and social attitudes change. For example, you might read about a *crippled* child in a Dickens novel, about *handicapped* children in a text from the 1970s and a *disabled* person or a *person with a disability* in a more contemporary context. It's important for students to understand these variations so they can choose language that won't cause offence.

Search for two or three texts from very different eras about the same topic. Start by reading and discussing how attitudes have changed. Elicit specific examples from the text that exemplify the changes. Students highlight any words or phrases that they think are now dated or might be considered offensive. (See also Unit 25 and Tip 45.10.)

6. Exploring pragmatics

When we speak, as well as communicating straightforward information, we also express 'pragmatic' information, that is, politeness, humour, criticism, sarcasm, annoyance, etc. For example, if someone says *Is it just me or is it a bit cold in here?*, they're not just commenting on the temperature, they're probably asking indirectly (and therefore politely) if someone can close a window or turn up the heating. Pragmatics can often by expressed through choice of vocabulary, especially the use of particular idioms and expressions (e.g. *I bet, forget it, you can say that again*). Give out the handout on page 226 of the Appendix. Students work together to discuss the pragmatic meaning of the words and expressions in bold in each exchange. Encourage students to use dictionaries where needed.

7. Language for minimising

In order to be polite, speakers often try to minimise the extent to which they're imposing on someone, especially in British English. For example, a parent of an older teen might say, *Just drop me a quick text when you arrive,* instead of *Text me when you arrive*, or a hotel receptionist might ask, *Could you just pop your signature there for me?* instead of *Sign there, please*.

Introduce students to some examples of language for minimising requests and comments, such as verbs to emphasise doing something quickly or with little effort (*pop, nip, drop*) and adverbs and quantifiers that make something seem less significant (*just, a bit, a little, a touch of, a tad, only, slightly*). Discuss how they affect the tone of a request or comment and whether similar devices are used in the learners' L1 or L1s, if the class is multilingual. Give students scenarios in which minimising language would be appropriate. They work in pairs to come up with appropriate wording. These could become mini role plays.

1. You're a doctor asking a patient to take their jacket off in order to take their blood pressure.
2. You need to excuse yourself from a business meeting to go downstairs and make more copies of a document because there aren't enough for everyone.
3. You're speaking to a customer and you want them to send you an email confirming the details of what they need.
4. You're staying at someone's house and you didn't sleep well because the bedroom was too warm. They ask you if you slept okay. How do you respond?
5. A classmate or colleague asks you for feedback on a blog post they've written. You think it's too long and boring, but you want to be encouraging. What do you say?

Suggested answers:

1. Could you just pop your jacket off quickly?
2. Excuse me; I just need to nip downstairs and make a couple more copies.
3. Could you drop me a quick email confirming those details?
4. Well, I was awake for a bit – it's a tad warm up there in the attic room.
5. Yes, umm, I wonder if you could maybe shorten it slightly and liven it up a touch.

8. Exploring varieties of English

English vocabulary isn't the same everywhere in the world. Students may be aware of differences between British and American English, but they may not be aware of other varieties such as Scottish English, Australian English, South African English or Indian English. Understanding regional differences is especially important for students who have contact with speakers from these countries, but it can be interesting for advanced learners to be aware of, too. Many advanced learner dictionaries include some of the most common regional words along with labels saying where they're used. Try Oxford Dictionaries or Merriam-Webster for less common regional words and phrases. The Macquarie Dictionary is the go-to resource for learners interested in Australian English.

The quiz on page 228 of the Appendix is an introduction to some vocabulary differences between varieties of English. Use excerpts from films, blogs, news articles or books written in different varieties to explore the topic further.

9. Exploring metaphor

We tend to think of metaphor as a literary device (e.g. 'Art washes away from the soul the dust of everyday life' – Pablo Picasso), but in fact it's a very common part of our everyday language as we talk about one topic in terms of another (e.g. time seen as money: *spend time, buy time*; anger seen as heat: *a heated argument, lose your cool, hot-tempered;* time seen as physical distance: *going forward, the distant future, put something behind you;* responsibility seen in terms of physically carrying something; *bear/carry/shoulder a responsibility, be a burden on someone, weigh on someone's mind*). Raising learners' awareness of these metaphors can help enrich and expand their vocabulary.

In a reading text, highlight two or three words or phrases that are used metaphorically. Explain the concept of metaphor and, as a class, discuss the initial examples. Then students work together to identify further examples of metaphor in the text. Several words or phrases through a text that continue the same metaphor are common. Encourage students to identify these strings of metaphors using different-coloured highlighters.

10. Pronunciation at advanced levels

For a whole range of reasons, having reached an advanced level doesn't always mean that one's pronunciation is clear. Learners may come across new vocabulary in written texts, for example, but not hear the pronunciation. Make sure to pick up on problematic words and sounds for extra practice. Remember that students don't have to mimic a British or American accent, but their pronunciation needs to be clear and intelligible. The extent to which students see pronunciation as a priority will vary; however, it's worth knowing that clear consonant sounds and correct word stress have been shown to be the most important features for intelligibility.

Find excerpts from talks or interviews by fluent English speakers for which you have both audio/video and a written transcript. Use the TED Talks corpus, for instance, to find examples of problematic words used in context (see Unit 44). Students study a short section of the speech and practise reading it aloud. Encourage students to pick out and mark the features they find challenging for special attention on their transcript.

10 vocabulary activities for exam preparation

Many formal exams, such as Cambridge First, IELTS and TOEFL include specific sections to test vocabulary. Vocabulary is, of course, key for successful reading, listening, writing and speaking. Understanding the format of the exam and the topics most likely to come up will help you to plan vocabulary activities for an exam preparation class.

1. Vocabulary patterns

Many exams include multiple-choice gap-fill questions, where candidates have to pick the best word to complete a sentence or text based on both the meaning and the collocational or colligational (e.g. *reveal sth about sb*) patterns of the word. Repeating lots of similar practice gap fills doesn't always help to make the patterns stick. To encourage students to engage more deeply with a word and its patterns, give out sets of eight to ten example sentences of the same word used in one or two typical patterns. The handout on page 230 of the Appendix is appropriate for B1+ students. Students work together to analyse and explain the patterns, producing a simple 'frame' for each word (e.g. *result in sb doing sth*). These could be collected and turned into a poster for the classroom wall.

To create your own sets, collect example sentences using a corpus (see Unit 44) or look for examples in online learner dictionaries. Some online dictionaries allow the user to see extra example sentences which give several examples of the same pattern.

2. Using language from the question

Exam tasks in both writing and speaking tests often ask students to respond to prompts. For example: *Describe your favourite piece of clothing. Say what colour it is.* Students can fall down on how they reuse the language from the question. They might say, for example: *My favourite piece of clothing is a jacket. ~~It's colour is blue~~* – where the word *colour* is redundant. Other words typically used in question prompts but not needed in answers include: *size, price, age, time, location*. Write typical question prompts on the board and ask students to come to the board and underline language they can reuse in their response (e.g. *favourite piece of clothing*) or cross out words they will probably not reuse (e.g. *colour, size, price, age,* etc).

3. Talking typically

Questions in speaking tests often ask students about what's normal or typical where they live. To practise relevant vocabulary for this type of question, students work in groups to write six sentences about something that's normal or typical where they're from. Choose a theme such as food, education, transport or daily routines. Before they start, elicit as many words and phrases as possible for describing norms (e.g. *typically, average, the majority of people, as a rule, in general, popular, be the norm*). Once students have written the first set of sentences, brainstorm words and phrases to describe exceptions (e.g. *unless, except, excluding, apart from*). Groups swap sentences and add an exception to each sentence. For example: *Shops are <u>normally</u> open until about 8 pm, <u>excluding</u> Sundays.*

4. Stretching spoken vocabulary

Many speaking tests involve relatively simple questions on familiar topics. This is an opportunity for students to make a good impression and to go beyond the most obvious, basic vocabulary for their level. Write a typical exam question on the board and get students to audio-record their answer using their phone. You could set this task to be done before the lesson, so students can make the recording at home rather than in a noisy classroom. Ask for a few volunteers to play their recordings. Listen as a class and elicit some ideas for how students might be able to use more interesting vocabulary to improve their answer. Include some suggestions if necessary. For instance, in response to a question about their family, a student might say: *I live with my mother and father, but I also have grandparents and aunts and uncles.* You could then suggest that they use the phrase *extended family*, as in: *... but then there's my extended family, too – my grandparents, aunts and uncles.* Explain that the language shouldn't be too formal or too unusual so as to stand out as odd. Highlight any overly-formal or inappropriate suggestions that come up. Put students in pairs or groups of three to listen back to their responses again and note down possible alternative words they could have used. Note that students shouldn't try to prepare set answers; instead, they should focus on adding a few more interesting words and expressions to their repertoire. They then re-record their answer including the new vocabulary either in class or for homework.

5. Saying you don't know

In speaking tests, topics sometimes come up that students know nothing about or just aren't interested in. As a class, brainstorm useful vocabulary that can be used for responding when you can't think of much to say about a topic:

To be honest / Actually / Personally / I'm sorry but …

I'm not really very interested in … / I don't know much about … / I can't think of an example right now.

Students write down topics that they think their classmates won't be interested in or know much about. In pairs, they take turns to ask their partner questions about one of the topics. The partner has to respond using the words or expressions on the board.

6. For example

Giving examples in both exam writing and speaking tasks is an important skill, but students often resort to the fixed phrase, *for example*. Use previous reading texts or listening transcripts to collect different ways that writers and speakers introduce examples (e.g. *an example of, for instance, in some cases, such as, like, including*). Students underline the key words and expressions. Next, highlight useful collocations (e.g. *provide an example*; *an example illustrates sth*) and alternative sentence positions for the phrases (sentence initial, mid-sentence, sentence final). Write up or give out simple statements relating to typical exam topics (e.g. *Social media can cause problems* or *Plastic pollution is increasing*). Working in groups, students take turns to pick a sentence. They read out the statement, then add an example, e.g. *Social media can cause problems. Regularly checking for messages can, for instance, become a distraction from work or study.*

7. From words to sentences

When preparing students to write practice exam essays, we often brainstorm ideas around the topic, including key vocabulary. However, the vocabulary focus can subsequently get lost in the process of planning and organising the final essay. To avoid this happening, give students a typical exam essay question. Working in groups, they brainstorm some key points to include in the essay. They then choose three or four of their points and note down some relevant vocabulary to express each idea. Finally, rather than writing the full essay, the group writes a single sentence for each point to either hand in or to present to the class. This provides more opportunity to focus on using the vocabulary accurately and appropriately.

8. Synonym strings

In exam essays or extended speaking tasks, lower-scoring candidates will often repeat the same key words or phrases. To help students avoid this and to create variety, get them to work together to brainstorm alternative ways of expressing ideas. Give each group a key word or phrase to work with. They can come up with their own ideas for alternative words and expressions or search for new ones using a dictionary or thesaurus. Several online learner dictionaries have a thesaurus facility. (See also Unit 42.)

people > *individuals – students – adults – members of the public – consumers*
important > *significant – crucial – vital – key to – major – fundamental – of value to*

They write the words and phrases on pieces of card and string them together to create actual strings to hang around the classroom. In feedback, discuss their choices and focus on any words that have specific uses in terms of register (e.g. formal/informal) or connotation (e.g. positive/negative). When preparing for a writing task, refer back to the strings and encourage students to use a variety of different ways to express key ideas to avoid repetition.

9. Sentence transformations

Being able to use key vocabulary flexibly can help students find the best wording for their ideas. Sentence transformation tasks sometimes feature in exams. For example:

Complete the second sentence so it has a similar meaning to the first sentence, using the given word.

1. The team leader is responsible for safety. RESPONSIBILITY

The team leader ____ safety.

(Answer: has responsibility for)

As students plan an essay-writing task, elicit ideas for expressing some of the main points. Write a number of these sentences up on the board and underline a key word in each one; for example: *Better recycling facilities would be one solution to this problem*. Next, elicit ways to rewrite the sentence using a different form of the underlined word, for example: *One way to solve this problem would be better recycling facilities* or: *Better recycling facilities might help solve this problem.* Encourage students to experiment with different wording and discuss which works best. (See also Unit 19.)

10. Topic vocabulary search

Many exams at higher levels involve essays or speaking tasks about real-world topics, such as the environment, education, health, travel, etc. To help students prepare for an exam essay task, ask them, for homework, to search online for an article in English on the same topic. Suggest some key words to key into a search engine, or suggest appropriate websites (such as the BBC, *The Guardian*, the *New York Times*). Each student chooses and reads a relevant article and collects four to six useful words or phrases connected to the topic. They bring these to class and present them briefly as part of the writing preparation process.

"Our Five A Day system asks students to identify five new phrases every day, review them daily, sift through them at the end of the week to select a weekly five, and do the same at the end of the month to get a monthly five. Constant review, selection, and retention prepares them for many of the hurdles in exams."

Diarmuid Fogarty, teacher, University of Liverpool, UK

10 tips for teaching vocabulary to young learners

When we talk about 'young learners', there are, broadly speaking, three age groups to consider: very young learners (VYLs) are under seven years old, young learners (YLs) are seven to 12, and teens are 12/13–18. Teaching young learners can be very rewarding, but it can also be frustrating, particularly where teaching vocabulary is concerned; young learners often seem to forget as quickly as they learn! One good thing about young (and very young) learners is that they actually enjoy repetition and will request favourite games, stories, videos and activities again and again. Use this to your advantage – the more repetition the better. Learners need to be actively encouraged to use their memory at this age, as writing may not be efficient and, in the case of teens, attention may not be easy to maintain. Many of the other activities in this book work well with young learners, but here are a few specific tips.

1. Starting the year with younger ones

A good activity for early in the year is to find out what your young learners' favourite things are in terms of food, drinks, toys, colours, animals, places or clothes, for example. Ask them to draw the things, and then teach them the words. Students teach each other the words and label their pictures to use as a vocabulary reference or to put on the wall. You can also ask them to draw, for instance, five things they'd like to talk about when they tell their classmates about the weekend. This will not only bring out 'favourite' words, but also words they're most likely to need, e.g. *home, grandma, cat, have lunch*, and so on.

2. Starting the year with the older ones

As learners reach around age nine–11 and up, start using vocabulary as a way to boost confidence. Put students in groups to brainstorm international words that are English or that are used by English speakers (there may be some spelling differences), e.g. *internet, pizza, email, hotel, tennis, cappuccino*. Then ask them to add any other words in English that they know, e.g. *rabbit, laptop, kitchen, download, game over*. This will mix up items they have learnt from previous school years as well as out of class. Groups should then make a poster with their vocabulary, preferably in colour. Put the posters on the wall, and revisit and expand them at the start of each term. This provides a vocabulary 'cheat sheet' on the wall of the classroom, but it also helps underline progress. With teenagers, you might prefer to ask each to make their poster using only the words that they like or that are relevant to their life, as choosing the items to include will increase processing.

3. Making flashcards

Flashcards are great for presenting, practising and testing vocabulary with young learners. As well as using pre-made flashcards, you can make your own or ask your students to make them. Let them choose what vocabulary item(s) they want to draw, and remember that they need time, especially if you are going to use the drawings as flashcards. Be prepared to help them, too – there is an age around six to eight years old when children tease each other about their ability to colour inside the lines, draw a cat, etc. so your learners will be keen to draw quite well. If they are at that age, have some cards with basic shapes drawn on them already – squares and rectangles for houses, circles and ovals for animals or faces. This gives them a starting point to add windows and doors or eyes and noses.

4. Teen 'alternative' flashcards

Although visuals are great for presenting and practising vocabulary (see Unit 46), teens tend to react against anything obviously like flashcards as being 'too childish'. What you can use very successfully with teenagers, however, is photos, especially if the teenagers took them themselves. Try asking them to take selfies miming actions or activities or pointing to objects for verbs, gerunds or nouns. You could ask them to take and collect photos of food or shops, for example. They can then share the photos with you, create slideshows or collages and use them for matching exercises, memory or guessing games, and so on.

5. Ways to record vocabulary

If your young learners are efficient writers, showing them useful and engaging ways of recording vocabulary will help them develop a positive relationship with learning. With the under-nines, who are just learning to write and may not be learning the Roman alphabet in their mother tongue, lists are unlikely to be effective unless illustrated (ideally by the children themselves). Vocabulary-recording activities include labelling pictures, putting together illustrated topic pages with, say, all the animals on one page and, for slightly older learners, spidergrams (or 'word webs'). Teach your young learners the thinking behind spidergrams (i.e. they group words by concept and association). Then, as an engaging visual activity, get them to make spidergram posters of, say, professions and words related to them.

6. Teach the vocabulary they want

Don't limit vocabulary to the words in a coursebook. When you start a new topic, build on the target items in the book by asking students – whether they are VYLs, YLs or teens – to choose three more related words they want to learn. So, for example, when you teach a unit on toys, which might include such items as *ball, car, skateboard, doll* and *teddy bear*, ask students to tell you what their favourite toys are (in their own language if necessary). Teach the English words for these and write everything on the board. Ask each learner to choose three items to learn for the next class. Giving learners a choice and a reduced number of items is more motivating for them than a long list of words they may not be interested in.

7. Enjoying the shape of words

Although the written form is unlikely to be your main target with certain younger age groups, children do enjoy exploring letters and words when they are learning to write. Using plasticine to make simple, three-letter words will help develop their writing skills, and also help them to learn to recognise vocabulary. This will, in turn, improve their reading skills. Ask them to form the word RED in red plasticine. For a longer colour word like 'yellow', they could use yellow plasticine to make just three of the letters, putting them in place on a large word card saying YELLOW. You can also use magnetic letters and ask them to find the letters they need for a word (of up to five letters) and put them in order.

8. Use videos to brainstorm vocabulary

Short videos, particularly animated ones, are good for vocabulary reviews. Videos need not be longer than a few minutes, although a five-minute cartoon with a minimal amount of dialogue can also be used. Younger children have a far higher tolerance of language they don't understand than older students, as they are still learning their own language. Show children the video and ask them to say out loud anything they can see that they know the word for. It's noisy but fun, and can elicit words for such things as animals, clothes, buildings, colours, transport and natural phenomena such as flowers and trees. Trailers for Pixar or Aardman films are particularly good for this. This activity also works with teenagers, but ask them to write words down, and then compare in pairs or groups of three. You can also ask them to make sure they write the words in the order they saw them. As they negotiate the correct order with a partner, they will repeat the words.

9. Storybooks

Story books with pictures are treasure troves in the very young or young learner classroom. After reading the story itself, go back over the pictures and talk about them. Point to things and chat about them (e.g. *Look at the cakes! Mmm, and cherries, I love cherries. Do you?*), pretend you can't identify things (e.g. *What's that? A fox? A dog?*) and ask them to tell you what else they can see. Many children's books have wonderfully detailed illustrations that allow for plenty of 'vocabulary conversation'. The appeal of the illustrations will also help fix the vocabulary in the children's memory. Try, for example, *George and the Dragon* by Chris Wormell. For teenagers, comics and graphic novels are very useful (see Tip 10).

10. Graded readers

There are many graded readers for young learners, but some that are aimed at adult learners are also suitable, particularly for teens. Graded readers often have glossaries, picture dictionary pages and activities at the end, but the most effective way to use them for vocabulary learning is simply to let young learners read. Take a selection of books to class (one for each child and a few extra) and put them in a pile on the floor. Encourage learners to choose a book, sit wherever they like, and just read for ten minutes. If they don't like a book, they put it back and take another. After seven to ten minutes (they may become completely immersed over that time – or they may get restless), ask them to flick back through the pages they've read and find three or four new words they could teach to their classmates, or words that they would like to look up and then teach to their classmates.

"When teaching young learners, think of the language you want to teach and think of how you want to make it sound musically, so that you can transform it into a chant."

Vanessa Reis Esteves, author of *ETpedia Young Learners*

10 tips on teaching vocabulary for English for specific purposes (ESP)

English for specific purposes (ESP) differs from general English in that the vocabulary or lexical sets include a narrow range of terms (or 'jargon') specific to a particular industry or field. Examples of ESP include business English, technical English, scientific English, English for law, aviation and tourism, and English for waiters or footballers. Although some general English terms will also be appropriate in an ESP course, the ultimate aim is to provide students with vocabulary specific to their specialised needs.

ESP students can generally be divided into pre-service or in-service. Pre-service students are usually enrolled on a course to learn both content and language. In this case, the teacher will teach the content through the medium of English, and will need an in-depth knowledge of the field. In contrast, in-service students are already working in their field, but need English to communicate at work or to advance in their career. In this case, teachers do not have to be experts in the field, (though they should familiarise themselves with the basics). Their role is to support students in expressing in English what they need to in order to accomplish tasks in their field.

Unlike pre-service courses, where the goals are both content- and language-focused, and most likely set by the institution, in-service courses start with a needs analysis to find out the specific needs and goals of individual students. The needs analysis will help teachers decide on appropriate lexical sets.

1. Needs analysis

Start by finding out about students' English-related needs via a detailed needs analysis. If, for example, they only need or want to be able to read English articles and books in their field, then you won't need to concentrate too much on pronunciation. On the other hand, if they need to be able to give presentations, they will need vocabulary related to structuring an argument, giving examples and referring to graphs and charts. Spelling conventions – *Alpha, Bravo, Charlie,* etc. may be particularly important for call centre English, while a focus on persuasive language (including appropriate adjectives) will benefit the salesperson. Needs analyses can be conducted in pairs, in groups, or on a one-to-one basis. You will find a photocopiable needs analysis form on page 232 of the Appendix.

2. Job description networking

Use the job title and main responsibilities part of a needs analysis (see Tip 1 above) to create a *Find someone who …* activity for students who are already in jobs. On the board, write *Find someone who ….* Down the left-hand side of the board write a list of 10 to 12 work-related responsibilities (e.g. *writes reports, leads a team, keeps records, negotiates contracts,* etc.) Make sure everyone understands the vocabulary. Ask students to stand up and talk to different people. The aim is to find someone who does each of the tasks on the board. When they find that person, they ask a follow-up question, e.g. *What kind of reports do you write?*

3. Using authentic materials

Often, teachers of pre-service students will have a textbook that provides the necessary vocabulary for the course. Teachers of in-service ESP students, on the other hand, may not have a coursebook, and can ask students to help them provide authentic materials that can be adapted for use in class. Ask students to bring in non-sensitive materials in English that they need to (or will need to) work with in their job. These might be technical manuals, company brochures, diagrams, non-sensitive emails, memos or professional journals. Use these materials to work on vocabulary, including collocations, noun phrases, word forms, etc. For example, students look through a paragraph and underline all the verbs. They then identify the tense or aspect of each verb (e.g. present, past, present continuous, present perfect). Discuss the reason for the choice of tense or aspect, including which are used in which part of the text. For instance, an abstract of a report may include present tense verbs, while reporting on a study would most likely use the past tense.

4. Vocabulary in context

Specialist ESP vocabulary may look daunting and the terms may be complex. However, the same principles used in general English for introducing, learning and practising vocabulary still apply. Focus students' attention on collocations and the way words are used in sentences. Create a class-specific corpus by cutting and pasting a company document or industry-specific article from the web into a Word document or similar. Use CTRL + F (or Cmd + F on a Mac) to locate specific words within the document. For example, in a business report, you might look for the word, *deficit* to find:

a trade	deficit	of £2.3 bn
a huge	deficit	
show a	deficit	of
has run up a	deficit	of
to make up this	deficit	
to fund the budget	deficit	running at
remained in	deficit	with all the countries
cut a budget	deficit	by raising taxes

5. Professional jargon

Students may know specialised vocabulary (or 'jargon') from their profession, but may not be sure how to use the words in context. Elicit a short list of terms your students used at work the previous week. Check pronunciation of the terms, and then elicit a sentence for each word, focusing on collocations or on the way the terms are typically used in a sentence. Set up a task that will provide opportunities to use the words. For example, engineers could be asked to complete the 'Marshmallow Challenge', where they build a tower using spaghetti, string, tape and one marshmallow. Listen as they do the task and note down where they struggled with language. (e.g. Teacher: *I heard someone say, 'Not enough strong foundation for holding ....' How can we make that sentence better?* Suggested answer: *The foundations aren't strong enough to hold …)*

6. Simplify jargon for the layperson

ESP students aren't always aware that certain words in their field are jargon, so they may use terms that others outside their field don't understand. Ask students to role-play a situation in which they have to explain a process or concept to someone outside their field. For example, in medical English classes, students could role-play a doctor explaining a procedure or illness to a patient in everyday English.

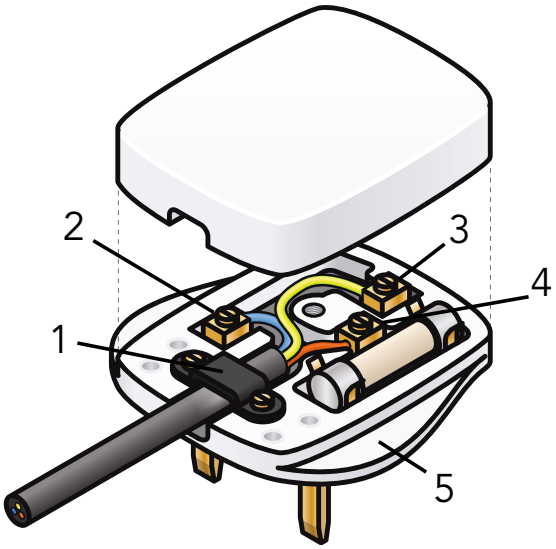
7. Test–teach–test approach

With ESP, it's often useful to take a test–teach–test approach. With this approach, you first set a task that mimics what students will have to do in their job, such as giving a presentation or writing a report. You use this to assess what language or vocabulary they need. Next, you work on language and vocabulary that will improve their performance. Finally, you repeat the task or get them to do a similar task. This approach helps students see a clear improvement that is relevant to their learning needs. Here's an example of a test–teach–test activity:

- Students give a presentation on a topic (with a focus on vocabulary use).
- Teacher and/or peers provide feedback.
- Students work on using the vocabulary correctly in context (e.g. they do collocation work, work on word forms, etc).
- Students write a short summary of the presentation for a colleague who couldn't attend.

8. Diagrams

Ask students to bring in diagrams or graphs from their place of work or from the internet. In class, they label the diagrams in English using a bilingual dictionary or digital translator as needed. Check pronunciation of terms. Ask students to prepare a presentation to explain the diagram. For example, if the diagram shows electrical wiring of a plug, the student might say: *Plugs like this are designed for safety. The earth wire shown here in green creates a safe route for the current to flow ….*



9. Compound nouns and noun phrases

ESP is full of compound nouns (see Unit 21) and noun phrases that can be hard for students to unpack (e.g. *subsurface rock formations, distribution networks, double-blind technique).* Ask students to read an authentic text related to their field (see Tip 3, above) and to underline the compound nouns and noun phrases. Create a matching activity in which students match the compound noun to an expanded version (e.g. *feasibility study – a study you do to check whether or not a project is feasible; safety standards – standards that are written to ensure the safety of employees*). Alternatively, give students the expanded version and ask them to find the compound nouns in the text. Check students' pronunciation, especially where stressed syllables are concerned: *feasibility study; double-blind technique, etc.*

10. Using a company website

This activity works best in classes where students work for different companies. Ask students to look at their own company's or institution's website and to find the 'About us' section. Give them three minutes to quickly scan the page to find adjectives. Elicit the adjectives from the students and write them on the left-hand side of the board. Encourage students to notice how many websites used the same adjectives. Next, ask students to scan for nouns. Add these to the middle of the board. Finally, ask them to scan for verbs and write these on the right-hand side of the board. Put students into pairs to describe their company or institution using the words on the board for ideas. If needed, give them a few minutes to think about and write some sentences before describing the company orally.

'With the advent of emojis and 'text speak', my students often include these in their formal business emails, which is unprofessional and reflects negatively on the organisation. I ask my students to bring one of their business emails to the session and identify any words that are too casual or chatty. As a class, we then brainstorm more appropriate words for a professional environment. This helps build the students' vocabulary and exposes them to more synonyms to diversify their writing, while helping them discern what register to use according to their target audience and the context of their communication.'

Jessica Gomes, Business English teacher, South Africa

10 ways of teaching academic vocabulary (EAP)

English for Academic Purposes (EAP) is aimed at students who are studying or preparing to study either wholly or partly through the medium of English in higher education. Teaching EAP vocabulary involves focusing on the types of words that will be most useful for students and helping them understand why academic writers make certain vocabulary choices. For this reason, EAP teachers should also be aware of the academic word lists (AWL).

Academic word lists

The original Academic Word List (AWL) was published by Averil Coxhead in 2000 and has become a popular basis for teaching EAP vocabulary. The list consists of 570 word families (e.g. *flexible*, *flexibility*, *inflexible* and *inflexibility* is one word family), divided into ten sublists, with the most common words in sublist 1. The items on the list represent words that are common in academic writing across all disciplines, but excludes words on the General Service List (GSL), which are seen as part of common general usage.

There have been some criticisms of the AWL. The main ones are that: (1) not all the words in each word family are equally relevant to students (e.g. the *establish* word family includes *disestablishment*), (2) many GSL words are used differently in an academic context so should be included in the AWL (e.g. *address* as a verb), and (3) the list is based on professional published academic writing, so generally reflects the needs of students for reading rather than for writing.

Several new lists have been developed to address some of these issues. These include the New Academic Word List, the Academic Vocabulary List and the Academic Keyword List. There are also a number of specialist wordlists for particular disciplines such as science and medicine.

1. Identifying academic vocabulary

Although the AWL isn't perfect, it does provide a useful guide to core academic vocabulary. There are a number of online tools available that allow you to cut and paste (part of) an academic text into a search box and the tool will highlight which words in the text are part of the AWL. (Search online for 'AWL highlighter'.)

With a class that is new to EAP, give students a short academic text (100–200 words) to read and discuss. Ask them to underline the words in the text that they think are 'academic words' and allow time for them to discuss the reasons for their choices. Then use an AWL highlighter tool to demonstrate which words in the text are part of the AWL. You can either do this 'live' in class or prepare a highlighted version of the text in advance. This helps students get a feel for the kind of words they need to master. Note that AWL words typically make up around 12–15% of an academic text. Keep in mind that there may be specialist words in your text that are not in the AWL but that belong to a specific discipline.

Students can also be encouraged to put their own writing into an AWL highlighter to see how much AWL vocabulary they're using.

2. General words with academic uses

As well as the 'classic' core academic vocabulary (which is listed in the AWL), there are many words that are common in general English, but that have more specific meanings and uses in academic writing. For example, we use *exercise* as a verb and a noun to talk about physical activity, but in academic writing you often say that someone *exercises control* or *power*.

Raise students' awareness of the different uses of familiar words in academic writing by comparing examples of everyday and academic uses. Make one copy of the handout on page 234 of the Appendix for each student. There are three possible ways to use the handout:

- Students simply fill in the gaps in the sentences making appropriate changes to the form of the word (e.g. they add *-ed* to a verb or *-s* to a noun).
- You keep the sentences in pairs but cut up the words in first column so that students have to match the correct word to each pair and then complete the sentences as above.
- You cut the whole table into squares so that students have to match two sentences to each word.

In feedback, discuss any different parts of speech and the differences in meaning that have cropped up. Notice that two of the words, *project* and *contract*, also involve a change in the position of the stressed syllable.

3. Being precise

It is important that students understand why academic writers make particular vocabulary choices. To highlight the way in which choice of vocabulary can improve accuracy, write two example sentences on the board – one that uses vague, general words and one with more formal and precise alternatives. Then discuss the differences in meaning. For example:

Students can get extra print credits from the library.

Students can *purchase/request/collect* extra print credits from the library.

Give out the handout on page 235 of the Appendix and get students to work individually or in pairs to find more formal and precise synonyms for the vague words in bold. You could write possible options to choose from on the board or leave students to come up with their own ideas. In feedback, elicit ways in which the new words add a more precise meaning to the sentences.

4. Perspectives

Perspective and stance are important concepts in EAP. Encouraging students to think about an issue from different perspectives is a useful way of helping them to brainstorm ideas, and a first step towards critical thinking.

Write up a list of perspective adjectives on the board (see page 236 of the Appendix for ideas). Students work in groups to prepare short statements about an issue from as many different perspectives as possible. For example, take the topic of online bullying:

***From a technical perspective**, it is very difficult to trace those who post abusive comments online anonymously.*

***From an educational perspective**, it is vital that schools tackle issues around online behaviour from an early age.*

***In legal terms**, online abuse is subject to the same laws as behaviour offline, such as libel and incitement to hatred.*

This task provides a good introduction to an essay topic and is particularly useful in mixed-discipline groups, where each student can comment on a topic from the perspective of their own area of interest.

5. Nouns and noun phrases

Nouns make up around 75% of academic texts, compared with only about 55% of conversational language. Academic writers typically use long noun phrases to pack information into their texts. To demonstrate why noun phrases are useful, write a relatively simple sentence on the board. Challenge students to add extra information to the sentence by adding to the noun phrases. For example:

Initial sentence: *Many goods are manufactured in Asia*.

Question: What type of goods?

Edit: *Many **consumer** goods are manufactured in Asia*.

Question: Where are these goods sold?

Edit: *Many **consumer** goods **for the European and American markets** are manufactured in Asia.*

6. Hedging language

Hedging is the language used to show how confident the writer is about what they are saying or the degree to which something applies. Common 'hedging' words and phrases are *seem to, tend to, potentially, apparently, typically* and *to some extent*. Students sometimes believe this language makes their writing vague, but in fact, in an academic context, it is essential to ensure accuracy.

Write an unhedged statement on the board and show what kind of criticisms and questions a tutor might make if they read it in a student essay. Elicit possible edits to address each criticism.

International students struggle to integrate into the wider student community.

Tutor: Is that true of all international students?

International students typically struggle …

Tutor: Are you saying they don't integrate in any way at all?

… struggle to fully integrate …

… struggle to integrate successfully …

Use further examples and ask students to take the role of the critical tutor as well as suggesting possible edits.

7. Language accuracy

Small errors can have a negative impact on students' writing and how it is received by subject tutors. To focus on accuracy, choose an area of vocabulary that should be well within the students' knowledge and a task that is not too challenging. However, insist on accuracy and pick up on even minor errors.

For example, write up a collection of statistics connected with your city or institution: the population of the city, the number of students at the university, the percentage of international students, the ratio of male to female students on the course. Students work together to make guesses about what the numbers represent. Mingle and give clues as necessary. Before students present their ideas, stress that they must report the information accurately, as they would for an academic assignment.

Statistic: 65% : 35%

Report: *We think that the proportion of students taking science courses at the university is 60% male compared with only 35%female.*

In feedback, pick up especially on any errors with word forms (e.g. *per cent* vs *percentage*), choice of prepositions (e.g. *proportion + of*), articles (e.g. *the university*), pronunciation, etc.

8. Phrases and fixed expressions

Many of the idioms, phrases and phrasal verbs common in everyday English (e.g. *by the way, all the time, get rid of, fed up with*) are not appropriate in academic writing. However, academic writers do use many fixed expressions and combinations of words (e.g. *as a result, in terms of, with reference to, on a … basis*). Take a section of text that students have already worked with and highlight one or two fixed phrases. Students then work through the text to highlight other phrases and fixed expressions. Encourage students to note down common academic phrases in their vocabulary notebooks as well as individual words.

9. Pronunciation and stress change

Remember that academic language isn't only written; students need to know how to pronounce words as well. Looking at the pronunciation and stress patterns of pairs and groups of words from the same word families can not only help students' speaking skills, but can also help reinforce word formation patterns.

Write pairs or groups of core academic words from the same word family on the board and ask students to come to the front and mark the main stress in each word. Model the pronunciation and compare your model to the way that the student has marked the stress on the word. Some examples of core academic words with shifting stress patterns include:

analyse – a**n**alysis – anal**y**tical
benefit – beneficial
communicate – communication
contrast (noun) – contrast (verb)
economy – economic – economist
innovate – innovation – innovative
major – majority
method – methodology – methodological
participate – participation – participant
project (noun) – project (verb)
record (noun) – record (verb)
vary – variable – variability - variation

10. Academic presentations

Use a corpus of spoken academic English, such as BASE or MICASE, to investigate with students how speakers organise their ideas using spoken discourse markers (*firstly, for example, in contrast, that means, if we go back to, in particular, as you can see from*). Students can either search for examples in the corpus themselves or you can select from the corpus and print out examples to use in class. Encourage students to identify the function of each word or expression, note its position (e.g. do speakers say, '*For example, one study found …'* or, '*One study, for example, found …*'), and establish what language typically comes before and after it.

You could also use a corpus that is linked to audio- or video-recordings, such as a corpus of TED talks (see Unit 44), to see how words and expressions are pronounced, as well as to draw attention to the stress and the pausing before and after these key markers.

> *"One useful technique my students need is hedging in academic writing - the art of being cautious when expressing an opinion. By teaching students to use modals (e.g. might, could), adverbs of frequency (e.g. usually, often) and introductory verbs (e.g. seem, tend, suggest) you give them the tools they need for this. In fact, one motto of academic writing could be "if in any doubt, hedge."*
>
> **Phil Longwell, teacher of ESOL & EAP, UK**

10 vocabulary practices that students with dyslexia hate

Students with dyslexia typically have difficulty with organising learning, reading, writing and short-term memory. Dyslexia affects individuals in different ways and to different degrees – some students will only be affected by mild dyslexia (which may go undiagnosed), while others may be more severely affected. Commonly, people with dyslexia struggle with reading and spelling, and many have problems with handwriting. Dyslexia is not classed as a disability; instead it is often referred to as a specific 'learning difficulty'. However, despite being considered as a difficulty, it actually brings many advantages, including high levels of creativity, good global visual processing, and the ability to 'think outside of the box' to solve problems. It's worth noting that there isn't one strategy that works well for everyone with dyslexia, so you'll need to find out what works for each individual student. Below are 10 practices that students with dyslexia hate, with suggestions for making them more dyslexia-friendly. It's worth noting that all students will benefit from many of the dyslexia-friendly tips below.

1. Black text on a white background

This can cause words to appear to move around or jump about on the page. Where possible, choose pale-coloured paper and a dark font (dark blue text on a pale cream background is suitable for many). If you are using a coursebook, ask students to use a pale highlighter to highlight key words in a text. Another option is to provide students with a reading ruler. This is a coloured transparent ruler that can be placed over a word to make it easier to read. Some students may prefer coloured glasses. Different colours work better with different students, so if possible try printing on different-coloured paper and have a set of different-coloured reading rulers on hand to see which is preferable to your students.

2. Ignoring phonics

Phonics training helps with both sides of word recognition – it allows learners to work out how to pronounce a word they see, and it also allows them to work out how to write a word they hear. Like all students, those with dyslexia will benefit from direct instruction of sound–letter correspondence. This includes teaching students how letters and letter combinations sound (e.g. *igh* sounds like /aɪ/, as in *high*; *ou* sounds like /əʊ/, as in *though* or /aʊ/, as in *ouch*), and how letter sounds can change in combination with other letters (e.g. *c* sounds like /s/ before *e* or *i*, as in *palace* and *circus*). Encourage students to keep charts in their vocabulary notebooks to record words according to phonetic patterns. You can also display charts and word clouds around the walls for reference. (See the phonic table on page 237 of the Appendix for an example.)

3. Being rushed

Students with dyslexia need extra time to process information, so avoid rushing them. Give students time to complete written exercises and, when introducing new vocabulary, give them maximum mental processing time. For vocabulary dictation exercises, allow extra time or provide scaffolding by giving students part of the word with gaps to fill in for each letter. Give students plenty of time to write out or type words to make use of muscle memory.

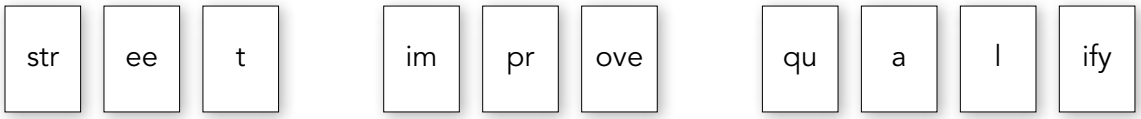
4. Spelling aloud and spelling tests

Spelling poses a problem for dyslexic students because they think visually instead of verbally. Therefore, spelling aloud and spelling tests cause anxiety. However, this does not mean dyslexic students cannot learn to spell. When introducing words, pronounce them slowly as you write them on the board so that students can see the letter–sound relationships. Invite students to say the words as they write or type them. Encourage students to use colours or larger fonts to highlight patterns in words (e.g. words with *ea that sound like /e/ (e.g. deaf*) *and those that sound like /i:/ (e.g. meat*); words with *ough that sound like* /ʌf/ (e.g. *enough*) and those that sound like /əʊ/ (e.g. *although*), etc). In writing, focus on students' ability to communicate ideas rather than on perfect spelling.

5. Ignoring the senses

Multi-sensory approaches – those that make use of multiple senses and involve a mixture of reading, writing, listening and speaking – aid processing of information, not just for students with dyslexia, but for all students. Here are some ideas for using a multi-sensory approach:

- When introducing new vocabulary, use pictures, objects or video (using an app such as Adobe Voice) or introduce words using movement and mime.
- To help students with word recognition, write the word on the board and say it several times. Then ask students to repeat.
- Ask students to write the word down or type it out while saying or sounding it out.
- Suggest they use the predictive text function on their phones: they say the word and the phone types it for them to see.
- Ask everyone to tap out syllables as you say the word.
- Play sound-matching games: For example, say, 'How many words can you think of that start with /str/?' (*strength, strong*, etc.).
- Give students Scrabble letters that they can move around for spelling activities, or create your own set using words broken up into syllables, prefixes and suffixes or common patterns like the ones below.



6. Dealing with long words

Reading long words is challenging, especially as they tend to refer to abstract concepts, giving dyslexic students nothing concrete to visualise. Introduce words orally first and drill them chorally. Show how to break long words down into more manageable chunks with a focus on how they sound. Include visual illustrations where possible.

e.g.

a | s t r o | n o | m e r

ə | strɒ | nə | mə

7. Not adapting coursebook materials

There are many activity types in coursebooks that cause problems for students with dyslexia. For example, scanning a text to find words is difficult if the words keep moving on the page. Another is matching words to definitions due to difficulties with working memory. As an alternative, use direct instruction to teach new words, and present sentence-level contexts rather than large chunks of text. Make matching activities multi-modal through the use of cards that students can physically match together. Introduce words orally, then write them on the board and say them again before asking students to complete vocabulary exercises in the book. This will give students some contact with the word before having to deal with it in the text.

8. Too many words to learn

Remember that for students with dyslexia, learning vocabulary brings with it a heavy cognitive load. Reduce the number of words you introduce, and revise frequently.

9. Ignoring technology

Technology gives students with dyslexia a range of useful tools, including accessibility tools on computers and laptops, and assistive technology for web browsing. Here are some ways to use technological tools:

- Allow students to type (or dictate) their work and to use the spellchecker. Show them how to right-click on a misspelled word to find a list of possible spellings. Another alternative is assistive technology such as Ghotit, which is especially designed to help people with dyslexia with their spelling.
- Use an online dictionary with audio so that students can both see and hear the word.
- Encourage students to use apps such as Mental Note for iPad to create a multi-sensory digital notebook which can include text (including speech-to-text functionality), audio, pictures and sketches.
- Upload worksheets into an app such as SnapType Pro so that students can complete them without having to write answers by hand.

For more information on useful apps, search for 'dyslexia apps for adults' in your web browser.

10. Unhelpful fonts and crowded pages

When writing on the board, write clearly in large letters. Avoid cursive writing or letters with fancy 'tails' and 'curls' (e.g. *thank you*). Avoid crowding the board with lots of words, and use boxes, arrows, headings and bullet points to help anchor words and phrases. Use dyslexia-friendly (sans-serif) fonts such as Arial, Open Sans or Calibri when creating vocabulary worksheets and handouts (using cream-coloured paper where possible) and break up large amounts of text with graphics. These are all simple changes that can be made without other students noticing.

10 tips for teaching vocabulary to students who are hard of hearing

A teacher of students who are profoundly deaf will need to be fluent in sign language, both in the target language and in their students' own language, and will also need specific training in teaching the deaf. However, many teachers who are not trained in this area will encounter individual students who are hard of hearing or who were born deaf but have cochlear implants (CIs) to assist their hearing. The likelihood of teaching students who are hard of hearing is increasing as the number of seniors (learners over 60) increases, so it is useful to be ready with a few techniques for teaching vocabulary in order to be able to support these students fully.

1. Remember the practicalities

The main thing to remember is your physical presentation. Learners who are hard of hearing rely on their eyes, so be sure never to have anything in front of your face when you say vocabulary items, and always face the front when you're speaking. Although learning to actually produce the spoken items may not be of interest to the more profoundly deaf, all deaf or hard of hearing students will want to learn to recognise what vocabulary items look like when spoken, as this facilitates lip-reading. One activity you can try, particularly if you have a hard of hearing student in a class of hearing students, is a game whereby you mouth the day's vocabulary for pairs to guess and write down. If you also then ask pairs to mouth words for each other to guess, you will train them to be aware of articulating words for lip-reading purposes too. This additionally helps with empathy and awareness.

2. Use flashcards

Flashcards are key teaching aids for supporting learners who are hard of hearing. The problem with referring to pictures in a coursebook is that it tends to be a heads-down activity, which detaches the experience of seeing the visual from that of seeing the word being produced. Using flashcards allows the teacher to have the image near their face when they say the word, thereby supporting lip-reading; it can also be either held near a wordcard (a card with a single word or phrase written on it) or stuck on the board next to the written form. In review lessons, you can use flashcards drawn by the students. The act of producing cards is motivating for students; it also reinforces associations, as the memory of drawing may trigger retrieval of the item.

3. Get students to draw for comprehension

Teachers often check comprehension by asking a student what a word means, but in many classrooms learners can't see the face of the classmate giving the answer (for example, because the person speaking is behind or in front of them). This can be frustrating for learners who are hard of hearing. One way to avoid this involves drawing, which is particularly useful for action verbs (e.g. *jump*, *sleep*, *dance*) and common nouns (e.g. *hammer*, *key*, *vase*). Using wordcards, flash a series of four or five words one by one at the class and ask students to draw the things quickly on paper in the same order (stick-people will do). Pairs then compare drawings to see if they have the same things in the same order. Display the words on the board in a different order and ask a volunteer to come to the front and correct the order while referring to their own pictures.

4. Miming games

Charades builds associations with words either through watching classmates miming and relating the actions to vocabulary items, or through the physicality of doing the mime itself. Write the day's vocabulary on slips of paper and invite a student to the front to take one and look without showing it. The student then mimes the word silently for the class to guess. The student who guesses the word correctly comes to the front and mimes the next word, or nominates someone to do it.

5. Back up your instructions

An obvious but simple tip is to keep all instructions simple, and back them up with written versions on slides or as a numbered handout for the hard of hearing.

6. Keep concepts in mind

Some areas of vocabulary will be conceptually unknown to students who were born deaf, and will be irrelevant to others (e.g. *whisper*, *shout*, *howl*, *roar*), so be sensitive. Deaf people may also ask about concepts that don't exist in hearing people's English. A sign language can be a first language just like any other, and learners may ask for vocabulary to express concepts that aren't found in spoken English, just as an astronaut might have vocabulary related to weightlessness that we don't know. Rather than worry about this, just deal with it in the same way as you would deal with a student of any other L1 asking for a word that doesn't have a direct translation in English.

7. Be aware of words that look alike

Learners who were born deaf but have CIs, or those born hard of hearing, rarely confuse homophones (*right*/*write*) but they may confuse pairs of words that look similar, such as *like* and *kite*. This is because they learn words much as Chinese words are learnt – as 'pictures' (logograms). Consequently, when you're preparing vocabulary, flashcards, etc. you need to remember to see words as pictures, since pairs of visually similar words might need more spelling training. One game that can help is 'Spot the odd one out', which can also help deaf students focus on vocabulary 'shape' or spelling, too. Prepare trios of words, with one that is spelt differently but could be confused, e.g. *like kite bike / late gate tiger / blue label due*. Students identify the different word, and then use it in a sentence, to reinforce the association between form and meaning.

8. Use anagrams

Some hearing students, particularly adults, find solving anagrams tricky and don't enjoy them (enger? erd? loyewl?*). Students who were born deaf but have CIs or are hard of hearing are often much better at these than hearing students are. This means that solving anagrams is a particularly useful, motivating activity for reviewing, memorising or practising vocabulary, or to be used as a vocabulary warmer. The activity constitutes an achievable challenge that plays to their strengths and offers a sense of reward.

(*green, red, yellow)

9. Should I learn sign language?

If you are concerned about learning some kind of signing to help deaf students, finger-spelling is a useful technique. However, remember that signing is not an international language; there are around 40 different sign languages, so as well as learning both the students' first language and the target language, you need to remember that the signed words would also be new to your learners. Also, bear in mind that American, Irish and British finger-spelling systems are also different.

10. Present in various ways

All students benefit from meeting new words in different ways. Hearing students see written words, hear the spoken form and associate the items with pictures, which helps form as many associations as possible. Deaf students also need to meet new words in different ways, so if you do learn signing or finger-spelling, don't limit yourself to using it as the only way of presenting items. Back it up with pictures and the written form.

"When we talk about learners with other learning differences, it is important to remember that they have strengths too! Some of them are visual learners, critical thinkers, artists... I think we should focus more on these strengths to support them in the process of learning a foreign language.'

Michele Daloiso, University of Parma, Italy

10 tips for teaching students who are colour-blind or who are partially sighted

Around one in 12 males and one in 200 females are colour-blind, so the chances are high that in any given class there is going to be at least one student with the condition. Colour-blindness or sight loss may be things that some students are sensitive about and wish to keep from their classmates. This means it's helpful to use techniques that take these circumstances into account in all classes from day one. In this way, if you then become aware of any existing sight issues, you'll have already been working to support the students in question.

Working exclusively with blind students needs specific techniques on the part of the teacher at all times; however, in more general classes, always incorporating activities that play to such students' strengths, rather than occasionally planning 'special' activities, really evens out everyone's chances of learning vocabulary.

1. Prepare visuals for colour-blind students

When you prepare a visual such as an image or a wordcloud (that is, a visual representation of a set of lexical items in the shape of a colourful 'cloud'), take care to select colours that colour-blind students can distinguish easily. Most colour-blind people have difficulties with the red-brown-green part of the spectrum, but blue-black-grey can also present problems. Memory games and 'spot-the-difference' pictures for practising dynamic verbs are also areas for attention. Questions like *What's the man in the red shorts doing?* and *Where is the boy in blue standing?* can easily be replaced with *What's the man with glasses doing?* and *What's the smallest boy doing?*. Prepare lessons by looking at the visuals in black and white: can you still identify the elements?

2. Even the field with odd images

Use cropped photos, abstract art and badly-drawn, strange or out-of-focus images to get students to speculate. This evens the field for students with milder degrees of sight loss. Cropped images of, say, animals generate plenty of animal nouns as well as modals of hypothesis (e.g. *It might be a cat or a lion. It could also be a horse.*). Images such as those at museumofbadart.org (try the 'Unseen forces' collection) make interpreting fun. There are written interpretations with them for added amusement. Use this kind of distorted image with all your students to elicit plenty of ideas and vocabulary, particularly if you want to practise verbs such as *guess, reckon, be supposed to (be)*, or adjectives of opinion like *terrible, funny, weird, wonderful* and so on, without drawing attention to varying degrees of sightedness.

3. Use a touchy-feely bag with all ages

'What can you see in the picture?' activities can be substituted by tapping into the other senses, to play to sight-impaired students' strengths. The touchy-feely bag is a frequent prop in young learner classrooms, but can be effective with teens or adults too. Collect small items related to your topic (e.g. for the topic of cooking/food, you could have a teaspoon, a pepper mill and a grape amongst other things) and put them in a bag. Ask students to put their hand in, feel the objects and identify them. You can use this to present a topic by asking students to guess the link between the objects once they've felt two or three of them. You can then ask them to predict what else is in the bag. Students then work in pairs to create as long a list as possible of items they would add to the collection. You can also play a memory game: after students have felt all the items, put the bag behind your back and remove one or two things. Ask them to feel everything again and tell you what's missing.

4. Use mime to trigger the imagination

This technique triggers sensations and associations that not only generate vocabulary, but that also help students remember it. Pairs imagine they have a large box. One student in each pair mimes taking things out of it and handing them to their partner, saying, *Oh look/wow, it's a …!* each time. They need to work quickly, so that the imagination takes over and is triggered by their own hands; for example, using two fists, they might say *Oh, here are some maracas!* or with hands wide apart, they might say … *and here's a baby elephant!* If they don't know the word, they can use their first language and find out the word after the activity. The other student mimes taking the objects and putting them somewhere. They should allow their mind to 'feel' the item as they take it and work out how to hold it. This activation aids memory. After a few minutes, they swap roles. Finally, they try to remember all the items they handed each other, naming everything in English.

5. Use touch to practise or learn adjectives

You can use pairs of simple objects that are similar yet very different in one or more ways to generate lots of adjectives, e.g. two pebbles or shells. Ask a student to sit with their eyes closed and their cupped hands out in front of them. Put one object in each of the student's hands and allow the student to run their fingers over them for a moment. Then ask the student to describe the objects in great detail, telling you what they think they look like. Ask them to tell you about any memories the objects trigger (without looking at them). Some students will even be able to tell you what the objects smell like. Also, what generally happens is that after watching a classmate doing this and coming up with lots of words, other students want a go, too. So be sure to have two or three pairs of items with you.

6. Draw on each other's hands or backs

This tried-and-tested vocabulary review activity is a good drawing substitute for partially sighted students (but not blind students). As it involves touching each other, be sure to check that students are comfortable with that. Ask them to work in pairs to 'draw' items on each other's palms or (clothed) backs using a finger. Drawing on a forearm also works. For example, they could draw an eye, a nose or a mouth; a car, a van or a bus. They could also try drawing emotions in the form of emojis, e.g. *happy, puzzled, angry*, or stick-people doing actions. The partner who is being drawn on has to guess what the drawing is. Use this for comparisons, too, to generate or review vocabulary: students draw two images with small differences and their partner 'feels' and identifies the difference, e.g. *The second runner has bigger feet. The first runner was wearing a cap.*

7. Build collaborative maps in the mind

To practise items like *left, right, straight ahead,* create a simple street map on paper (or use the photocopiable map on page 239 of the Appendix). Students work in A/B pairs. Student A closes their eyes. In one hand Student A holds some small objects, such as paperclips or coins, and with the other hand he or she places an index finger anywhere on the map. Student B starts to give directions around the town and Student A follows the directions with an index finger. As Student B gives directions, he or she occasionally tells Student A to 'Stop' and to place an object on a particular building. For example, Student B might decide that one of the buildings is the post office, and so could say, *Turn left and the post office is on your right.* Student A then places a small object on that square to represent the post office. When they have finished putting different objects on the map to represent different buildings, Student A can look and see if the final map is how he or she imagined it. Then the pair try to remember and describe what buildings are represented by the objects on the map.

8. Use visualisation techniques

Using your voice and music for visualisation is effective when working with students who are blind or who have very low vision. As visualisation is a relaxing technique that is good for stimulating the imagination and memory, it works well with other students too. Ask students to imagine a setting, and then ask what they hear (*voices, the wind, traffic* …), what they can smell (*flowers, food, suntan lotion* …), how they feel – in both a tactile and an emotional sense – (*soft/wet/warm sand, pebbles; hungry, relaxed, intrigued* ...), how the air tastes (*salty, fresh*), and what they can sense behind them (*houses, mountains, people*...). Take it slowly and allow a moment after each question for students to fully visualise and notice these different elements. They can think of words in their first language and then find out how to say them afterwards. They then tell their classmates what they felt, smelt, heard, etc. You can do a similar activity using music to prompt visualisation, too.

9. Use spelling and memory games

When we write vocabulary on the board or point it out in coursebooks, the shape of the word is transferred to a student's memory. For students with low vision, this is either more laborious or doesn't happen at all. You can compensate for this by incorporating as many memory and spelling games into your classes as possible. Try a classic Spelling Bee team game, where you give teams words to define and spell; this works well with higher levels as well as lower ones. You can also add a spelling element to other games, such as the back-drawing game above. Remember that any work done to reinforce memorising vocabulary rather than writing it down will support learners with low vision.

10. Record, record, record

Blind students or students with low vision will benefit from having vocabulary lists audio-recorded so they can listen to them anytime and anywhere. Make recordings of unit vocabulary each week or month and give the recordings to your students. Remember: it's better to record vocabulary in a context such as a sentence. You can also leave five to ten minutes at the end of a lesson for reviewing and recording vocabulary. Students work in small groups to try and remember all the words from the day or week, or to play a guessing game where they write definitions and the others try to guess the word (see pages 31-32). Then they voice-record the list onto their phones while their partner listens. (Listening to each other's voices also helps memorisation.) They can listen to the recordings in their free time to revise vocabulary.

'It is very difficult to give general advice because there are very big differences between the diagnoses, e.g. partially-sighted, blind, etc. But in general, pupils and students have to really repeat a lot, memorize everything. For younger kids (age 5–10), it is very useful to use a tactile alphabet; I mean creating separate letters using different types of material (e.g. paper or card, and you can stick on some textiles with different textures). They can touch and slowly explore the shape of the letters and then the whole word or expression.'

Radka Machálková, teacher, Czech Republic

Section 6
Useful resources

This final section suggests a range of useful resources that teachers can use to teach and practise vocabulary with students.

The first two units provide detailed information on using dictionaries. Over the years, learner dictionaries and high-quality monolingual dictionaries have evolved to include increasing amounts of information about how words are used. Traditionally, students and teachers have relied on print dictionaries to find out about word meaning. However, online versions have taken advantage of the digital format to allow students to compile their own words lists, see more examples of usage and hear the pronunciation of words. Unit 41 focuses on what information dictionaries can tell you about a word, while Unit 42 goes on to suggest dictionary-based activities that teachers can use in class.

Unit 43 lists useful educational apps, websites and online tools and resources for teachers. You will also find some of these resources referenced elsewhere in the book with further practical ideas for how to use them. Units 44 and 45 explore the potential offered by introducing students to corpus tools and other online tools for analysing vocabulary.

Units 46 and 47 give plenty more tips, in addition to those already presented in previous units, on how to make the most of images, video and audio recordings. Units 48 and 49 add more ideas on using realia and flashcards with your students. The final unit (Unit 50) provides a list of ten recommended vocabulary resources that you might like to refer to next.

10 things a dictionary can tell you about a word

A monolingual learner dictionary is a valuable resource for learners and teachers alike, and contains a wealth of information about vocabulary that goes well beyond just form and meaning.

Types of dictionaries

A *monolingual* dictionary is written only in English. A *bilingual* dictionary shows translations in the learner's first language. Bilingual dictionaries can be a useful resource, especially those produced by reputable publishers, but they don't typically give as much information about usage as a monolingual learner dictionary and they don't always differentiate between the different translation options listed. For example, if you look up the French word *lourd* in a bilingual dictionary, you might find the English translations *heavy, cumbersome, onerous, unwieldy, weighty, hefty, ponderous* and *dull*. As a learner, it can be difficult to know which option to choose in a particular context.

Dictionaries written for fluent English speakers have a different aim from dictionaries written for learners of English. They're typically used for looking up difficult words, and the defining language they use may be difficult for a learner. Compare the following entries from two different dictionaries. The first is for fluent speakers and the second is written for learners:

rain (n) water in the form of condensed moisture that falls to the earth in drops: *Rain stopped play at Headingly yesterday.*

rain (uncountable noun) **Rain** is drops of water that fall from the sky: *Don't stand outside in the rain!*

It's important that learners understand these differences, especially when looking at online dictionaries. A learner dictionary will be most accessible for the majority of learners and provide them with the information they need to both understand and use new words. The main publishers of learner dictionaries are Oxford University Press, Cambridge University Press, Longman, Collins COBUILD, Macmillan and Merriam-Webster (US English). See also Unit 43.

Several publishers also publish dictionaries that are appropriate for different levels (elementary, intermediate and advanced learners, and picture dictionaries for young learners). The Cambridge online dictionary has the option to select content from their 'Essential' dictionary aimed at A1–B1 learners.

1. Spelling

The spelling of each word is shown clearly in the 'headword' at the top of the dictionary entry. You will also find possible alternative spellings, such as *organise* and *organize.* Often, any irregular forms, such as *take, took, taken,* are shown at the top of an entry, too. In digital dictionaries, there may be a 'word forms' or 'verb forms' button to click on.

2. Pronunciation

Print dictionaries show a word's most typical pronunciation and the main stress using phonemic script. Online dictionaries and apps usually have an audio recording of each word being pronounced, often including British and American pronunciations. Collins COBUILD online dictionary also has short videos of actors pronouncing each word (click on the 'video' tab at the top of the entry), which can help students see mouth position.

3. Part of speech

Each dictionary entry is labelled with the word's part of speech (noun, verb, etc). If a word has more than one part of speech (e.g. *drive*, which can be a verb or a noun), the most frequent form is usually listed first.

4. Word grammar

Most dictionaries show the main grammatical features of a word. For nouns, they show whether the word is countable or uncountable or both. For verbs, the labels 'transitive' and 'intransitive' are used. Sometimes, other specific grammatical features are highlighted, such as *usually passive* for a verb or *always before noun* for an adjective. Where there are grammatical differences between senses of a word, this information may be shown at the start of each numbered sense.

5. Region

Some words are labelled as most commonly used in British English or American English. If there are different British and American spellings, a British dictionary will show the British spelling as the headword with the American spelling listed as an alternative, e.g. **colour** (also US **color**). (See Unit 33.)

6. Usage labels

Words which are only or typically used in a particular context have labels such as *formal, informal, specialised, literary, old use, slang*, etc. (See Unit 25.)

7. Meaning

The different meanings (or senses) of a word are listed in order of frequency, with the most commonly used sense of the word shown as number 1. Learner dictionaries use a limited number of common words (called a 'defining vocabulary') in their definitions. This means that the definition for a word doesn't usually contain more difficult words than the word itself. If learners are familiar with this core 'defining vocabulary' of around 3,000 words, they should be able to understand most definitions. In many digital dictionaries, you can click on any word in the definition to go to the entry for that word.

8. Collocations

The example sentences in a learner dictionary are chosen to illustrate how the word is most typically used. They often include the most common collocates that are used with a word. Sometimes these are highlighted, and some dictionaries also include collocation boxes below an entry, showing the most common collocations that the word can be found in.

9. Usage patterns

Example sentences also show the most common patterns a word is used in. For example, an example sentence might show that a particular verb is commonly used in the passive (e.g. *You're not allowed to smoke here* at the entry for **allow**), or that a word is commonly followed by a particular grammatical form or colligation (e.g. decide to do sth: *They decided to leave early*).

10. Phrases and idioms

Phrases (e.g. *on the whole, in terms of*), idioms (*a flash in the pan, over the moon*) and phrasal verbs (*set off, get away with*) are generally listed at the end of the entry for the main content word. In the examples just mentioned, the main content words are: *whole, term, flash, moon, set* and *get*. Digital dictionaries allow you to type the phrase into a search box, which takes you directly to the relevant entry.

10 ways to integrate dictionaries into a lesson

Good dictionary skills are vital for any learner to make best use of the resources available to them and to help them become more autonomous learners of vocabulary beyond the classroom. The way we use a dictionary in our first language compared with the way we use one as a learner of another language is quite different. As such, teaching dictionary skills and encouraging good dictionary usage habits are an essential part of teaching vocabulary. The tips and activities below all relate to using a monolingual learner dictionary, either in print or digital form (see Unit 41). Remember that elementary and intermediate learner dictionaries may be more appropriate with lower-level classes.

1. Alphabetical order

Being familiar with the alphabet and with alphabetical order is key for using print dictionaries. Even at higher levels, regular activities that focus on the alphabet, spelling and alphabetical order are vital for learners whose L1 doesn't use the Roman alphabet (see also Unit 5). They can be a helpful reminder for other students too, many of whom may pronounce letters differently in their L1.

Get students familiar with the alphabet and alphabetical order using these simple warmers:

- Students line up across the classroom in alphabetical order by their first name, then rearrange themselves by family name.
- Read out pairs or groups of words that are close in spelling (e.g. *big* and *bag*, *straight*, *strict* and *street*). Students write them down in alphabetical order as quickly as possible. Give credit for the correct order and also correct spelling.

2. Alphabet search

Most fluent speakers of English have a sense of which letters and letter combinations are most common. Think of the knowledge of likely letter combinations you draw on when you're playing Scrabble or trying to do a crossword. This is valuable information for a learner, too. The activity on page 240 of the Appendix encourages students to explore how letters are typically used in English, while also helping them to become familiar with a dictionary. It works best with print dictionaries and can be done in pairs or groups. If you don't have a class set of one type of dictionary, it can be interesting to see whether different learner dictionaries come up with different results.

3. Dictionary features quiz

In order to get the most out of dictionaries as a resource, students need to be aware of the kind of information they can find there (see Unit 41). Use the dictionary quiz on page 241 of the Appendix to help them explore various dictionary features. You will need to ensure that students are all using an appropriate monolingual learner dictionary, but this could be a free online dictionary if class sets of print dictionaries are not available.

4. Vocabulary questions

When vocabulary questions crop up in class, get into the habit of referring students to a learner dictionary first rather than giving them a quick answer yourself. If there's time, get students to look the word up themselves. If you don't have a class set of dictionaries, students could consult an online learner dictionary on their phones. If you don't want to distract from the task at hand, get an online dictionary up on screen at the front of the class and ask students which sense of the word is relevant in the context. By looking for the word, thinking about its spelling and then decoding the definition, students will engage more deeply with the word and are more likely to remember it. It also helps establish good study habits.

5. Using pictures in dictionaries

Many learner dictionaries include a wealth of pictures and illustrations either next to the relevant entries or on special illustrated and labelled topic pages. These can be especially helpful with lower levels. Looking up a word to find a picture alongside the entry is a good way of helping students feel comfortable using monolingual dictionaries.

Several online dictionaries also include pictures. For example, try searching for colours using the Macmillan Dictionary or fruit and vegetables or clothing using the Cambridge Dictionary. With lower-level learners, encourage them to use these dictionaries to help with simple matching or labelling activities. Typing the word into the search box will help to reinforce spelling as well as building a positive connection to the dictionary.

6. Dictionary links in feedback

If students submit their written work in digital form, respond to vocabulary issues (for example, a misspelled word or a word used with an inappropriate collocate) by putting a link to an online dictionary entry for the word in your feedback comments with a note pointing them towards the information they need to look for. While students might ignore a simple suggestion to 'look in the dictionary', they usually can't resist clicking on a link!

7. Dictionary comparisons

Getting students to compare and review different dictionaries is a good way for them to engage with the resources available to them. It also helps them become familiar with alternative formats, since different dictionaries present information slightly differently, using a different layout, different symbols, abbreviations, etc.

Working in groups, students compare two different dictionaries; these could be a bilingual and a monolingual dictionary, two learner dictionaries by different publishers, or, with more advanced learners, a learner dictionary and one written for fluent speakers. Set students four or five questions to answer by searching for the relevant words. The questions should focus on finding grammatical information (e.g. the irregular past form or the plural noun form), finding usage information, or finding common collocations or typical phrases. The questions should be adaptable to different levels. The aim is to decide which dictionary format they prefer for each feature. Students compare the results and prepare a short review, either written or spoken, giving each dictionary a star-rating for each feature and an overall rating.

8. Meaning race

Students tend to read the first meaning given in a dictionary entry and assume it's the one they need without bothering to check further down the entry. As part of a reading activity, highlight a handful of words and phrases in the text one at a time. Students use a learner dictionary (print or digital) to find the correct meaning of the word as it is used in the context of the text they are reading. The first student (or group) to find the correct meaning puts up their hand and reads out the definition. Other students can challenge if they think another definition matches better. Include words with more than one meaning and words that are part of phrases or phrasal verbs. Remember that phrases, idioms and phrasal verbs usually appear at the bottom of the entry for the key content word.

9. Using a thesaurus

Many learner dictionaries include common synonyms (and sometimes antonyms) at the end of an entry. Several online learner dictionaries also have a thesaurus feature that shows a range of synonyms (try Macmillan Dictionary and Cambridge Dictionaries). Students often use a thesaurus inappropriately, just picking from the list of synonyms without checking the meaning and usage, and then slotting the word into their writing in an awkward, confusing or occasionally comical way, so getting into the habit of clicking through to check the meaning and usage of any synonyms they find is an important study skill.

Give students pairs of words. First, they work together to decide whether the words are synonyms or antonyms. Next, they use a dictionary thesaurus tool to find one more synonym or antonym for one of the words in the pair. For example, given the pair of synonyms *brave* | *adventurous*, students could add another synonym such as *courageous* or they could choose an antonym like *cowardly*. In feedback, discuss whether the synonyms (in the original pairs and the new suggestions) are very similar in meaning and usage or differ in some way. Elicit example sentences to highlight any differences.

Possible pairs: *brave* | *adventurous*; *cool* | *warm*; *walk* | *hike*; *increase* | *rise*; *empty* | *full*; *float* | *sink*; *last* | *initial*; *new* | *novel*; *public* | *private*; *remove* | *get rid of*

10. Word connections

Give students a list of words that are connected from one to the next in some way. Look at the first list as a class. Elicit possible connections, give clues and look up words as a group to find the relevant information in the dictionary. For example:

big – large – small – fall – autumn – season

> *Big* and *large* are synonyms; *large* and *small* are opposites (antonyms), *small* and *fall* rhyme, *fall* is the US word for *autumn*, *autumn* is one of the four *seasons*.

Students work together on one or more lists to look up each word and work out the connections. Include enough words just above the students' level so that they need to check the dictionary to work out at least some of the connections.

Possible strings:

1. (A2) creature – bird – wing – ring – phone – elephant
2. (B1) adhere – stick – stuck – truck – lorry – vehicle – exhaust
3. (B2+) dressed – bare – bear – wear – tear – rip – gravestone

Connections:

1. A *bird* is a type of *creature*, *wing* is part of a *bird*, *ring* rhymes with *wing*, *ring* and *phone* are synonyms, *phone* and *elephant* both include *ph* pronounced /f/.
2. *Adhere* and *stick* are synonyms, *stuck* is the past participle of *stick*, *stuck* and *truck* rhyme, *truck* and *lorry* are synonyms, a *truck* is a type of *vehicle*, *vehicle* and *exhaust* both contain a silent h *or* most *vehicles* have *exhausts*.
3. *Dressed* and *bare* are antonyms, *bare* and *bear* are homophones, *bear* and *wear* rhyme, *wear* and *tear* also rhyme, but are part of a binomial pair (*wear and tear*), *tear* and *rip* are synonyms, *RIP* (rest in peace) is often written on gravestones.

"Some teachers don't approve of bilingual dictionaries. However, as a support, a bilingual dictionary can be a useful handy reference, especially when a quick translation of a concrete noun is needed. Monolingual dictionaries should always be the go-to reference for learner training, though, as they provide much more depth in terms of function and use – explaining words in context and providing lists of collocations and synonyms, for example."

Penny Hands, Freelance lexicographer, UK

10 apps and websites for vocabulary practice

Depending on the tool, technology allows learners to hear spoken words in isolation or in context, to access links within webpages for further vocabulary exploration, to play learning games, get study reminders, create their own study lists, and collaborate or compete with others. Online learner dictionaries have the added attraction of being a ready resource that avoids carrying around heavy paper dictionary, and many have downloadable app versions that students may prefer to buy instead of a paper-based book. Below is a list of useful apps and websites. See Units 11 and 42 for more ideas on how to use some of these apps in the classroom.

1. Online learner dictionaries

The advantage of online learner dictionaries over print-based ones is that they allow the user to click or tap on words in the definition that they don't understand and they have pronunciation audio. Some have other features such as *create your own personalised wordlists*. Good choices include:

- Oxford Learner's dictionaries: https://www.oxfordlearnersdictionaries.com
- Macmillan Dictionary: https://www.macmillandictionary.com/
- Longman Dictionary of Contemporary English: https://www.ldoceonline.com/
- Cambridge Learner's Dictionary: https://dictionary.cambridge.org/dictionary/learner-english/
- Collins English Dictionary: https://www.collinsdictionary.com/dictionary/english

Though similar, each of these dictionaries has unique features, so it's worth encouraging students to explore them all to find the one that works best for them.

2. Learner dictionary apps

Many learner dictionaries are also accessible in app format, and the benefit here is the ability to use them offline. Good choices include:

- Oxford Learner's Dictionary of Academic English.
- Merriam-Webster Learner's Dictionary (American English).
- Oxford Advanced Learner's Dictionary.
- Oxford Picture Dictionary.
- Longman Dictionary of Contemporary English.
- Macmillan English Dictionary.
- Cambridge Advanced Learner's Dictionary.
- Collins COBUILD Dictionaries:
  - Collins COBUILD Learner's Illustrated Dictionary of American English
  - Collins COBUILD Intermediate and COBUILD Advanced English (paid version)

3. Vocabulary.com

This website and app is a dictionary that uses games to help students compile and study their own lists of words. Although not a learner dictionary, it does allow for teachers and students to create word sets; it also creates exercises for daily vocabulary practice.

4. Vocabulary training apps

These apps are aimed at English language learners. Both have a free version and a paid prime version. *Oxford English Vocabulary Trainer* (Oxford University Press) is an app that tests learners on words and gives feedback based on spelling, word choice, grammar and meaning. Learners can connect it to a number of coursebooks published by Oxford University Press, or to general wordlists, including academic and business vocabulary lists. *Wordable* (Cambridge University Press) has a general English and English for work component. You choose your level from the outset to unlock the right 'wordpacks'. There is also the option to connect with other users in a game scenario, as well as a 'personal trainer'.

5. Sounds: the pronunciation app

This app contains an interactive phonemic chart that helps students practise the pronunciation of high-frequency words. There is also an option to connect it to a number of coursebook word lists published by Macmillan Education.

6. Quizlet

This is a flashcard app for computers and phones that has a number of built-in vocabulary-learning games. Teachers can create vocabulary sets for any number of classes and invite students to contribute their own sets. Users can also set daily study reminders. There is also a setting that speaks the word aloud, which could be helpful for students with dyslexia or low vision (see Units 38 and 40).

7. ESL madlibs

This site has downloadable worksheets that provide an engaging way for students to practise parts of speech: https://www.scribd.com/doc/50618535/ESL-Mad-Libs

8. Language resources on macmillandictionary.com

This site has a number of language resources for students and teachers, including interactive games, quizzes (such as 'Trending words'), lesson plans and puzzles.

9. The prefix and suffix game

Higher-level students could benefit from this vocabulary-building app, which provides the root word, a definition, and a choice of affixes to choose from in a game-like format. It's available on both iTunes and Google Play (search for *prefix and suffix game app*).

10. Games for English learners

The British Council has a number of vocabulary-based games for learners of different levels: https://learnenglish.britishcouncil.org/en/vocabulary. You can also find a range of crosswords on the ESOL Courses site: https://www.esolcourses.com/content/exercises/crosswords/crossword.html.

10 ways to use corpus tools with students

A corpus is a database of language collected from a range of sources that we use to investigate the way people typically use language. There are very large corpora (the plural of corpus), which can be said to represent language usage in general, and there are specialist corpora (e.g. of academic writing), which are used to investigate a particular genre.

A number of different corpora are available to search for free online. If you're new to corpus tools, perhaps the best place to start is www.english-corpora.org. This site gives access to a number of different corpora, including the British National Corpus (BNC), a corpus of British English that is now a little out of date, but contains a balance of different types of language and provides a good general base. It also includes the Corpus of Contemporary American English (COCA), which is a large and fairly balanced corpus of American English.

Whichever corpus you choose, spend some time trying out different searches and reading the Help sections to find the best ways to search for different words, phrases and patterns.

Corpus tools can help you as a teacher to answer your own language questions; alternatively, you can use them with students in class. Because corpora contain ungraded, authentic language, corpus activities in class are generally more appropriate for post-intermediate level learners. The first four tips below are about the practicalities of using corpus tools, Tips 5–8 are classroom activities and Tips 9 and 10 are about using specialised corpora.

1. Using corpus tools to answer questions

As expert speakers of English, we can generally answer students' language questions from our own knowledge. Sometimes, though, we can find ourselves unsure about a particular language point, and our usual resources don't quite come up with the answer either. For example:

- You know the expression *lose your temper*, but do we say *keep your temper*?
- What's the difference between *fill in* and *fill out (a form)*?
- The dictionary shows both *focused* and *focussed* as possible, but which spelling is more common?

Searching for the relevant words in a corpus search will bring up lots of evidence to show which patterns and combinations are more or less frequent and typical.

2. Using prepared corpus lines to show language patterns

Showing corpus evidence to students can help them better understand how a word or phrase is typically used. However, a corpus search may throw up hundreds of examples. It may come up with some slightly odd and confusing examples that, as an expert speaker, you would probably ignore, but which could side-track students. It may also produce examples containing very difficult language or inappropriate content. For these reasons, it's sometimes better to choose a number of corpus examples that will demonstrate the target pattern(s) but without overwhelming or confusing the students. In many cases, 10 to 20 corpus examples are enough. Simply copy and paste the lines into a document to print as a handout or show on-screen in class. One advantage of working with corpus lines on paper is that students can easily highlight and underline patterns and make notes on the page.

Does he	**talk**	about his family?
He's been	**talking**	about it for months.
Every time we	**talk**	about what happened that day
There was something she wanted to	**talk**	to him about.
Baker didn't	**talk**	to him for a few years.
We'll	**talk**	to them about the problem
I'm	**talking**	to you!

3. Using corpus tools 'live' in class

Doing a corpus search 'live' in class can have more impact than pre-prepared corpus examples. Get students to predict what patterns will come up. For example, you might ask them: *Which preposition occurs most commonly after the verb 'talk'?* Search for the key word and get students to call out the answers as they spot them.

It's generally better to try out searches ahead of class. A few points to bear in mind:

- Try different search types to see which will demonstrate the language point most clearly. For example, try searching for a single word, for a phrase, or for a combination of words. Check the Help section to find out the different options available.
- Keep an eye out for any odd examples or anomalies that you might need to explain. Although corpus tools are quite good at detecting the correct part of speech of a word, they aren't 100% reliable. So sometimes a verb example might come up when you searched for a noun.
- If you search for a common word, remember that many pages of lines will come up, so you may need to select a sample size that will fit on one or two screens.
- Corpus lines are often displayed in very small font, so check they can be seen easily from the back of the classroom and, if necessary, zoom in on your browser.
- Sorting lines to the left or to the right of the search word will often reveal the patterns you're interested in. To see which prepositions are used after *talk*, for example, sort to the right.

4. Encouraging students to explore for themselves

Once students have seen a corpus 'in action', they are often keen to have a go for themselves. Give students language questions to help them explore vocabulary that has come up in class. Set specific questions to answer, and suggest searches for students to try out. For example, 'Which verbs are most commonly used before different sports (tennis, football, swimming, skiing, yoga)?' or: 'Which preposition comes after the verb *depend*?' Try giving groups of students different questions to research so they have to report back on their findings in the next class.

For lower levels, SkELL (skell.sketchengine.co.uk/run.cgi/skell) provides simplified corpus tools aimed at students and a good collocation search (click on 'Word Sketch' in the menu).

5. Dealing with collocation issues

Most corpus tools have a simple collocation search that will show the most common collocations used with a word in a clear, simple way. Use collocation searches in class during feedback on speaking or writing tasks:

- when students have used atypical collocations (e.g. *make research*) to show which combinations are more typical
- when students have used appropriate but unimaginative collocations (e.g. *do research*) to show how they could make their language more varied and interesting (e.g. *carry out/conduct research*).

Click through to look at some examples and see how the collocations are used in context. Encourage students to use the patterns revealed to edit and rephrase one or two sentences from their own work (e.g. *research carried out by X shows that …*).

6. Dealing with grammar patterns

Corpus searches can also reveal the grammatical patterns (or *colligations*) that a word is typically used with. First, search for a common verb, adjective or noun, then sort the corpus lines to the right to reveal the patterns that typically follow (*decide to do,* look forward *to doing*, allow *sb to do*, impossible/easy *(for sb) to do*, the advantage *of doing*, an inability *to do*).

Choose words that your students have trouble with and give out sets of 10 to 20 corpus lines for each word that illustrates the typical pattern(s). Students work together to highlight the patterns, using coloured highlighter pens, for example. They then come up with their own example sentences using the same patterns. (See Tip 34.1 and its accompanying photocopiable handout.)

7. Generating vocabulary for writing

In preparation for a writing task, we often ask students to brainstorm useful vocabulary around a topic. Corpus searches can be a great way to generate ideas for words, phrases and collocations that students could use in their writing.

Choose two or three key words. Either prepare collocation searches in advance (and copy or screenshot the results as handouts) or search 'live'. Students work together to use some of the word combinations from the collocation search to create a word web (or 'spidergram'). In feedback, discuss which collocations might be most useful for the writing task and elicit possible example sentences.

Preparing searches in advance allows you to filter out irrelevant and potentially confusing results. For example, a collocation search for *environment* will likely come up with a lot of collocations related to government departments, such as *department, minister, agency* and *committee*, as well as potentially more useful collocations for an essay about the environment, such as *natural, protect, protection, urban, impact, rural, marine*, etc.

On the other hand, doing a 'live' search, especially with higher-level classes, gives you the option to click through and explore the wider patterns they occur in (e.g. *have an impact on the environment*).

8. Exploring phrases

Use corpus tools to explore fixed and variable phrases in English. Give students a copy of the handout on page 243 of the Appendix or create one of your own that is appropriate for your students. Demonstrate the first example in each set, A and B, to the whole class, so students can see how to construct relevant searches. Students then work in groups to search for the phrases and note down the most frequent combinations.

Here are some search tips:

- Exactly how you search for these phrases will depend on the corpus tools you're using. Try the searches yourself first and write up the actual search terms students need to type in.
- Many tools allow a wildcard character (*) to represent the missing word. Search for **a * deal of** and you will likely find lots of examples of *a good deal of* and *a great deal of*.
- Some tools allow users to compare two possible options (e.g. 'black and white' and 'white and black') in a single search. Alternatively, search for each phrase in turn and note down the frequencies, usually expressed as a number of hits per million words.
- Remember that some of the words may appear in different forms (*live and work, lived and worked, living and working*). You can search for all the different forms of a verb (e.g. *live, lives, lived, living*) in a single search, by searching for the 'lemma' *live*. Check how to do a lemma search with the corpus tools you're using.
- Parts A and B of the handout can be used as separate activities. Choose just one part or do each part in different lessons.

9. Student corpora for essay writing

The British Academic Written English corpus (BAWE) contains examples of successful university-level student writing, and provides a great resource for students who need to write academic or semi-academic essays for EAP, IELTS and other formal exams. Search the BAWE corpus to find realistic models of vocabulary use that students can transfer to their own writing.

- Collocation searches for common essay key words (*advantage, problem, process, answer*) generate lots of ideas for varying phrasing.
- Search for discourse markers (*however, in contrast, for instance*) to explore the contexts in which they are used and their position in the sentence.
- Search for near synonyms to see how they're typically used (e.g. *important* and *significant*).

The BAWE corpus is available via Sketch Engine and Lextutor. The Michigan Corpus of Upper-Level Student Papers (MICUSP) is an American equivalent.

10. Exploring spoken language using the TED talks corpus

A number of corpus tools allow you to search for words and phrases that appear in TED talks (search for TCSE or Apps4EFL). When you search for a word or phrase, you first see examples taken from the talk transcripts; you can then click through to watch the relevant section of the video, usually starting about 10 seconds before the target word.

In a presentation skills class, search for spoken discourse markers (*however, let's look, in reality, firstly*). Click through to a number of video clips of different speakers using the word or phrase. Ask students to notice the pronunciation of the phrase, the stress, its position in the sentence and how the speaker pauses for emphasis before and/or after. Students practise using the phrase themselves, copying the pronunciation, stress and pausing.

'As a student myself, I used to use corpus tools to get examples of words I wanted to use in context, e.g. to check which preposition to use with certain verbs, or grammar patterns such as like doing/like to do. *Now, as a teacher, I want to tell all my students about this resource so they can check their own intuitions.'*

Bella Ruth Reichard, EAP Tutor, INTO Newcastle University, UK.

10 online tools for analysing vocabulary

A number of online tools are available to help you analyse the vocabulary in a text to decide whether it's suitable for your class or to pick out which items to focus on. Some of the tools also provide ideas for the most useful collocations to teach along with a word. See also Unit 44 for ways to use corpus tools to analyse vocabulary.

1. English Vocabulary Profile (EVP)

EVP is a Cambridge University Press project that categorises words according to the CEFR level at which students might expect to start using them. Type a word into the search box and you will see the CEFR labels (A2, B1, etc.) for each sense of the word and also for phrases, idioms and phrasal verb uses. Cambridge Dictionary online gives the same EVP level labels at entries. EVP labels indicate at what stage a typical learner is likely to start using the word (or sense) productively themselves. Remember that most learners will understand a word (receptively) before they start using it themselves (productively), so a B1 learner will likely be using words labelled as B1 on EVP, but will probably recognise many words labelled as C1.

2. Global Scale of English (GSE) teacher toolkit

GSE is a vocabulary level tool compiled by Pearson. You can search for a word to find its suggested CEFR level in a similar way to EVP, also broken down to sense level. The GSE teacher toolkit gives a GSE score from 10 to 90, which provides a finer distinction than the broad CEFR levels. It also allows you to choose between adult learners and young learners (aged 6 to 11).

3. Oxford 3000™

The Oxford 3000 is a wordlist compiled by Oxford University Press. It is based on both word frequency and how relevant words are likely to be for the average learner. These words are highlighted in Oxford's learner dictionaries and are labelled according to the approximate CEFR level at which students are likely to first encounter them. The list is intended to provide a basic core vocabulary for learners up to B2 level and aims to cover up to around 75% of learners' receptive vocabulary needs. The Oxford 5000 adds a further 2,000 common words for higher-level learners and the Oxford Phrase List includes 750 of the most frequent phrases (*such as, in particular*), phrasal verbs (*go off, look after*) and common collocations (*make sense, save money*) that should also be part of a learner's core vocabulary. The Oxford 3000 website allows you to input a whole text to highlight those words which are on the list, colour-coding them by CEFR level and giving an overall breakdown of the vocabulary in the text by level (e.g. 56% A1, 14% A2, etc).

4. Text Inspector

This site allows you to input a text to analyse the vocabulary using various criteria. Some of these are available using the free version of the site; others require a paid subscription. It shows a number of simple statistics for the text, including sentence length. You can choose to have it show all the words in the text colour-coded by EVP level or you can opt to have it only highlight words from the academic word list (AWL; see Unit 37). Notice that the tool shows the EVP level label for the most common sense of a word, but you can use a drop-down menu to select a different sense, if appropriate (e.g. the word *table* is A1 when it refers to furniture, but B1 when it refers to a diagram). You can also look at the overall frequency of the words in the text as measured by the British National Corpus (BNC) or by the Corpus of Contemporary American English (COCA) (see Unit 44).

5. VocabKitchen

This is a free text analysis tool which can highlight all the AWL words in a text. It also has an option to colour-code words by CEFR level using the GSE level labels.

6. Lextutor

This is a very comprehensive vocabulary analysis tool that allows you to input a text and analyse the vocabulary according to a wide range of criteria. It's less user-friendly than the tools above, but if you're interested in more specific wordlists (such as the New General Service List or the TOEIC Service List) or different frequency measures (based on different corpora), it provides a wealth of options. To start investigating the vocabulary in a text, select Vocabprofile from the front page menu.

7. Word frequencies

A number of online learner dictionaries show frequency information for words. Macmillan dictionaries use red stars (three-star words are the most frequent words) and Collins COBUILD have red dots (five-dot words are the most frequent). The Longman Dictionary also has one to three red dots for overall frequency, plus indicators to show whether the word is in the top 1,000, 2,000 or 3,000 most frequent words in speech and writing respectively. Wordcount.org is a fun tool that visualises word frequencies as a continuous line, where *the* is number 1, *do* is 39, *people* is 81, etc. Search for a word to find its position in the frequency line.

8. Just the Word*

This tool allows you to investigate the most frequent collocations a word is used in. It lists the collocations by type (e.g. 'V obj' means verb + object, e.g. *make + mistake*) and it shows relative frequency using coloured bars. As well as showing simple pairs of words, it also shows longer patterns (e.g. *make a mistake in, learn from a mistake*). You can click on any collocation or pattern to see example sentences.

This is a useful tool for checking typical collocations yourself, for collecting ideas for collocations activities (see Unit 22), or for exploring typical collocations and patterns with higher-level students.

9. HASK collocation database*

This site has various tools for exploring collocations, which are presented in visually striking ways and could make for engaging language presentations. Typing a word into the HASK 'browser' brings up the most frequent collocations, which you can view as a list or visualise as a pie chart. The 'colosaurus' lets you compare the collocations of two or more words (ideally synonyms) to see where they overlap (e.g. *big/large family/house/company*) and where they differ (e.g. *big mistake/difference*, but *large quantity/amount*). Note: to reduce the number of collocations per word (and to produce a less confusing graphic), increase the 'minimum co-occurrence' figure in the search options.

* Note that these tools currently use data from the British National Corpus (BNC). This is a corpus of British English that was collected during the 1990s. That means it shows only British English usage and is now somewhat out of date. It's still useful for showing general information about language usage, but it is missing a lot of contemporary language referring to the internet and other modern technologies.

10. N-gram viewer

This fascinating tool gives an insight into how the usage of a word has changed over time. It's particularly useful as a tool for advanced learners to explore literary language, dated and old-fashioned words, and changing language norms (see Unit 33). If you type a word or phrase into the search box, it produces a graph showing how commonly used the item was from 1800 up until recent times (the most recent date is gradually updated). You can search for a single word or phrase, or enter words/phrases separated by a comma to see a comparison. For example:

- Type in an old-fashioned or dated word (e.g. *thou*, *beseech*, *air hostess*, *grocer*) to see how it has declined in usage.
- Try modern terms (*internet*, *online*, *social media*, *landline*) and get students to predict when they started to become popular.
- Compare trends for *handicapped* and *disabled* as part of a discussion about changing language norms.

Make sure that you include the most recent date in your search range and select whether you're interested in all varieties of English, or specifically British or American English.

10 tips for using images for teaching vocabulary

When it comes to stimuli and prompts, probably the most successful, appealing and versatile are images. Sight is the sense that draws and focuses our attention the most, and when we look at something, a significant percentage of our attention is drawn to colour. This means that highly coloured images can be used for specific purposes in the vocabulary classroom. It's worth remembering, though, that images with few or no colours are better for triggering the imagination. Students generally enjoy working with pictures, especially if they helped to choose them, but keep the number of images you use in a single session down to one or two. If you don't, the pictures rather than the vocabulary can end up becoming the focus of the lesson. The first three tips in this unit give advice on which pictures to use. Tips four to ten suggest further ideas for exploitation.

1. Using colour images

Colour and clarity help to fix visuals in the mind, so for a memory game a brightly coloured image will be more effective. To review clothes, for example, find a picture with people in brightly coloured clothes, show it to the class for a few seconds then ask them to work together to write down as many adjective + noun combinations as possible to describe things in the photos. You can also put different-coloured circles around separate images of, for example, animals, on a slide or worksheet. Ask students to look at the worksheet for 30 seconds. Then, from memory, they tell you what the animal in the orange circle was, the yellow, and so on.

2. Using black-and-white images

If you want to use a picture as a starting point for a story, or even for an imaginative description, choose black and white images (an example is provided on page 244 of the Appendix). Students look at the image and imagine what sounds the photographer could hear, what he/she could smell, what colours things were in real life, and so on. From there, ask about any people in the photo – what they had been doing, what they were going to do, why they're there, what they are thinking about or feeling and so on. Once you have discussed the photo as a class, put students in small groups to write their stories based on the ideas generated.

3. Using students' own photos or artwork

Probably the most motivating way to bring images into the classroom is to ask your students to provide them. They can bring their own photos and selfies, drawings or artwork, or they can research images in copyright-free photo resources online. Images provided by students can be used to illustrate one single item (e.g. *sign, traffic lights, zebra crossing, phone box*) or as stimuli for brainstorming sessions. For example, you can tell students to bring photographs similar to the type used in speaking exams and ask them to work in pairs to make a list of all the vocabulary they could use to talk about the photo and 'impress' the examiner.

4. Students' collages for likes and dislikes

If you are practising likes and dislikes and want to generate lots of vocabulary, ask each student to email you a photo before the lesson of at least one thing they like and one thing they dislike. As you will probably have more than one photo of some things (e.g. *spider*, *cat*, *pizza*, *beach*), make a collage before the lesson using one photo of each thing. You can do this using a Word table or an online photo editor such as befunky.com. Use the collage to elicit or present the vocabulary. Show students the collage and ask them to name as many of the things shown as possible. Then ask them to work together to guess which things were likes and which were dislikes, which were the most popular and which the least. Alternatively, make one collage with all the likes and one with all the dislikes, and ask students to discuss and guess which of their classmates likes and dislikes each thing. You can then talk about each photo in turn. This also works well for the vocabulary of hobbies and pastimes.

5. Find your picture partner

Create simple prompt cards with drawings of pairable items such as *a hat* and *scarf*, *a pair of boots* and *a pair of socks*, *a purse* and *a wallet*, *earrings* and *a necklace*, *a shirt* and *a tie* (see page 245 of the Appendix) for a 'match-milling' warmer. At the start of the class or before a pairwork activity, give each student a picture card and tell them to find their partner. Students mill about, saying *I've got a purse. What have you got?* to find a partner. They keep their cards in a pocket to avoid showing it to classmates. Trying to find a suitable partner forces them to speak to as many classmates as possible, which in turn allows for repetition of vocabulary. Finally, students explain how they chose their partner.

6. Speedy flash

Make a set of prompt images such as a series of professions (see page 246 of the Appendix) and keep them face down in a pile in front of you. You should use ten to 12 photos, as most people can remember seven or eight easily, and you want to provoke discussion to maximise repetition. Show the class each picture for one or two seconds. Put students in pairs or small groups to talk about what they remember. If you are presenting new vocabulary allow students to use bilingual dictionaries to look up words (see Units 41 and 42). Next, show them the same photos again, equally quickly, and ask them to put their words in order. Alternatively, show them the photos in a slightly different order from the first time. Ask pairs to discuss which ones they think moved. Both of these stages ensure vocabulary items will be repeated.

7. Half-pictures

Find a photo or artwork showing a lively scene, such as a market or a celebration (see page 247 of the Appendix). Cover up the right or left half. Show it to students and ask them to work with a partner to make a list of everything they expect to be able to see in the missing half. They should write obvious words like *ceiling*, *sky* and *ground*, but they should also think about any 'stories' the picture could show and therefore what could be in the covered half (e.g. *a birthday cake*, *dirty plates*, *a Christmas tree*, *a fireplace*, *a sleeping dog*, *children*). Students compare lists and discuss before you reveal the hidden half.

8. Cropped, masked and filtered photos

Use parts of photos or distorted photos to generate vocabulary by speculation. For example, find photos of four animals your teens or lower-level adults find tricky to pronounce (e.g. *pig, frog, snake, rabbit, horse, crocodile*) and cover up most of the photo using a photo editor or cut-out shape, revealing only one part (see page 248 of the Appendix). You could also create a collage of your photos and use a single shape to cover up the collage randomly. Students then speculate about what animals are shown. This will produce a class list of many possibilities. You can also enlarge and crop images of items to use in the same way.

9. Act the comic

This idea generates verbs for actions and adverbs of manner. Find a section of a graphic novel or comic that shows plenty of actions. Put students in pairs to work out what verbs they would need to give instructions to actors to reproduce the scenes in the strip. Ask them to add adverbs if needed. Next, students work with a new partner. They take turns giving their new partner instructions using only the verbs and adverbs to act out the scene; e.g *Stand up confidently*, *Turn around slowly*, *Look worried*, *Walk quickly*, *Jump*, *Hide*, etc.

10. Photos for homework

Ask students to find detailed, interesting photographs of scenes, for example a street in a city, a market or a beautiful landscape. Tell them to spend time looking carefully at the images and writing down vocabulary items that they could use to describe the image in detail. They should note nouns, adjectives and verbs, and they should add any idioms or fixed expressions that come to mind. In class, ask them to work in small groups to show their images and share and teach their vocabulary. Art can also be used in this way: try Lowry, Renoir or Hockney.

"I use images in my classes because they warm up ideas and build vocabulary. I prefer to use images related to the students' interests and background, or images that students find challenging, informative or amusing."

Marianna Chavarria, teacher, Costa Rica

10 ways to use audio and video as a stimulus for vocabulary practice

Unit 30 considered how to teach the language used in videos; in other words, many of the activities in that unit focused on receptive skills. This unit concentrates on using both video and audio as a resource to generate language practice, that is, the activities here focus on learners' productive skills. Tips one to three below will help you find suitable audio and video clips. Tips four to ten suggest ideas for activities that use audio and video to generate language, rather than focusing on the language used in the recordings.

1. Finding audio and video

Apart from coursebook recordings, you can find audio on news sites or podcasts. Podcasts can range from authentic recordings to those made for learners. Most good-quality graded readers include an audio version of the story (and activities to go with them). Classical or instrumental music and sound effects are useful for triggering vocabulary production; free sites with sound effects include soundbible.com, freesound.org or audioblocks.com. Music is easily available on YouTube. Paying for a download is both advisable and ethical.

Many coursebooks have graded video materials that can be used independently of the book. The British Council has animated clips focusing on phrasal verbs, as well as two-minute clips on their LearnEnglish sites, which are full of interesting facts (e.g. *Why aren't babies afraid of snakes?*) These are easily exploitable for vocabulary lessons. TED Talks are a mine of great, motivating clips, and both www.vimeo.com/channels/shortoftheweek and www.shortoftheweek.com are good sources of short films, many of which have won awards. Vimeo and YouTube are the go-tos for music and *How to ...* videos.

2. Choosing audio and video

Always listen to the audio or video first, as there may be distracting background noise, quality issues or quirky delivery. Also, consider the length: with audio, as there are no visual clues, beginners will be over-challenged by anything over about 30 seconds. A2 learners will manage around a minute. Teens tend to get distracted before two minutes is up. Students in classes after work or school have a shorter concentration span than those in daytime classes, so, as a general rule, don't go over three minutes. Music videos, trailers, short information films, and extended adverts that have a narrative are all ideal in length. Black-and-white videos or ones which are generic rather than specific (for example, a man walking along an unidentified street, rather than a specific street in New York) are ideal for imagination-based activities. As with audio, aim to find videos featuring just a few characters. A clip with many different people is only really useful for generating lexis of clothes or physical appearance; anything else can lead to information overload. Also remember that if you embed a video in a presentation, you need the video file on the same device or it might not play.

3. Sound effects

For sound effects, be on the lookout for scenes in films or TV shows with no dialogue (e.g. scenes showing traffic or someone arriving home to an empty house). Movies like the Bourne films or *Invictus* are good for this. Note that British or Australian TV series (*Eastenders, The Bodyguard, Downton Abbey*) are less likely to have music over the soundtrack, which is an advantage. Be sure to pay for use, if appropriate. Adverts (e.g. for headache tablets with a range of headache-inducing sounds) are also useful. With sound effects, ambiguous sounds will generate more vocabulary, as speculation will throw up suggestions.

4. Music for moods and emotions

A good way to focus on topics such as love (for family, for friends, for a partner) is to choose five love songs, for example, one each from 20, ten, five and two years ago, and one 'classic' that students probably know. Tell students to listen to ten seconds of each song and write down six words that come to mind with each. The words should include a mood (e.g. *sad, crazy*), a place (e.g. *car, school, dancefloor*), a person (e.g. *girlfriend, dad*), a situation (e.g. *wedding, party, alone in a park*) and anything else each song brings to mind. If students are B1 or lower, allow them to note words in their own language first. When you have played all the snippets, put students into groups to help each other look up their words in dictionaries. Then regroup them to compare and explain why they chose their words. If you want them to practise verbs and adjectives of opinion (e.g. *love, hate, romantic, depressing*) and comparative forms, ask them to compare opinions. Finally, ask the class to choose the song that paints the image that they most associate with love.

5. Describing a city

Before class, choose two songs that seem to you to be evocative of a city scene (you need 20–30 seconds of each). Try to choose a darker, moodier piece (e.g. *Nothing Else Happens* by Apocalyptica) and a lighter, brighter piece (e.g. *The Entertainer* or *Maple Leaf Rag* by Scott Joplin). The pieces should contrast with each other. In class, ask what students would notice about a new city the moment they arrived. Elicit ideas and write them as headings on the board (e.g. lights, volume of traffic, road signs, weather, people, architecture). Students then listen, imagining a city and taking single-word notes under each heading. They can write words in their L1 if necessary. Play about 20 seconds of each song. Students then work together to solve vocabulary queries (either by asking you or using a dictionary). Invite students to share their words with the rest of the class. Write them on the board so students can copy down any new items. They then talk in pairs about what they visualised.

6. On the street

Play the soundtrack of part of a video that does not have dialogue and ask students to write down what noises they hear. They should write the noun and the sound, e.g. *dogs barking, kids playing, cars beeping*, etc. In feedback, ask for complete sentences, e.g. *I heard a lot of dogs barking.* If possible, ask students what they think the video is about, based on the noises. Play the video to check. You can also use sound clips or sound effects for this. Once they have generated lexis using these ideas, ask students to create a story by putting their ideas together. This will encourage them to use the vocabulary in context, and help them memorise it.

7. Appearance

Find a video with two to four people speaking. If there are more than two, make sure speaking turns are clear and not too short. Close your eyes and listen to check whether you can distinguish the voices. In class, tell students to listen and focus on *how* the people are speaking (i.e. not on what they are saying). Play the video but don't let students see it. They listen, guess what the speakers look like and write down words for each speaker's appearance, mood and the clothes they might be wearing. Play the video twice if necessary. Pairs then compare words and build a description of each speaker. Then show the video without sound. They should look carefully and see how many of their ideas they see. If you wish, play the video a final time with sound. This works well with the 'Creature Comforts' videos by Aardman (the dog and the cat, for example), with coursebook videos, or with film clips. Your students may not be familiar with famous actors' real voices, as they may have only heard them dubbed, so finding out what the original voices sound like is intriguing for some.

8. Out in the country

Film trailers are useful for reviewing language, particularly idioms, but as the voiceover can be hard to follow and idiosyncratic in use of intonation, this activity uses trailers with the sound turned off. Choose a trailer related to your topic (e.g. farms and farm animals). In class, brainstorm lexical items and idioms related to the topic (e.g. *farmer, field, hedge, crops; follow the herd, counting sheep, a wolf in sheep's clothing*). Point out to students that trailers, particularly those made for comedies or cartoons, often involve puns that are creative and amusing, and make the film appealing. Ask students to watch a trailer (e.g. *Shaun the Sheep*) on silent at least twice. Then ask them to write a voiceover script to accompany the trailer. Afterwards, play the trailer again and students read out their voiceover script.

9. Directions

To practise prepositions of movement and various nouns for places (*street, bridge, tunnel, car park*), find a film clip of a car chase (e.g. one from *The Italian Job*, *The Love Bug* or *Blues Brothers*). Tell students to watch the chase and remember it in detail. Students then work together to write instructions that the co-pilot must give to the driver, e.g. *Turn left. Cross the square. Go past the shops. Go through the tunnel.* They watch again to check their instructions and then take turns to give their driving partner the instructions while watching.

10. Instructions

Use short *How to ...* videos to practise process verbs. This is particularly effective with *How to cook …* videos. Choose a video of under two minutes, with clear stages and simple instructions. Students watch the video and try to remember the stages. In small groups, they brainstorm the stages and the verbs (as well as the names of utensils or ingredients) they would need if they were to write down the recipe for a friend. For example, they might come up with *fold, mix, cut, place, brush, weigh, add, put, leave, bake / bowl, spoon, board, oven, tin, tray*. When they have discussed and reconstructed the recipe, either orally or in writing, they work in small groups or pairs to make their own video of the same recipe or a similar, simple one, using the video camera on their phone. They give the instructions and mime carrying out the stages. If you like, you can use these videos with the sound off in class for classmates to guess the stages and the recipe. The students watching tell you which verbs they would expect to hear in the script.

10 tips for using realia

Realia refers to real things we use as authentic props or prompts in lessons. Realia could come in the form of an entire toolbox for teaching *hammer, nail, spanner*, etc. in an ESP lesson, or a bag of real clothes instead of using photos of them. It can also refer to text sources, such as leaflets and pamphlets. While collecting and carrying realia to class can be time-consuming and cumbersome, the results can be rewarding: varying your prompts is engaging for learners, and handling objects is memorable for them. Many schools have toys for very young learners, but few have a set of realia for teens or adult classes. So have a look in charity shops for miniature figures, dolls house furniture, plastic animals, doll's clothes and so on. Lego™ works well, too.

1. Photographic Kim's Game

Use what students have in their pockets or bags to play a version of Kim's game (a memory game) that doubles as a 'Getting to know you' activity at the beginning of a new course. Before class, take two photos: choose around 12 personal objects that show something about you, group them together and take a photo. Then remove two or three items and take a second photo. In class, show the first photo for 30 seconds, then hide it. Show the second photo for 30 seconds, then hide that, too. Using their memory, students work in pairs to produce as many sentences using *There is/are* or *There was/were* as they can, e.g. *There was a camera in both photos. There were some pens in one photo, but there weren't any in the other*.

For the next stage – which could also be set for homework if your students can't use phones in class – students go out of the room, take items from their bag and take two photos as you did. They then work in small groups, showing the photos on their phones for the other students in their group to spot the differences and make sentences.

2. Realia for houses and furniture

Students work in pairs to create a room by placing small items of furniture on a large square. They then show it to another pair, who try to memorise the contents and layout of the 'room'. The pair who created the room then remove the furniture, and the pair who memorised it give them instructions to recreate it. They might say, for example, *Put the sofa in the kitchen, near the window, and put the table in front of the sofa. The armchairs go in the living room.* etc. Students should take a photo of the initial room so they can check it at the end. You can also do this with animals, clothes or other objects.

3. Show and tell

Ask students to bring in an unusual or favourite object from home or a souvenir they have bought or that was given to them. Ask them to prepare to tell the story of the object. Often, lower-level or older adults respond very well to this, as it allows them to prepare what they are going to say, which acts as a support and gives them the opportunity to really shine. With teens, if you want to include a 'game' element, ask them to include two or three details in their stories which aren't true and ask the listeners to guess which details are false. You can do this activity in groups or as a whole class.

4. Using food

You can use food in class in many ways but be sure to check for allergies beforehand. One successful way of teaching quantifiers, adjectives of taste and food nouns is to take a small box of chocolates or some chocolate of different flavours. Firstly, use them to present or illustrate *too much, too many, a lot, a little, a few, a bit, a piece of, a couple, several …* by putting different amounts on the table or in your hand and asking students to describe the quantity (*You've got a bit of chocolate; there are a couple of chocolates; that's too much chocolate to eat*). Then, cut up the chocolates, break up the chocolate bars and offer pieces to students to work in groups to guess the flavour. They must come up with as many ways as possible of ending the sentences:

It tastes of/like [+ noun]. *It tastes* [+ adjective].

You may want to elicit ideas for nouns and adjectives before they taste the chocolate, by asking them what they predict. Write their ideas on the board: *strawberry, salt, mint, orange, lemon, lime, chilli, peanuts, fruit, almonds, bitter, sweet, creamy, sharp, salty, strong, horrible, spicy, strange, good, unusual*. If you wish, follow up with comparative forms of adjectives: *this one was nicer, stronger, more unusual, sweeter, more unusual*, etc.

5. Small experiments

To practise sequencers (*first, then, next,* etc.), transitive verbs (*cut, fill, break, put*) and the nouns of your choice, realia are effective for doing minor but intriguing experiments. For example, in this activity, students have to guess how to find out if an egg is safe to eat or if it has gone off: show your students a raw egg and a glass and write the following nouns on the board: *egg, glass, water*, *bottom/top*. Working in pairs, tell students to write a set of instructions with the nouns that explains how to test the egg. Afterwards, ask different pairs to suggest their ideas. Finally show them how it's done: *Firstly, fill the glass with cold water. Then, put the egg in the glass. Next, watch the egg. If it lies at the bottom, it's fresh; if it floats to the top, it has gone off; if it stands at the bottom, it's OK to eat.*

6. Creative-thinking activities

Curious objects can be used for pairwork or groupwork to practise *You could use it for …* [+ action verb + *-ing*] or *You could use it as a(n) ...* [+ noun]. Collect and bring to class several familiar and unfamiliar objects (e.g. a clothes peg, an unusual kitchen utensil, a coaster, a head- or back-scratcher). Then ask groups to speculate on possible uses for each object and to complete the sentences with as many verbs and nouns as possible. Allow them to research any new vocabulary they need to complete their sentences. In the feedback session, ask students to both suggest a use and to do a mime to show how they would use the object. This helps fix the vocabulary in the memory. The real names of the objects used are unnecessary.

7. Guessing games

You can use coloured pencils, crayons or any stationery items as realia, and use them for an easy-to-improvise guessing game. To practise colours, hold them all in one hand behind your back to hide them. Then shift one item to your other (free) hand and ask the students to guess what colour it is. Once several colours have been suggested, reveal the pencil so everyone can see what colour it is. With younger learners, the fact that you don't know which colour it is either seems to make the activity more exciting! It's a simple game, but very good for colours and words like *long/short*, *round/square*, and so on, depending on the items, and quickly becomes a firm favourite.

8. 'Young learner' realia to practise or review vocabulary with adults

Tell teens or adults that you are going to show them some toys. Ask them to imagine they are going to use the toys to teach a group of children as many words as possible. They look at and handle the toys, and work in groups or pairs to draw up as long a list of words as possible (e.g. *big, small, soft, blue, red, car, man, duck*, *happy, play, swim*). A set of toy cars is good for this. Ensure you have an ambulance, a police car, a motorbike, a fire engine, a van, a truck and cars of various colours, so they can be used for teaching words for means of transport, words like *left/right, fast, slowly, quickly*, colours, prepositions of movement and place, verbs such as *drive, park, go, come back* and *turn*.

9. Different textures

Realia are particularly good for conveying certain concepts that are tricky to explain. Items of clothing, small purses, pieces of sofa or curtain fabric, different kinds of paper and other items and materials are useful for teaching adjectives such as *rough, smooth, soft, wrinkly*, as well as a range of opinion adjectives from *wonderful* and *lovely* through to *unusual* and *unpleasant*. Ask students to place materials in order of preference and to decide which adjectives best describe each one. They then compare their reactions with those of other groups. You can also use fabric to teach clothes by handing out snippets cut from old garments and asking learners to guess what item of clothing they're from (e.g. *gloves, jeans, pyjamas, beret*, etc). See also Unit 40 for activities using texture to elicit vocabulary.

10. One-finger feely bags

This activity generates plenty of nouns and adjectives. For example, to generate words for fruit and vegetables put a small selection of fruit and vegetables into opaque bags (one bag per group). Ask students to put their hand in and touch the fruit, but only with one finger. If your students don't trust each other (very likely with teenagers), use carrier bags or canvas bags and tie the handles together, leaving only enough space to push one finger inside. Students speculate on what kinds of fruit and vegetables are in the bag. You can do this with other items, too, such as a spoon, a knife, a fork and a saucer. If you don't have bags, get students to close their eyes while you put the items in a row on the desk under a cloth or jacket. If the items are related to each other in some way (e.g. a pencil, a pencil sharpener, an eraser, or a knife, fork, spoon, etc), ask individual students to come and feel the first item with one finger, guess what it is and speculate on what the second item might be. With higher levels, 'ways to relax' can provide items: a book, a bar of soap, a massage gadget, a CD. Then they feel the second item and speculate on what the third will be, and so on.

10 more ways to use flashcards

You might have come across ideas for using flashcards in other units. They are a tremendously useful resource for teaching vocabulary, so here are ten more ideas. As a classroom resource, flashcards are versatile, multi-modal learning aids that are easy to make. They can be used for self-study, peer review, whole-class revision and revision games. To make sets of flashcards for students to write on, cut a sheet of A4 card into six flashcards, or buy ready-made 3 x 5 index cards. For flashcard sets that you want to use repeatedly, use a printer and laminate the cards before cutting. Make larger sets of flashcards (A4 or A5) for teacher-led activities such as introducing or drilling new vocabulary with pictures. Put the picture on one side and the word on the other for you to see when you hold up the card. Online flashcards are equally easy for teachers and students to make (using an app such as Quizlet). They can be shared digitally with the class for home study or turned into games for whole-class revision.

1. Happy Families

Prepare one set of word-family cards for each group of four students. Each set should contain six to ten different word families with three to four cards per family. Ideally, laminate these so that they can be reused. For lower levels, word families might include present, past and *-ing* forms (e.g. *walk, walked, walking*), adjectives with their comparatives and superlatives (e.g. *friendly, friendlier, friendliest*), or topics (see photocopiable topics set on page 249 of the Appendix). Word families at higher levels could include sets of four words (e.g. *intelligent*, *intelligence*, *unintelligent, intelligently*). The aim of 'Happy Families' is to collect a full word (or 'family') set. The student with the most sets wins. To start, the dealer deals out seven cards to each player and places the remaining cards face down in the middle of the table. Player 1 takes a card from the deck and keeps it if it looks like it might contribute to a word family of which they already hold a member. If not, the player discards it by placing it face up on the discard pile. Play continues in a clockwise direction. Players can decide to take a card from the discard pile, but must pick up the entire pile – not just the top card. Each time a player has a full 'family' set, they lay it down. The game ends when one player has no more cards to play.
The winner is the player with the most sets.

2. Negative prefixes

Take some blank cards and write a different negative prefix on each one; e.g. *un, dis, mis, im, in, il, ir, non, anti* (see also Unit 21). Give each student one card and they write words that use that prefix. They can add words to the card throughout the course. Put students in pairs to test each other: Student A: *What's the word for 'not friendly'?* Student B: *Unfriendly.* Or Student A: *What are two words that use im-?* Student B: *Impossible, impolite.*

un

friendly	paid
important	fair
happy	true

3. Whole-class review with Quizlet

Quizlet is an online flashcard app that can be used on a computer, tablet or phone. The teacher sets up a class account on the app and creates the flashcards beforehand, or invites students to create sets of flashcards themselves. To revise vocabulary, prepare a set of flashcards using Quizlet. Put students into teams of three or four. Use a projector to show the definition side of the flashcard. Teams write down the vocabulary word they think is being defined. When all the definition sides have been shown, students pass their papers to another team for marking. Reveal the cards again, but this time show first the definition side and then the word side. Students mark the other team's answers: one mark for the correct word and one mark for the correct spelling. The team with the most points wins.

4. Collocations matching

Prepare sets of verb–noun collocations. Each verb should have multiple noun matches (e.g. for the verb *do*, you might have *homework*, *housework* and *exercises*. Use card of one colour for all the verbs and a different colour for all the nouns. Display the verb cards on the wall around the room and distribute the noun cards (and sticky tack or tape) to students. Ask them to find the right verb and to stick the noun cards next to it.

do	homework
	exercise
	the washing up

5. Don't get caught out

The idea behind this revision game is to avoid being the team stuck trying to guess the word when the timer goes off. You will need a timer and one set of at least 20 cards per team with one word per card (see page 251 of the Appendix). The sets should not contain the same words. Put students into teams of three, and then ask each team (Team 1) to sit with another team (Team 2). Give each pair of teams a set of cards. They place them face down on the table. Set the timer for two minutes. One student in Team 1 begins by taking a card and trying to define the word on it or giving examples so that their team members can guess the word. They may not spell it or say the word, but they are allowed to use gestures. For example, they might say: *It's cold. It's something you eat in the summer when it's hot outside. You can have different flavours like chocolate, strawberry or vanilla.* (Answer: ice cream.) If the student doesn't know the word, they can choose another, but they can only do this once during their turn. Once Team 1 have guessed the word on the card, the turn passes to Team 2. Play continues until the timer goes off. The team that is trying to guess when the timer goes off gains a penalty point. The team with the **fewest** points wins.

6. Mind the gap

This activity is good for spelling revision. Create a set of cards with the word on one side and the same word but with the vowels missing on the other. You could do this in three ways: the easiest way is with gaps (e.g. d_nn_r); the harder way is without gaps but indicating the number of letters in the complete word (e.g. dnnr – 6); the hardest way is with no clues (e.g. dnnr). Give pairs of students a set of cards each. They look at the incomplete word, write the word, then check by looking at the other side of the card.

7. Emojis

Emojis are a form of pictorial vocabulary used for communicating nuanced meaning in short messages. Their meaning does sometimes change depending on the context. For example,  can indicate boredom or disdain, but it could also mean 'What a silly thing to do!', but you can capitalise on this ambiguity by using them to discuss cultural views on what they mean. Some emojis have a more straightforward meaning (e.g.  for 'Happy birthday' or  for 'basketball'). Show students some common emojis and elicit what they mean. Students then prepare cards with an emoji on one side and possible meanings on the other. The website https://emojipedia.org/ is a good source for emojis and their meanings. Students work in pairs to create emoji messages (e.g.   could mean 'Basketball is so boring!' or 'I can't believe we lost the basketball game last night!'

8. Opposites quick-draw

Prepare sets of flashcards with a word on one side and its opposite on the other (e.g. *hot/cold; accidental/deliberate; slowly/quickly*). Each set should have one blank card to use as a cover. Hand out the sets with the blank card on top to pairs of students. Tell them to take off the blank card, read the top card and say the opposite word. The student who says the word first turns over the card (being careful not to reveal the one below) to look on the other side and see if they are right. If they are, they take it, revealing the next one. If they are wrong, the other student gets the card. If the first student to answer has said a word that is correct but is different from the one on the card (e.g. for the word *light* they said *dark* instead of *heavy*), they still get the card, but the other student must agree). This continues until the end of the set.

9. Cards by topic

Prepare a set of cards with the topic written at the top of the card and words related to that topic below (for example, the topic might be *Sports equipment* and the related words could be *cricket bat, net, hockey stick*, etc). Put students into groups of three. Student A takes a card and reads the related words. Students B and C try to guess the topic.

Sports equipment
cricket bat
net
hockey stick
ball

10. Put it down

This activity is good for a quick review. Hand out blank cards to each student – one for each vocabulary word you want to review. Write the vocabulary words on the board and ask students to write one word on each card. Next, students get into teams of three or four. Each team member holds their own set of cards in their hand so that the cards are facing them and only they can see them. Give a definition or example of one of the words. Players take that card out of their hand and put it down on the table. The player who puts their card down last, or the player who puts the wrong word card down first has to take all three cards (or all four if there are four players). If one player puts their cards down last, but another player has put down the wrong card first, the player who put down the wrong card has to take the cards. The game continues in this way until all the words have been defined. The winner is the player with the fewest cards at the end.

"I use flashcards to learn words but I've noticed a difference between using ready-made flashcard apps and home-made physical card systems. Apps are convenient, sure, but I've found that designing my own flashcard box, handwriting cards, and holding the words in my hand helps make the words stick. I think that personally investing in the process makes the language more my own and the learning moment more memorable."

Daniel Barber, co-author of ETpedia Grammar

10 more resources for teaching vocabulary

We hope this *ETpedia* title has provided you with plenty of fresh ideas and support for teaching vocabulary. In addition, here are ten more books that we think you might like to read or refer to. Some of them contain more theoretical information about teaching vocabulary and others are books that your students can use to learn vocabulary.

1. *The Lexical Approach* by Michael Lewis. LTP, Cengage ELT (1993)

Anyone reading the *Lexical Approach* today will most likely be familiar with the activity types Lewis sets out, but when it was first published it was nothing short of revolutionary. This is the starting point for developing an understanding of how corpus linguistics and discourse analysis shapes our understanding of how language works. Lewis's chapter on the nature of meaning is particularly applicable for understanding how words work in context.

2. *Teaching Vocabulary: Strategies and techniques* by I.S.P Nation. Heinle (2008)

This book not only examines vocabulary-learning activities but also presents research-based principles for learning vocabulary. It deals with issues of vocabulary teaching within the four skills, as well as making and evaluating vocabulary tests. The appendices include several word lists, tests, and a 'survival language learning syllabus for foreign travel'.

3. *Talking Images: Idioms* by Lucy Holmes and Sharlene Matharu. (talkingimagesidioms.com; 2017)

This is a collection of self-published photocopiable worksheets, picture cards and lesson plans for teaching idioms. The picture cards are clear and fun, and can be used for many of the activities in *ETpedia Vocabulary*, as well as for the ones in *Talking Images*. A similar book is cartoonist Martin Shovel's *Making Sense of Phrasal Verbs*, published by ELB Publishing.

4. *Teaching Spelling to English Language Learners* by Johanna Stirling. Lulu (2011)

This self-published book by ELT writer and experienced teacher trainer Johanna Stirling deals comprehensively with an area of vocabulary teaching that's often neglected. The book is accessible and divided into three parts: issues in spelling, teaching spelling effectively, and activities and resources. It provides a solid grounding in the principles behind English spelling and its teaching in an ELT context as well as loads of useful tips and practical activities to use in the classroom.

5. *English in Use* series, Cambridge University Press

This series includes a range of vocabulary practice books suitable for elementary to advanced learners that can be used in class or for self-study. They are in our top 10 because of the way they organise and contextualise new vocabulary, and the fact that they also teach techniques for vocabulary learning in general. The series includes books on general English vocabulary, collocations, idioms and phrasal verbs, as well as business and academic vocabulary.

6. *Oxford Academic Vocabulary Practice* by Julie Moore (upper intermediate) and Julie Moore & Richard Storton (lower intermediate). Oxford University Press (2017)

These two books (lower- and upper-intermediate) are aimed at students using English for academic study. They're primarily for self-study, organised into short units around typical academic topics (cause and effect, trends, classification) with vocabulary contextualised and then practised. They also tackle areas such as hedging, noun phrases, citation and academic collocations. Many of the units could provide a useful basis for classroom activities or be assigned as homework for EAP students. Each book has a glossary at the back and useful lists of academic collocations, dependent prepositions and affixes.

7. *The Oxford Picture Dictionary* (3rd edition) by Jayme Adelson-Goldstein & Norma Shapiro. Oxford University Press (2016)

This picture dictionary with audio presents words and phrases in real-life contexts on a range of topics (e.g. everyday language, job search, digital literacy), and includes practice activities including listening, reading and speaking. The monolingual version is in American English, and there is also a Canadian edition. There are bilingual versions including Spanish, Arabic, Farsi and Navajo. This is a good option for low-level students, especially those in ESOL and English-for-refugee programmes. The OUP website has accompanying downloadable teaching resources including lesson plan packs.

8. Collins COBUILD *Key Words* series

This series of dictionary-style reference books is a useful vocabulary resource for both students and teachers focusing on specific areas. There are exam-focused titles for the Cambridge First, Cambridge IELTS and the TOEIC exams. These contain expanded dictionary entries for core vocabulary for these exams, covering lots of handy information about collocations, useful phrases and usage notes.

The ESP series includes ten titles which each pick out 500 core vocabulary items in specialist areas for students either working or studying in these fields. These include professional contexts such as retail, hospitality and the oil and gas industry, as well as more typically academic disciplines, such as chemical engineering, electrical engineering and finance.

9. *Timesaver for Exams* series, Scholastic

The *Timesaver for Exams* series of books offers simple, teach-off-the-page, photocopiable lessons which can be used to supplement any exam preparation course. The series includes two vocabulary titles for the Cambridge First and Cambridge IELTS exams. Each lesson focuses on an area of exam-related vocabulary, either around a typical exam topic or an area of functional language.

10. *How to Teach Vocabulary* by Scott Thornbury. Pearson Education (2002)

Core reading material on many teacher training courses, this book provides in-depth explanations of the theory of words (word formation, word grammar, etc.) and of the cognitive side of how we actually learn lexis. As is typical with Thornbury's work, it is practical, accessible and easy to read.

Appendix

The classroom material in this Appendix can also be found online at https://www.myetpedia.com/appendix-materials/ as downloadable teacher's resources.

These downloadable teacher's resources can be viewed as pdfs online where you can use the search, bookmark, zoom and clip tools. You can also save to your computer or laptop to be used exactly as they are, or adapted and developed to suit your own context, or you can print them directly from the website for use straightaway.

Unit 7.2: Show an object

Complete the word cards so that they can be matched with your items.

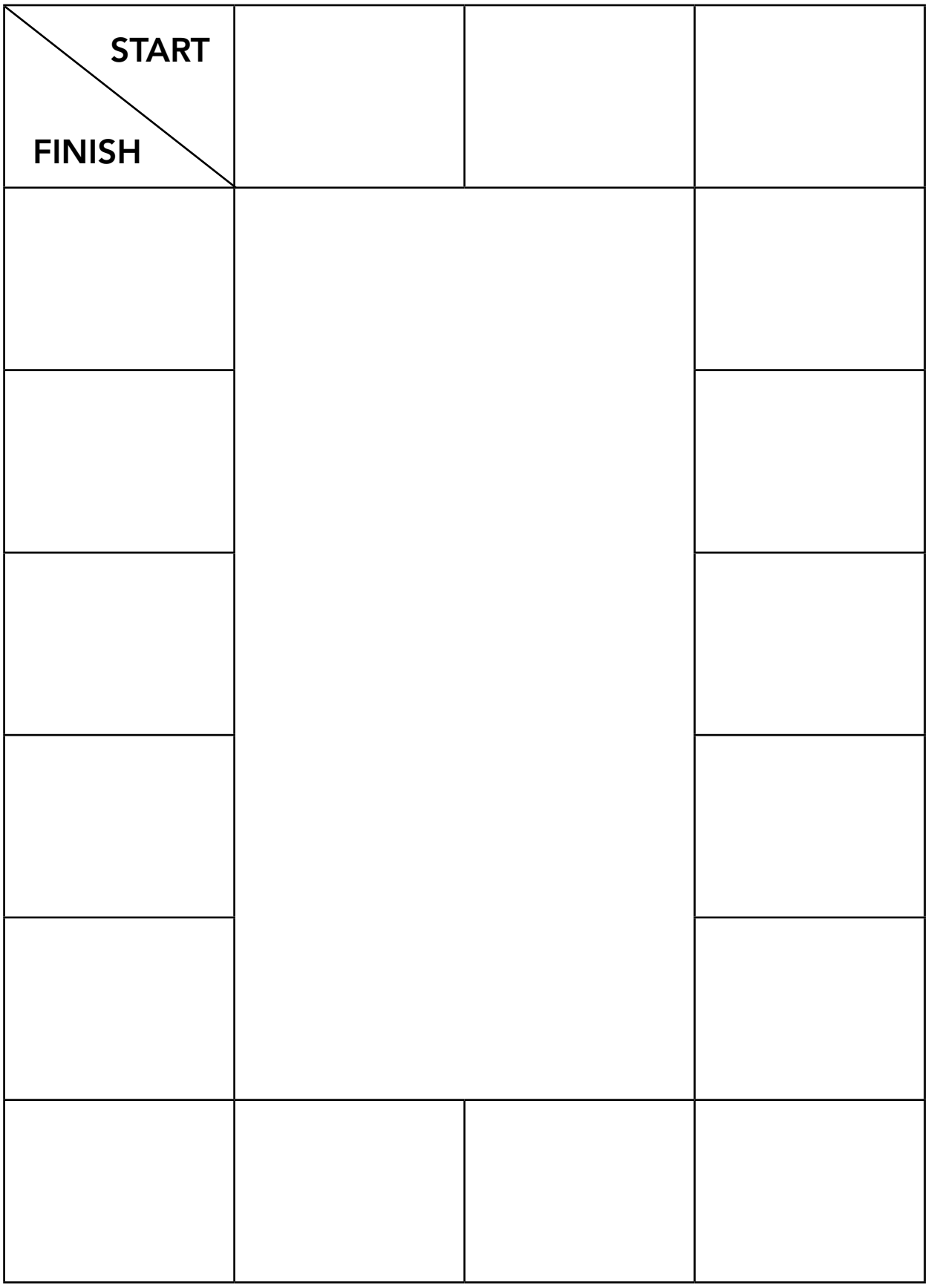
a bottle of /eˈbɒtələv/	a packet of /əˈpækɪtəv/	a bag of /əˈbægəv/	a jar of /əˈdʒɑːrəv/	a box of /əˈbɒksəv/
a tube of /əˈtʃuːbəv/ / ətuːbəv/	a sachet of /əˈsæʃeɪjəv/	a tub of /əˈtʌbəv/	a carton of /əˈkɑːʳtənəv/	a can of /əˈkænəv/
a bottle of /eˈbɒtələv/	a packet of /əˈpækɪtəv/	a bag of /əˈbægəv/	a jar of /əˈdʒɑːrəv/	a box of /əˈbɒksəv/
a tube of /əˈtʃuːbəv/ / ətuːbəv/	a sachet of /əˈsæʃeɪjəv/	a tub of /əˈtʌbəv/	a carton of /əˈkɑːʳtənəv/	a can of /əˈkænəv/

Unit 7.5: Synonyms and antonyms

These word cards can be used to describe objects, or rooms and furniture in houses. (Suitable for level A1/A2.)

tall	short	long	short	big	small
old	modern	old	modern	soft	hard
heavy	light	narrow	wide	thin	thick
dark	bright	warm	cold	dirty	clean

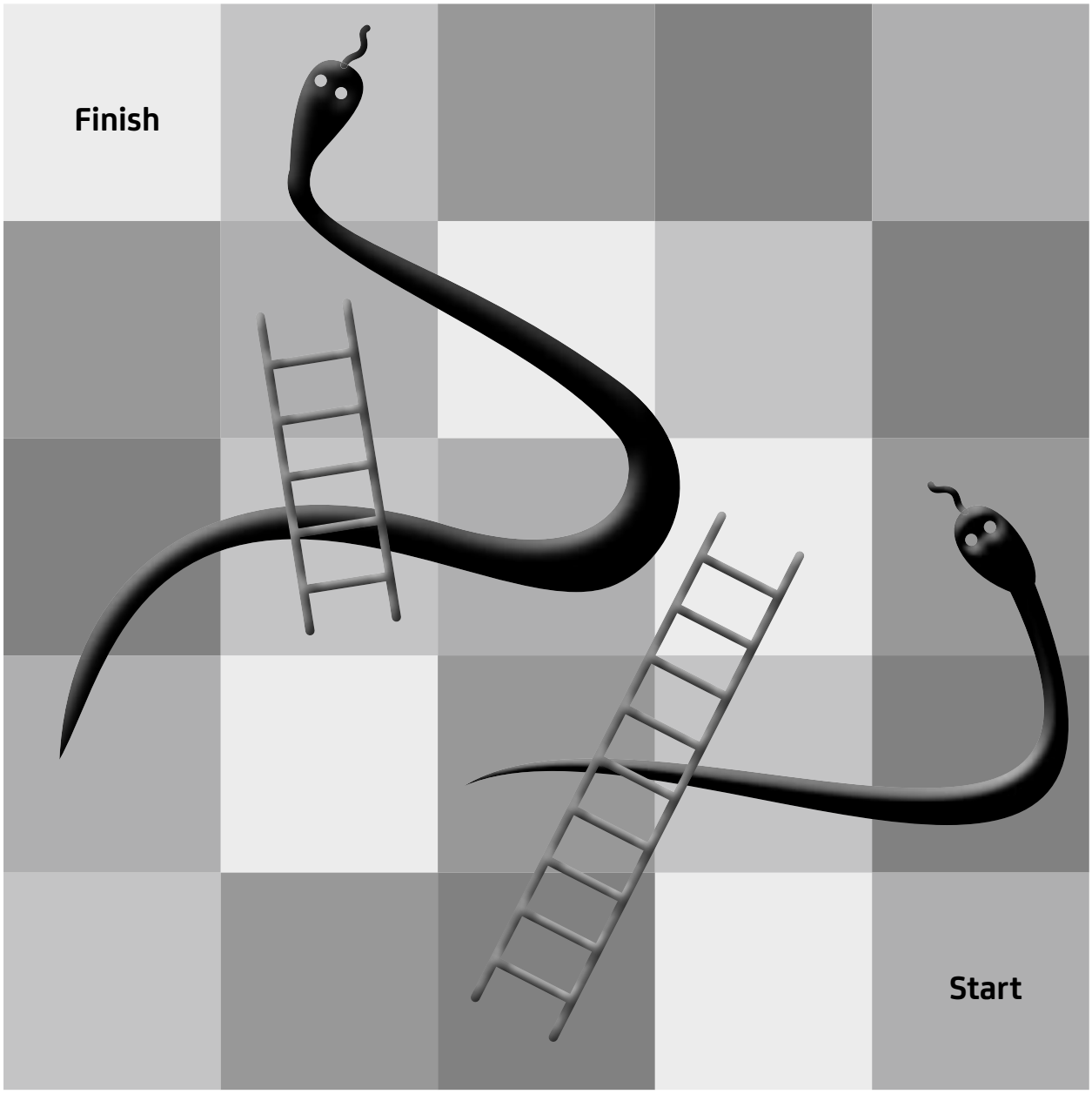
Unit 8.9 Create a game board



You may photocopy this page.

How to play

Toss a coin to move around the board.
Heads: go forward 1 space.
Tails: go forward 2 spaces.
If you land on a ladder, go up the ladder.
If you land on a snake, go down the snake.



You may photocopy this page.

Unit 11.2 Word stress

O	Oo	oO	Ooo	ooO	oOo
sad	*happy*	*reply*	*comfortable*	*employee*	*banana*

You may photocopy this page.

Unit 11.8 Find your partner

Set One

six t-shirts	sick teachers	sixth teacher
sixth t-shirt	six teeth hurt	sick t-shirts

Give each student one word card and ask them to find their partners.

Note: the first line and the last line follow the same pattern. Either choose one of the lines, or point out to students that they need only find two other partners.

Set Two

photograph	vegetable	elephant
potato	forgotten	banana
television	immigration	enigmatic
vacant	tourist	flower
hotel	escape	unkind
cardboard box	ATM	overweight
fire engine	dishwasher	bus driver
government	basketball	astronaut

1. Theatre stages lost Shakespeare play

2. Museum houses stolen works

3. New book sparks race row

4. Minister ducks recycling question in TV interview

5. Renewables not an answer to climate change

6. Football fans back stadium move

7. Stores fine staff for dirty shoes

8. Wildlife park to free elephants

9. Schools force teens to part with phones

10. Bank shares plunge amid hacking fears

Answer key:

1. theatre (noun); stages (verb); lost (adj); play (noun)
   The theatre is putting on a production of a Shakespeare play which people thought had been lost.
2. museum (noun); houses (verb); stolen (adj); works (noun)
   A museum has/is displaying works of art which had been stolen (from somewhere).
3. new (adj); book (noun); sparks (verb); race (noun); row (noun)
   A new book has caused an argument/controversy about race (= people from different racial backgrounds).
4. minister (noun); ducks (verb); recycling (noun); question (noun)
   A (government) minister avoided/didn't answer a question about recycling in a TV interview.
5. renewables (noun); answer (noun); climate change (noun)
   Renewable sources of energy will not solve the problem of climate change.
6. football fans (noun); back (verb); stadium (noun); move (noun)
   Football fans are supporting a plan to move (their club) to a new/different stadium.
7. stores (noun); fine (verb); staff (noun); dirty (adj); shoes (noun)
   Some stores/shops are giving staff financial fines/penalties if they have dirty shoes.
8. wildlife park (noun); to free (verb); elephants (noun)
   A wildlife park is planning to set some elephants free (presumably into the wild).
9. schools (noun); force (verb); teens (noun); to part with (phrasal verb); phones (noun)
   Some schools are forcing teenagers to give up/hand over their mobile phones (presumably during school hours).
10. bank (noun); shares (noun); plunge (verb); amid (preposition); hacking (noun); fears (noun)
    The (financial) shares in a bank have dramatically dropped in value because people believe/fear that the bank's computer system has been hacked.

Unit 12.5 Transitive and intransitive verbs

Are these sentences complete as they are? If they are okay, put a tick ✔. If not, complete them with an appropriate ending.

Example:

The next day, Emily apologised. ✔

1. Last week the postman delivered …
2. Of course, all young kids love …
3. When we arrived the sun was shining …
4. After the exams we can all relax …
5. At the market you can buy …
6. Thanks very much, I really appreciate …
7. At the bottom of the box she found …
8. Think about my offer and let me know …
9. On my birthday my friend gave …
10. Zak called yesterday and told …

Answer key: these are suggested answers and show the types of typical objects that follow the transitive verbs. Students should try to come up with more creative answers.

Note: it is *possible* to add something to sentences 3, 4 and 8, but they can stand as they are.

1. a parcel/something surprising.
2. games/running around.
3. ✔
4. ✔
5. clothes/anything/all kinds of things.
6. your help/your feedback.
7. an old photograph/a gold coin.
8. ✔
9. me + a present/flowers.
10. me/she/him + the news/about the accident.

Organising your vocabulary notebook

Organise by unit, by topic or alphabetically

Write the word, pronunciation, word form and connotation.

Write the definition, synonym, or antonym, and an example sentence. Leave a gap so you can test yourself on the word by covering the lefthand side of the page.

Unit 7

benefit /ˈbenɪfɪt/ (n) (+)

an advantage; something helpful or useful.

One of the _____ of exercise is weight loss.

Note the translation if desired.

[فئادة]

noun	verb	adjective	adverb
benefit	*benefit*	*beneficial*	*beneficially*

Note down the word forms.

Note down common collocations.

the benefit of something

to benefit someone

to see the benefit of something

to give someone the benefit of the doubt: *Her story didn't sound very likely, but I gave her the benefit of the doubt and believed what she said.*

Draw a picture.

These foods are beneficial for health.

You may photocopy this page.

Unit 15.2 Word-form chart

When you learn a new word, find other forms of the same word and write them in the table below.

Verb	Adverb	Adjective	Noun	Other forms	Collocations
communicate	*communicatively*	*communicative*	*communication*	*miscommunication* *uncommunicative*	*mass-communication*
record	----------	----------	*record*	*recording* *re-record*	*recorded delivery* *recording studio*

You may photocopy this page.

Unit 17.3 Pelmanism

Topic: Health

Match the word with the correct sentence. Example:

healthy	It's not _____ to eat junk food.

healthy	It's not _____ to eat junk food.	vegetarian	She doesn't eat meat, but she does eat cheese and eggs, so she's a _____.
allergy	Are there any nuts in this dish? I have a nut _____.	work out	I try to _____ for at least 60 minutes every day.
nutrition	I'd like to go to university to study food science and _____.	lifestyle	Exercise and healthy eating are part of a healthy _____.
ingredients	There are a lot of unhealthy _____ in processed foods.	fit	I eat well and exercise so that I can keep _____.
disorders	Many teens suffer from eating _____ such as anorexia or bulimia.	give up	You need to _____ smoking if you want to be healthy.

balanced	Eat lots of different kinds of foods for a _____ diet.	stress	It's important to manage your _____ levels, so try yoga or meditation.
medicine	When you are sick, you might need to take strong _____.	muscles	Lifting weights can help you build your _____.
prevent	It's better to _____ illness than to treat it.	relax	It can be hard to _____, but it will help your immune system stay strong.
weight	It can be hard to watch your _____ when you are travelling.	obesity	There is a big problem now with childhood _____, and many children are overweight.

Unit 17.5 Bingo card (blank)

You may photocopy this page.

Unit 19.8 Listen carefully

Student A

Advice for learning vocabulary

When learning English, it's important to build your vocabulary and vocabulary skills. Here is some advise about learning vocabulary. Firstly, learn the meaning of the word and learn how to use it in a sentence. Remembrance that the meaning of words can change depending on the context, so it's a best idea to write a sentence with the word so that you can understand the meaning better. Secondly, keep a record of new words and inclusion notes on the pronunciation, spelling, collocations and word forms. Write an example sentence in your notes to help you remember how the word is used in a sentence. Next, learn the differently word forms of new words. Word forms are the noun, verb, adjective and adverb forms of words. This means that you can learn one word, but have three more forms of the word for 'free'! Finally, revise vocabulary every day. You can revision with a friend, make study cards, study your vocabulary notebook, or create your own study method.

✂----------cut along this line----------

Student B

Advice for learning vocabulary

When learning English, it's important to build your vocabulary and vocabulary skills. Here is some advice about learning vocabulary. Firstly, learn the means of the word and learn how to use it in a sentence. Remember that the meaning of words can changable depending on the context, so it's a good idea to write a sentence with the word so that you can understand the meaning better. Secondly, keeper a record of new words and include notes on the pronunciation, spelling, collocations and word forms. Write an exemplify sentence in your notes to help you remember how the word is used in a sentence. Next, learn the different word forms of new words. Word forms are the noun, verb, adjective and adverb forms of words. This means that you can learning one word, but have three more forms of the word for 'free'! Finally, revise vocabulary every day. You can revise with a friend, make study cards, study your vocabulary notebook, or creation your own study method.

Unit 20.1 Prefixes that add meaning

	Prefix	Examples	Meaning
e.g.	down-	*downgrade, downstairs, downhill*	lower in position or importance
1	auto-	*automatic, autobiography, autopilot*	……..
2	inter-	*international, interactive, interview, interchangeable*	……..
3	mid-	*midday, midnight, midway, mid-air*	……..
4	over-	*overcook, overcharge, overheat, over-priced*	……..
5	post-	*post-war, postgraduate, post-lunch*	……..
6	pre-	*pre-war, pre-book, pre-pay*	……..
7	re-	*rewrite, reconsider, recharge, reappear*	……..
8	semi-	*semi-skilled, semi-final, semi-skilled*	……..
9	sub-	*submarine, subtitle, subconscious*	……..
10	super-	*superhero, superhuman, superstar, supermarket*	……..
11	trans-	*transatlantic, transfer, translate*	……..
12	up-	*upgrade, upstairs, uphill*	……..

Unit 20.4 Simple negatives

de- dis- im- in- ir- mis- non- un-

1. People don't use the bus service because it isn't reliable.

   People don't use the bus service because it's ***unreliable****.*

2. It isn't very motivating if all the feedback you get is negative.

   It's very ……..

3. Alex missed out on opportunities because he didn't have the ability to make decisions.

   Alex missed out on opportunities because of …….

4. That morning, the streets were quieter than they usually are.

   That morning, the streets ……. quiet.

5. When she arrived at hospital she wasn't conscious and her heartbeat wasn't regular.

   When she arrived at hospital she was ……..

6. Some of the interviewees didn't correctly understand the question and gave answers that weren't appropriate.

   Some of the interviewees ……

7. Teachers don't agree about whether students should be allowed to use spellings that are not standard.

   Teachers ……

8. They were aware of the growing lack of patience of the crowds waiting outside.

   They were aware of ……

Answers: 2. It's very **demotivating** if …; 3. … because of his **inability** to make decisions; 4. the streets were **unusually** quiet; 5. she was **unconscious** and her heartbeat was **irregular**; 6. interviewees **misunderstood** the question and gave **inappropriate** answers; 7. Teachers **disagree** about whether students should be allowed to use **non-standard** spellings; 8. They were aware of the growing **impatience** of …

Unit 20.7 Suffix cards

-ee	-able
-er	-ible
-or	-ful
-hood	-ish
-ism	-less
-ist	-like
-ship	-y

You may photocopy this page.

Unit 21.2 Word building

Prefixes	Core words	Suffixes
inter	nation	al
multi	develop	ally
re	suit	ism
under	act	ist
over	communicat(e)	ise
un	creat(e)	ment
mis	demonstrat(e)	ed
de	estimat(e)	ing
in	cultur(e)	able
	produc(t)	ably
		ability
		ion
		ive
		ively
		ivate
		or
		er
		ation
		ly

You may photocopy this page.

Possible answers:

national, nationally, nationalism, nationalist, nationalise, international, internationally, internationalise, multinational, renationalise

developed, developing, development, redevelop, redevelopment, underdeveloped, overdeveloped, undeveloped

suited, suitable, suitably, suitability, unsuited, unsuitable, unsuitably, unsuitability

action, active, actively, activism, activist, activate, actor, react, reaction, reactive, reactivate, reactor

communication, communicative, communicatively, communicable, communicator, uncommunicative, miscommunicate, miscommunication

creation, creative, creatively, creator, uncreative, recreate, recreation, recreational, recreationally

demonstration, demonstrable, demonstrably, demonstrator, demonstrative, demonstratively, undemonstrative

estimated, estimation, overestimate, overestimation, underestimate, underestimation, misestimate, inestimable

cultural, culturally, cultured, uncultured, multicultural, intercultural, multiculturalism

production, productive, productively, producer, unproductive, overproduction, overproduced, reproduce, reproduction, reproductive, reproducable

Unit 21.5 Verb endings

Make verbs from these adjectives using the suffix *-en*:

1. make something flat = *flatten*
2. make something wider = _____
3. make something shorter = _____
4. make something sharp = _____
5. make something soft = _____

Make verbs from these adjectives using the suffix *-ify*:

6. make something simpler = *simplify*
7. make something more intense = _____
8. make something clearer = _____
9. make something more beautiful = _____
10. make something more diverse = _____

Make verbs from these adjectives using *-ise* or *-ize*:

11. make something more formal = *formalise/formalize*
12. make something final = _____
13. make something more modern = _____
14. make something legal = _____
15. make something more economic = _____

Answers:

1. flatten
2. widen
3. shorten
4. sharpen
5. soften
6. simplify
7. intensify
8. clarify
9. beautify
10. diversify
11. formalise/formalize
12. finalise/finalize
13. modernise/modernize
14. legalise/legalize
15. economise/economize

Choose the best verb from page 198 to complete these sentences.

EXAMPLE:

Before we put the boxes into the recycling bin, we need to flatten them.

1. The campaigners are fighting, but they need to _____ their protest against the government policy.
2. Lectures at the university were too long, so the professor decided to _____ them.
3. I think the project is nearly complete. We just need to _____ a few details.
4. It's hard to understand what you are trying to say. Could you please _____ your idea?
5. The city planners have decided to _____ the road to make cycle lanes.
6. The company needs to invest money in order to _____ its factories.
7. You can _____ areas in the city by planting more trees and flowers.
8. If we are going to save any money at all, we have to learn to _____.
9. This knife doesn't cut well. You need to _____ it.
10. The company only sells a few things. If it wants to make money, it needs to _____ its range of products.
11. The tone of this letter is too aggressive. Use more indirect language to _____ it.
12. The government has no plans to _____ certain drugs.

Answers:
1. intensify
2. shorten
3. finalise/ finalize
4. clarify
5. widen
6. modernise/modernize
7. beautify
8. economise/economize
9. sharpen
10. diversify
11. soften
12. legalise/legalize

Unit 21.6 Adverb endings

excited dog	furtive rat
playful kitten	grumpy bear
sly crocodile	sleepy cat
quiet rabbit	careful chicken
hungry horse	happy duck
noisy sheep	clever elephant
silent snake	quick fox

You may photocopy this page.

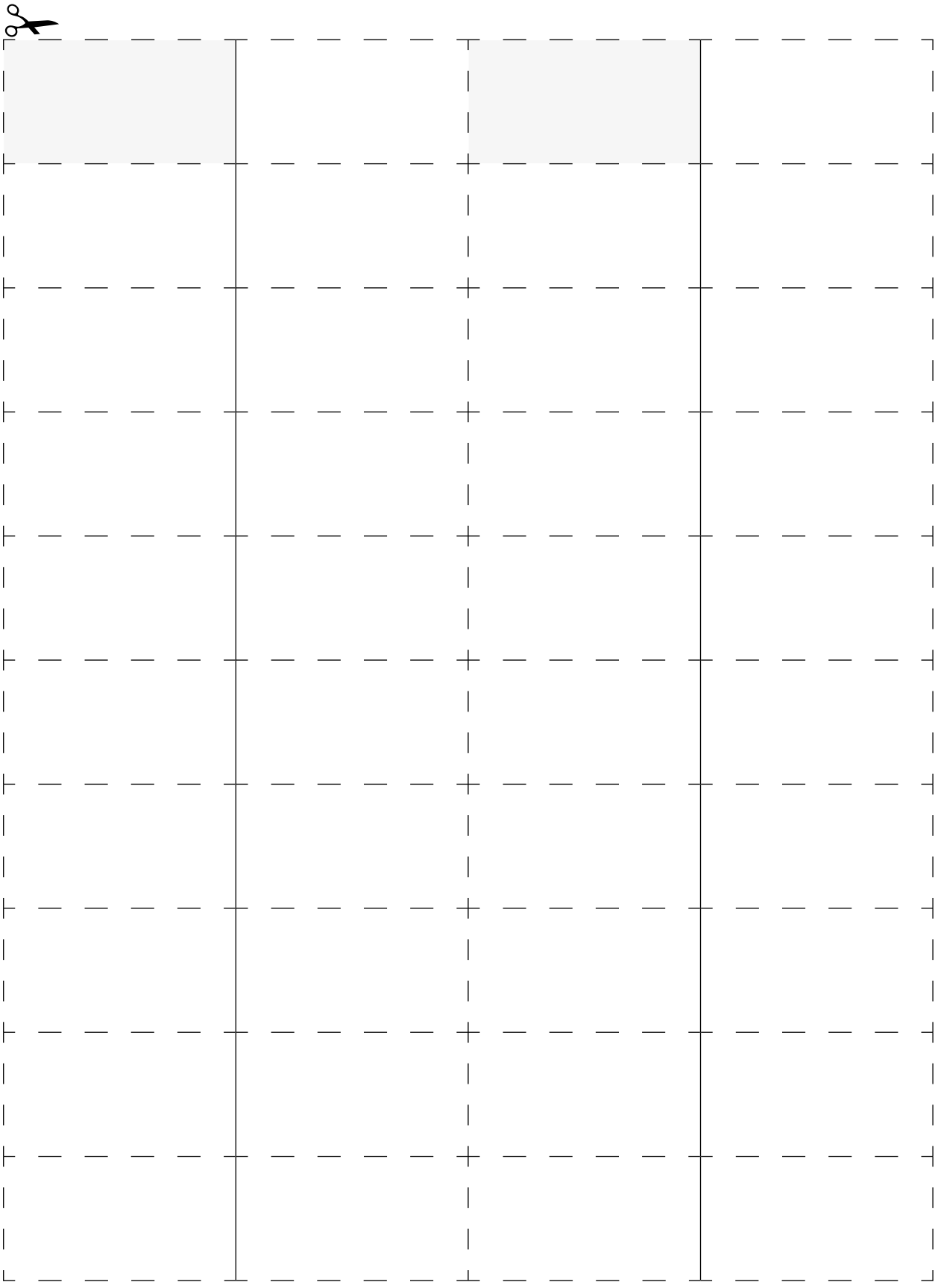
frightening spider	wise owl
slow tortoise	calm lion
beautiful bird	bold bull
nervous mouse	cheeky monkey
naughty puppy	busy hamster
greedy goat	sad cow

Unit 21.7 Suffix dominoes

ive	entertain	ment	end
ing	translat	ion	cap
able	suspi	sion	adventur
ous	happi	ness	wonder
ful	foreign	er	sensit
ive	appear	ance	sensi
ble	sta	tion	gener
ous	embarras	ment	care
ful	wait	er	care
less	mo	tion	act

You may photocopy this page.

Suffix dominoes: blank version



You may photocopy this page.

Unit 21.10 Compound noun Snap

Cards for an 'around town'-themed game

road	sign	shopping	centre
pedestrian	crossing	traffic	lights
car	park	shop	window
rubbish	bin	super	market
bus	stop	cash	machine
parking	space	coffee	shop
sky	scraper	park	bench

You may photocopy this page.

hair	dresser's	cycle	lane
police	officer	high	street
post	box	taxi	stand
play	ground	foot	path
post	office	football	stadium

Possible answers:

road sign
pedestrian crossing
carpark, car window
rubbish bin
bus stop, bus lane
parking space, parking sign
skyscraper
hairdresser's
police officer, police box
postbox, post office
playground
shopping centre, shopping street
traffic lights, traffic sign
shop window
supermarket
cash machine
coffee shop
park bench
cycle lane
high street
taxi stand, taxi sign
footpath
football stadium

Unit 22.5 Context to sketch

Decide on the contexts. When and where could you use these expressions?

absolutely essential

do the right thing

give as good as you get

have a taste

high hopes

highly motivated

make a list

make (any) mistakes

make a point

make up an excuse

push a trolley

take a decision

try something new

utterly ridiculous

wander around

Some suggestions:

Talking about someone difficult	**At the supermarket**	**At a meeting**
give as good as you get utterly ridiculous take a decision do the right thing make up an excuse	push a trolley make a list wander around try something new have a taste	make a point absolutely essential make (any) mistakes highly motivated high hopes

22.6 Talk for a minute

Topic cards:

Working from home	Holidays abroad	Family meals	Trying to keep fit
Voluntary work	Winter hobbies	Cycling near here	Healthy eating

Fixed expressions:

be that as it may	to be honest	no sooner said than done	to all intents and purposes
whether you like it or not	to make matters worse	all of a sudden	to tell you the truth

Collocations:

mixed feelings	do nothing	make up (your/my) mind	take a decision
make time	absolutely imperative	utter chaos	to shed kilos
a kind soul	stand out from the crowd	heavy traffic	a staple diet

Unit 23.8 Idioms in context

Read the email from Kevin to his Uncle George. What is the problem and what does he want?

Dear Uncle George,

How are you? I'm writing to ask you a favour. I know you are a busy man, so I'll [1]**cut to the chase**. I was wondering if I could borrow some money? I'm really stuck [2]**between a rock and a hard place** at the moment: I've got no money and no job. My flatmate left, so I've got to pay all the rent for my flat, and believe me, I'm [3]**paying through the nose for it**! I had an interview today and I think I have a good chance of success. It doesn't pay much, but it's [4]**a foot in the door**. I just need £500 to tide me over until I get paid. Don't worry, I know I've been a bit irresponsible, but I know I'm going [5]**to find my feet** soon.

Many thanks in advance,

Kevin

2. Match the idioms in the email to these meanings. Can you find an idiomatic phrasal verb in the text? What does it mean?

A. Be independent and confident:_____
B. Won't waste time/will tell you what I want to say quickly:_____
C. An opportunity that could lead to better success:_____
D. Paying too much money for something:_____
E. Between two unpleasant alternatives:_____

Answers

A5; B1; C4; D3; E2

Idiomatic phrasal verb: *tide someone over* (= give someone what they need when they are in a difficult situation).

Unit 23.10 Idioms auction: idioms used in discussions and meetings

You are going to take part in an auction. You have £1,000 and you want to buy good idioms. A good idiom is one that doesn't have any mistakes. Work in teams. Find and underline the idioms in the sentences below. As a team, decide:

- Is the idiom correct?
- Do you want to buy it?
- How much are you willing to pay for the idiom?

Correct the incorrect idioms to earn extra cash. The winner is the team with the most correct sentences and the most money at the end of the auction.

Starting amount: £1,000	How much will you pay?	Amount you actually paid	Cash earned
1. Good morning everyone. It's time to start. Let's move the ball rolling.			
2. Excuse me, I'd like to say something. May I have the floor?			
3. I don't usually say much at meetings, but today I'm going to speak my mind.			
4. I don't want to talk for a long time, so I'm just going to tell this in a nutshell.			
5. We don't have much time for this discussion, so I'm going to keep a tight rein on the time.			
6. I don't think we should make a final decision today. I'd like to make our options open until we find out more information.			
7. Well, I agree with you up to a certain point, but I still think it's a bad idea.			
8. Can you believe what she said? I am lost for words!			
9. I don't think we are ever going to agree, so let's just agree to differ.			
10. Well, I don't think we are going to agree on this point, so let's say it's quits.			
Totals			

Answers and notes on meaning:

1. Incorrect: the idiom should be: *Let's get/start the ball rolling* (meaning: *Let's start*).
2. Correct: *May I get/be given/have the floor?* means: *May I say something? / May I have the right to speak?*
3. Correct: *speak one's mind* means: *say what one really thinks.*
4. Incorrect: the idiom should be *(to put something) in a nutshell* (meaning: to say something in a clear, concise way).
5. Correct: keep a tight rein on someone/something means: *control someone/something strictly.*
6. Incorrect: the idiom should be *leave/keep your options open* (meaning: avoid making a decision at the moment so that there is a choice later).
7. Correct: *up to a certain point* means: *to some degree.*
8. Correct: *be lost for words* means: be so surprised that you don't know what to say.
9. Correct: *agree to differ* means: accept that you have a different opinion about something, and decide not to discuss it further.
10. Incorrect: the idiom should be *call it quits* (meaning: decide to stop).

Unit 24.7 Phrasal verb dominoes

Cut out the dominoes to play.

on	look	up	bring	forward	move
on	give	back	stand	up	tell
off	wash	up	eat	out	go
along	run	into	take	off	go
up	come	across	put	on	back
down	break	into	make	off	bring
up	move	on	grow	up	come
into	do	up	try	out	get

You may photocopy this page.

1

2

3

4

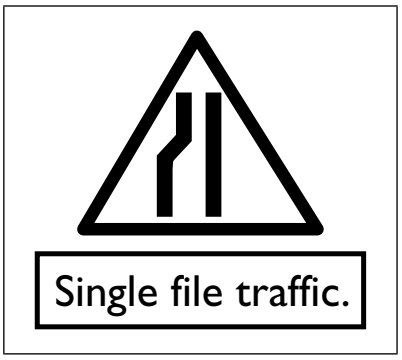
5

6

7

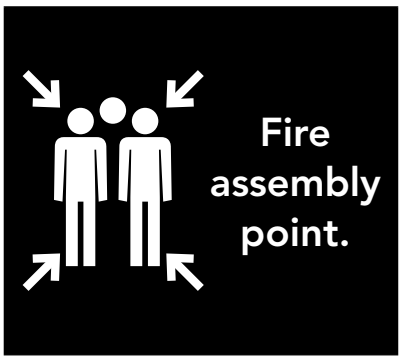
8

9

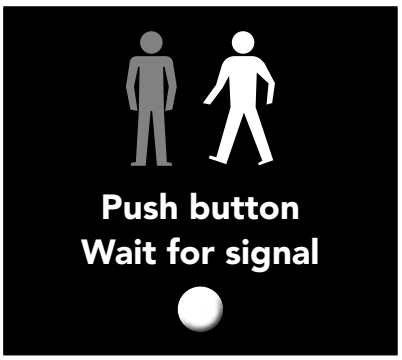


10

11



12



You may photocopy this page.

Suggested answers:

1. Sign in a park or public garden: *Please don't walk on the grass.*
2. Warning on medicine packet: *You shouldn't take more of the medicine than it says on the packet. It might be dangerous.*
3. Sign in a cinema, for example: *You can only eat food you've bought in the cinema. You can't bring your own food.*
4. Sign at a station: *Get off the train here if you want to go to London City Airport.*
5. Sign on a door: *You mustn't put anything in front of this door because it's the way people can get out of the building if there's a fire.*
6. Warning on a packet of pills, a cleaning product container, etc.: *This could be dangerous for children, so keep it somewhere they can't easily reach it.*
7. Sign in the street: *You're not allowed to ride a bike in this area. So, if you're cycling, you have to get off and push your bike.*
8. Sign outside a building: *You can only go in if you work here and you've got permission to go in.*
9. Road sign: *The road is getting narrower, so all the cars have to move into one lane.*
10. Sign in a car park: *You have to buy a parking ticket from the machine and put it in the window of your car so it can be seen. The longest you can park for is three hours.*
11. Sign outside a building: *If there's a fire, or if a fire alarm goes off in the building, this is the place you have to go to wait until it's safe to go back.*
12. At a pedestrian crossing at traffic lights: *You need to press the button and wait for the green man to light up before you cross the road.*

Unit 25.10 Odd word out

Find the odd word out in each sentence. It might be more formal or informal than the rest of the sentence. It might have the wrong connotations for the context.

Explain the mismatch and choose an appropriate replacement.

Example:

Several cops were severely injured in the incident.

Answer: Cops is too informal compared with the more formal words *several*, *severely* and *incident*. Change to *police officers*.

1. I bumped into a couple of acquaintances and we got chatting.
2. We recommend that you wear a waterproof coat and frumpy shoes.
3. BTW, don't forget your student ID. You'll need it to enter uni buildings.
4. Madeleine was incredibly elegant; tall, skinny and always stylishly dressed.
5. The survey estimates that approximately 28% of kids age 5 to 15 are overweight.
6. Like most people, we just want fair remuneration for the work we do.
7. This latest trend for taking selfies from the top of high buildings has been condemned by police as adventurous.
8. Jane's off sick this week. Apparently she's got a respiratory tract infection.

Suggested answers:

1. acquaintances (formal) > friends
2. frumpy (negative connotations) > sensible/comfortable/sturdy
3. enter (fairly formal) > get into
4. skinny (negative connotations) > slim
5. kids (informal) > children
6. remuneration (formal) > fair pay/a fair wage
7. adventurous (positive connotations) > unsafe/irresponsible/foolhardy
8. respiratory tract infection (formal/medical) > sore throat/cough/cold

Units 27.1 & 27.2 Mini reading texts

Text 1

Someone [1]**walked off with** my bike today while I was in a shop on New Street ☹ It was [2]**chained** to a [3]**post** outside but the thief broke the lock. If anyone [4]**spots** the bike in the photo below, please message me or contact the police. Please share this [4]**post**.

1. Match the definitions to **highlighted** words in the text:

To fasten something with a chain _____

To see sth _____

To steal sth _____

A strong thick pole _____

Something published on social media _____

2. Match the words below to **highlighted** words in the text with the same meaning.

Fastened _____

Sees _____

Stole _____

Pole _____

Message _____

Text 2

My sister Alice and I will be [1]**attempting** to complete the Plymouth 10K run on Sunday September 17th. I'm not much of a runner and this will be my longest run ever! As part of this effort, we would love your help in trying to [2]**raise** some money to contribute to Guide Dogs Week. As most of you will know, I worked for Guide Dogs last summer, and have seen [3]**first-hand** the incredible difference that having a dog can make to those living with [4]**sight loss**. These wonderful dogs really are life changers and are entirely [5]**funded** by donations. Please help us support this amazing charity by sponsoring us. No matter how small the amount, it really will [6]**make a difference**! Thank you ☺

1. Match the definitions below to **highlighted** words in the text:

To provide money for sth _____

To try to do sth _____

To collect money for a particular purpose _____

Gained by doing sth yourself _____

The decreased ability to see as well as other people _____

To have a significant, positive effect _____

2. Match the words below to **highlighted** words in the text with the same meaning.

Financed _____

Trying _____

Collect _____

Personally _____

Low vision _____

Help _____

Unit 28.1 Shopping role cards

Shoppers

A.	B.	C.	D.
Have you got …? Do you have …? …, please. Pardon? Thanks. OK, never mind. I need: eggs milk potatoes oil	I'd like …. Could I have …? …, please. Sorry? Thank you. OK, never mind. I need: chocolate flour sugar milk	Do you have …? I'd like …. …, please Pardon? Thanks very much. All right, never mind. I need: eggs milk flour sugar	Could I have …? Have you got …? …, please. Sorry? Thank you. Oh, all right. I need: chocolate bread oil potatoes

Shopkeepers

1.	2.	3.	4.
Can I help you? Anything else? Listen: If you hear: *milk* You say: I'm sorry. Say that again, please. SORRY? If you hear: *potatoes* You say: I'm sorry. Not today.	What can I get you? Anything else? Listen: If you hear: *potatoes* You say: I'm sorry. Say that again, please. SORRY? If you hear: *flour* You say: I'm sorry. Not today.	Can I help you? Anything with that? Listen: If you hear: *sugar* You say: I'm sorry. Say that again, please. SORRY? If you hear: *chocolate* You say: I'm sorry. Not today.	What can I get you? Anything with that? Listen: If you hear: *oil* You say: I'm sorry. Say that again, please. SORRY? If you hear: *eggs* You say: I'm sorry. Not today.

Unit 28.1 Shopping role cards (blank)

Shoppers

A.	B.	C.	D.
Have you got …? Do you have …? …, please. Pardon? Thanks. OK, never mind I need:	I'd like …. Could I have …? …, please. Sorry? Thank you. OK, never mind I need:	Do you have …? I'd like …. …, please. Pardon? Thanks very much. All right, never mind I need:	Could I have …? Have you got …? …, please. Sorry? Thank you. Oh, all right. I need:

Shopkeepers

1	2	3	4
Can I help you? Anything else? Listen: If you hear: You: I'm sorry. Say that again, please. SORRY? If you hear: You say: I'm sorry. Not today.	What can I get you? Anything else? Listen: If you hear: You: I'm sorry. Say that again, please. SORRY? If you hear: You say: I'm sorry. I haven't got that.	Can I help you? Anything with that? Listen: If you hear: You: I'm sorry. Say that again, please. SORRY? If you hear: You say: I'm sorry. Not today.	What can I get you? Anything with that? Listen: If you hear: You: I'm sorry. Say that again, please. SORRY? If you hear: You say: I'm sorry. I haven't got that.

Unit 28.4 Story-building









You may photocopy this page.

Unit 28.10 Debates

Debate the following: 'This house believes that climate change is the most important issue facing governments today.'

Try to use the following words and phrases.

As you listen to the debate, tick the ones you use and the words and phrases your group-mates used.

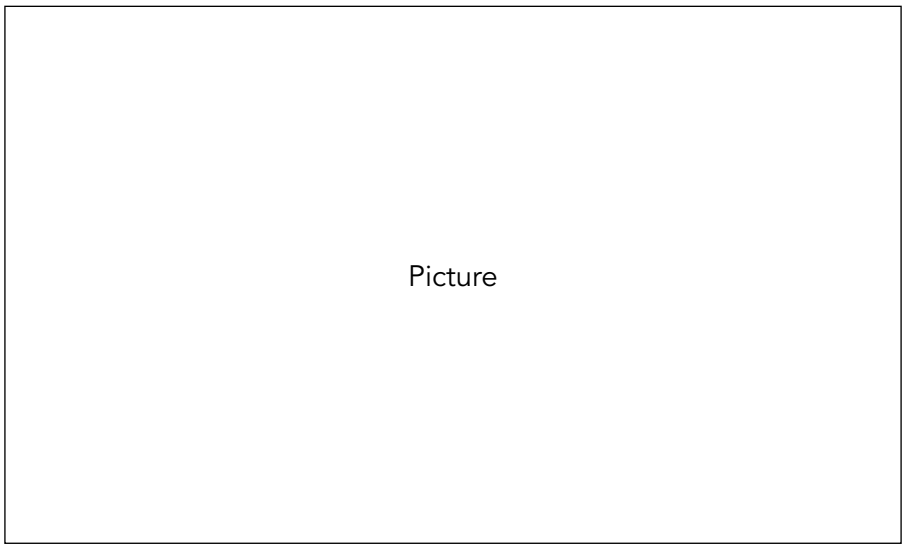
Vocabulary	Me	My team	Our opponents	Chairperson
Fixed expressions / idioms				
the elephant in the room				
neither here nor there				
time and again				
frankly				
to be honest				
undeniable				
it's not rocket science				
Nouns				
evidence				
proof				
research				
statistics				
data				
policy				
law				
guidelines				
regulate / regulation				
predict / prediction				
Verbs				
lead to				
hear someone out				
see something through				
believe in				
give rise to				
end up				
phase out				
cut down on				

You may photocopy this page.

Name of newspaper

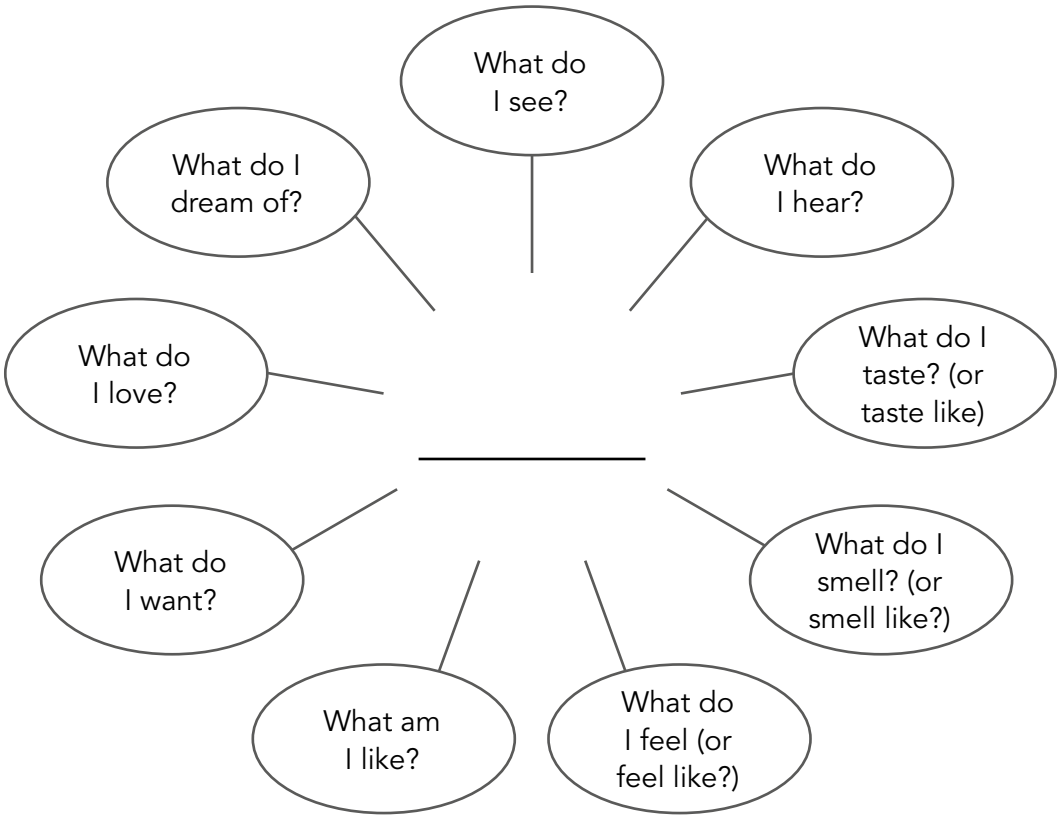
Vol 1, issue 1 **day of the week, month, day, year**

Headline



Unit 29.9 Sense-verb poem

Spidergram:



_____ (title)

_____ is my name [thing, object or person's name]

And I am _____ [adjective]

I am like a _____

I see _____

I hear _____

I taste_____

I smell _____

I feel _____

What do I want?

I want _____

I love _____

And I dream _____

My name is _____
[repeat thing, object or name]

And I am _____
[repeat adjective]

You may photocopy this page.

Unit 30.10 Student videos

In your group, use this sheet to plan your video. For each part of your video, write how long it will be (under 'Time'). Then discuss and make notes about what viewers will see on the screen and what they will hear.

Time	What will you film? / What will viewers see?	What will you say? / What will viewers hear?

You may photocopy this page.

Unit 32.6 Register and phrasal verbs

Rewrite each sentence below using the best equivalent for each of the underlined phrases or phrasal verbs. You may have to change some of the words or verb tenses.

apply / cancel / make sense / dispose of / finished / tolerate / save / investigate / support / each other / begin

1. I don't believe what he says. His story just doesn't add up.
2. If I'm going to pass the exam, I need to get down to studying.
3. I can't put up with my flatmate any more. He leaves the sink full of dirty dishes and never cleans the floors.
4. Let's go and check out that new Chinese restaurant tonight. It got five stars in the review.
5. That job is perfect! I think you should go for it!
6. Wow. We've already run out of crisps. I can't believe we ate them so fast.
7. Let's put some money aside for our holiday next year.
8. Hey! Don't put your rubbish on the street. Throw it away in the bin.
9. They are going to call off the wedding. They had a big argument.
10. If we want to win the competition, we have to stick together.

Answers:

1. His story doesn't make sense.
2. I need to begin studying.
3. I can't tolerate my flat mate any more.
4. Let's go and investigate that new Chinese restaurant tonight.
5. I think you should apply/apply for it.
6. We've already finished the crisps.
7. Let's save some money for our holiday next year.
8. Dispose of it in the bin.
9. They are going to cancel the wedding.
10. … we have to support each other.

Unit 32.9 Board game revision

<table>
<tr><td>patient</td><td>relax</td><td>punctuality</td><td>dedicated</td><td>enthusiasm</td><td>ambition</td></tr>
<tr><td>efficiency</td><td>Give another word form.</td><td>Give a collocation.</td><td>Give a definition.</td><td>Add a prefix or suffix.</td><td>care</td></tr>
<tr><td>create</td><td>Use the word in a sentence.</td><td colspan="2" rowspan="3">1. Place one counter on START and one counter on any instruction.

2. Roll the dice and move both counters clockwise.

3. Use the word and follow the instruction</td><td>Give an antonym.</td><td>perform</td></tr>
<tr><td>motivated</td><td>Cover the word with your hand. Spell it aloud.</td><td>Give a collocation</td><td>responsible</td></tr>
<tr><td>flexible</td><td>Give a definition.</td><td>Use the word in a sentence</td><td>dynamic</td></tr>
<tr><td>confidence</td><td>Say how many syllables and which syllable is stressed.</td><td>Use another word form of the same word in a sentence.</td><td>Give a synonym.</td><td>Give another word form.</td><td>interest</td></tr>
<tr><td>START ↑
← FINISH</td><td>employ</td><td>developer</td><td>impressive</td><td>evaluate</td><td>apply</td></tr>
</table>

You may photocopy this page.

Blank board game

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>Give another word form.</td><td>Give a collocation.</td><td>Give a definition.</td><td>Add a prefix or suffix.</td><td></td></tr>
<tr><td></td><td>Use the word in a sentence.</td><td colspan="2" rowspan="3">1. Place one counter on START and one counter on any instruction.

2. Roll the dice and move both counters clockwise.

3. Use the word and follow the instruction</td><td>Give an antonym.</td><td></td></tr>
<tr><td></td><td>Cover the word with your hand. Spell it aloud.</td><td>Give a collocation</td><td></td></tr>
<tr><td></td><td>Give a definition.</td><td>Use the word in a sentence</td><td></td></tr>
<tr><td></td><td>Say how many syllables and which syllable is stressed.</td><td>Use another word form of the same word in a sentence.</td><td>Give a synonym.</td><td>Give another word form.</td><td></td></tr>
<tr><td>START ↑
← FINISH</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

You may photocopy this page.

Unit 33.6 Exploring pragmatics

Focus on the words and expressions in bold in each short dialogue. What does the speaker mean? Are they being humorous, annoyed, sarcastic, sympathetic? What tone of voice would you expect?

A: I called that new Mexican restaurant and they said they're fully booked for this evening, but they keep a few tables for walk-ins. So we could turn just up, but it might mean a bit of a wait.
B: Oh **forget it**, we're not going to get in, are we? Let's try somewhere else.

A: Did you even see the pictures I posted?
B: Yes, of course I did.
A: Well you never like or comment on my stuff.
B: Oh, **come off it**. Do you know how many times I've posted stuff that you haven't responded to? You do it all the time.

A: That was a really good meal, **even if I do say so myself**.
B: Yeah, it was great. Loved the sauce. What did you put in it?

A: Why don't you ask Ryan to go with you?
B: Hmm. He's a really nice lad, **don't get me wrong**, but we don't really have much in common.
A: Yeah, **fair enough**.

A: Sounds like Alice won't be able to make it for Mum's birthday, so it'll be just me and her for the whole day.
B: **Lucky you**!
A: I know, **tell me about it**! She drives me mad after just a couple of hours.

A: The day after the operation my foot was *so* painful. I didn't know what to do with myself.
B: Oh yeah, **I bet it was**.

A: I guess we're all looking older.
B: Oh god, yeah!
C: **Speak for yourself**!
A: I mean you guys look great, but I'm really noticing it recently.

Answers:

Forget it signals that the speaker doesn't have the patience/can't be bothered to queue up and wants to move onto a different option.

Come off it is a way of disagreeing with the other speaker and introducing evidence that contradicts their point.

Even if I do say so myself is an expression used when you (accidentally) compliment yourself on something you've done (in this case a meal the speaker cooked). The humour shows that the speaker isn't being too serious or boasting.

Don't get me wrong is used to minimise a criticism.

Fair enough signals that you think the previous speaker has made a reasonable point.

Lucky you, in this case, is ironic, showing the speaker understands this isn't a good situation.

Tell me about it emphasises how bad something is.

I bet it was is used here to sympathise. (Note that, depending on context and tone of voice, it can also be used ironically to show disbelief.)

Speak for yourself shows that the speaker doesn't want to be included in the previous comment – here it's humorous.

Unit 33.8 'Varieties of English' quiz

A

Match the words in the box with the pictures. Two to four words (from different varieties of English) match each picture. Do you know which varieties the words are from?

barbie	bobble hat	braai	cookout	flip-flops	munchies	nibbles	parkade	parking garage	parking station	pulutan	thongs	toque

1

2

3

4

5

B

Choose the correct option to complete these sentences about words in different varieties of English.

1. If an Australian describes something as 'ripper', it is:
   a. really awful
   b. really good
   c. very destructive

2. If an American refers to the 'trunk' of a car, they are talking about:
   a. the exhaust pipe
   b. the engine
   c. the boot

3. If an Indian talks about a 'batchmate', they are referring to:
    a. items delivered together in a parcel
    b. a colleague they share a desk with
    c. a person in the same year at school or college

4. If a Scot describes something as 'wee', it is:
    a. small
    b. dirty
    c. belonging to them

5. If an American says they don't like 'scallions', they are talking about:
    a. an animal
    b. a vegetable
    c. a children's game

Answers:

A

1. barbie (esp. Australian), braai (South African), cookout (American)
2. flip-flops (British), thongs (Australian and American)
3. munchies (mostly American), nibbles (mostly British), pulutan (Philippine English)
4. parkade (Canadian), parking garage (American), parking station (Australian)
5. bobble hat (British), toque (Canadian)

B

1. b
2. c
3. c
4. a
5. b (scallions are spring onions)

Unit 34.1 Investigating vocabulary patterns

Look at the sets of examples. What patterns of language can you find that are used with each word in bold? Look for grammatical patterns, prepositions and collocations before and after the key word.

So far he has **revealed** little about his plans.
Each day the research is **revealing** more about the changes that are taking place.
The police refused to **reveal** any information about the suspect.
Alice never **revealed** much about her private life.
How much does your appearance **reveal** about your personality?
The documents **reveal** personal details about several employees.
A city's museum **reveals** so much about its people.
The survey **revealed** some interesting facts about the population.
None of the clips **reveal** too much about the film's plot.
The article **reveals** the truth about the company's recruitment policies.

Young people were encouraged to **participate** in local town hall meetings.
More than 75% of employees have now **participated** in first aid training sessions.
More than 400,000 students were invited to **participate** in the survey.
We want local people to actively **participate** in the decision-making process.
The children **participate** in our interactive workshops.
People from across the neighbourhood **participated** in the one-day community event.
Both students and teachers **participated** in hands-on activities.
Staff have **participated** in numerous fundraising events.

The train drivers' strikes have **resulted** in delays and cancellations.
The closures **resulted** in over 500 workers being laid off.
The changes could **result** in students paying more for tuition.
Reducing levels of pollution will also **result** in significant health benefits.
Misuse could **result** in your card being cancelled.
Some say the new regulations will **result** in higher food prices.
These changes **resulted** in a 50% reduction in serious accidents.

She holds a bachelor's **degree** in Biology from Yale University.
I went back to university to study for a master's **degree** in environmental engineering.
He has a **degree** in political science.
Candidates should have a **degree** in a relevant discipline.
She earned her undergraduate **degree** in Nursing from Montana University.
He got his **degree** in engineering around 30 years ago.
She graduated from Glasgow University with a **degree** in Fine Arts.
I already have a Master's **degree** in education.

Suggested patterns to note:

- **reveal**: *reveal something* ***about*** *something/somebody*; often *reveal* + [information] (*details*, *facts*, etc.); also *reveal* + *little/much/more* + ***about***
- **participate**: *participate* ***in*** + [an activity]
- **result**: *something* (i.e. the cause) *results* ***in*** *something* (i.e. the effect), also *something results* in *somebody/something* ***doing*** *something*
- **degree**: *have/hold/study for/get* (*a bachelor's/master's/undergraduate*) *degree* ***in*** + [subject] ***from*** + [a university].

Unit 36.1 Needs analysis

Name _____

Company _____

Job title _____

What are your main responsibilities? _____

Do you use English at work now? Yes / No

Who do you communicate with in English now? _____

Who do you need/want to communicate with in English in the future? _____

What do you communicate about? (Or what will you need to communicate about?)

_____

How do you usually communicate? (email, phone, face-to-face, etc.) _____

Have you studied English before? Yes/No

Please provide details of any qualifications you have in English.

How much time do you have for studying outside class?

You may photocopy this page.

What do you want to improve on this course?

Rank in order of importance 3 = very important; 2 = important; 1 = not important

	3	2	1
Speaking skills in general			
Language for meetings and discussions in my field			
Reading skills in general			
Reading related to my field			
Writing skills in general			
Writing related to my field			
Listening skills in general			
Listening related to my field			
General vocabulary			
Vocabulary specific to my field			
Grammar			
Pronunciation			
Presentation skills			
Language for negotiation			
Language for meetings			
Language for socialising/networking			

What else would you like to learn in the course?

Is there anything else you would like your teacher to know?

You may photocopy this page.

Unit 37.2 EAP: general and academic uses of words

table	Just leave the books over there on the _____.	The _____ below shows the frequency with which each name appears in the database.
address	You need to fill in your name, _____ and telephone number.	Smith _____ the issue of negative workplace culture.
project	His latest _____ is building a new shed in the garden.	Student numbers are _____ to increase by 20% in the next five years.
exercise	I really need to do more _____.	Some learners feel they are unable to _____ control over their learning.
question	Do you know the answer to _____ five?	Ellis _____ the usefulness of such regular testing.
employ	The company _____ over 200 staff.	A range of techniques were _____ to collect the data.
mean	What does this word _____?	The _____ age of the participants was 22.6 years.
contract	Johnson has signed a new 5-year _____ with the club.	The wood expands and _____ depending on the temperature and humidity.
study	She's _____ engineering at university.	Recent _____ have shown that this part of the brain does not fully develop until the mid-20s.
field	We had to walk across a _____ of cows.	This technology has revolutionised the _____ of cancer research.

Answers:
table: table, table
address: address, addresses/addressed
project: project, projected
exercise: exercise, exercise
question: question, questions/questioned
employ: employs, employed
mean: mean, mean
contract: contract, contracts
study: studying, studies
field: field, field

Unit 37.3 Being precise

Replace the highlighted words in each sentence with a more precise alternative. You may need to make other small changes to the sentence.

1. The British Museum has a collection of historical **things** that totals more than 8 million.
2. Data security has become of particular concern within the banking industry as **lots more people** have opted to bank online.
3. Currently, the vaccine is in the form of an injection which has to be **given** by a qualified medical practitioner.
4. The internet **lets** students access a much wider range of information than ever before.
5. According to some estimates, only around 20% of those affected in the region are currently **getting** aid.
6. Under copyright law, it is essential to **get** permission to reuse either text or images in this way.
7. The discovery of penicillin was a **big** breakthrough in the history of medical science.
8. The scores for the participants in this group were only **a bit** higher than for those in the control group.

Suggested answers:

1. artefacts / objects / exhibits
2. an increasing number of customers / many more customers
3. administered
4. allows students to access / enables students to access
5. receiving
6. obtain / secure
7. major / significant
8. slightly / marginally / fractionally / a little

Unit 37.4 EAP perspectives

academic	international
anthropological	legal
biological	linguistic
clinical	methodological
contemporary	philosophical
cultural	political
demographic	practical
ecological	psychological
economic	religious
educational	scientific
engineering	sociocultural
ethical	socioeconomic
feminist	sociological
financial	technical
geographical	theoretical
global	traditional
historical	Western
ideological	

Unit 38.2 Phonics chart

Say the words in each row to help you remember the sounds and add your own words.

Sounds	Words with these sounds	Your words with these sounds
/ɪ/	th**i**s, s**y**mbol, d**i**sh	
/iː/	**ea**t, f**ee**l, thr**ee**	
/æ/	c**a**t, f**a**t, **a**t	
/ɑː/	f**ar**, c**ar**, b**ar**becue	
/ɒ/	h**o**t, n**o**t, d**o**t	
/ɔː/	**or**, p**ou**r, l**aw**	
/ʌ/	**u**p, c**u**t, sh**u**t	
/ʊ/	b**oo**k, sh**ou**ld, d**u**ll	
/uː/	sh**oe**, m**oo**n, n**ew**	
/e/	h**ea**d, d**e**sk, s**ai**d	
/ə/	b**a**nan**a**, hott**er**, c**o**mpute	
/ɜː/	n**ur**se, **ea**rn, h**er**,	
/ɪə/	h**ea**r, h**er**e, p**ee**r	
/eɪ/	m**ay**, c**a**ke, n**eigh**bour	
/ʊə/	p**ure**, f**ewe**r, t**ou**rist	
/ɔɪ/	b**oy**, v**oi**ce, h**or**se	
/əʊ/	phone, m**oa**n, s**ew**n	
/eə/	c**are**, h**air**, whe**re**	
/aɪ/	m**y**, b**i**ke, **eye**	
/aʊ/	t**owe**l, **ow**l, f**ou**l	
/p/	a**pp**le, **p**en, u**p**	
/b/	a**b**ove, ra**bb**it, sta**b**	
/t/	**t**in, a**tt**end, danc**ed**	
/d/	**d**ive, ai**d**, play**ed**	
/tʃ/	**ch**air, wat**ch**, pi**ct**ure	
/dʒ/	vi**s**ion, cour**g**ette, mea**s**ure	
/k/	**k**ey, ba**k**ed, fa**c**t	

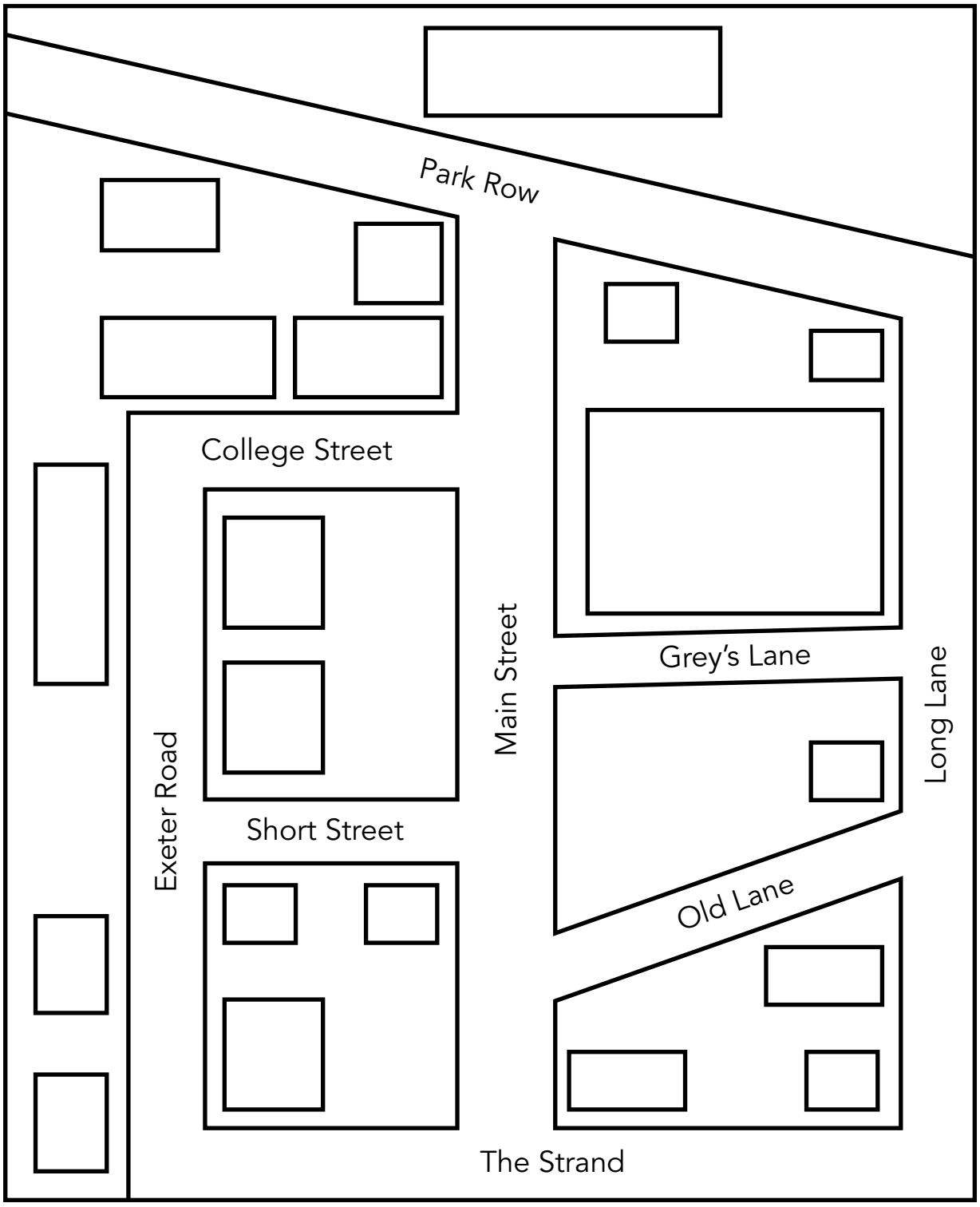
You may photocopy this page.

/g/	**g**o, ba**g**, bur**g**er	
/f/	**f**ly, o**ff**, sur**f**er	
/v/	**v**an, dro**ve**, e**v**er	
/θ/	**th**ought, **th**ank, wi**th**	
/ð/	**th**is, mo**th**er, **th**en	
/s/	**s**ee, **c**ircus, gla**ss**	
/z/	**z**oo, bu**zz**er, squee**ze**	
/ʃ/	**sh**ip, **sh**ow, ten**s**ion	
/ʒ/	televi**s**ion, plea**s**ure, lei**s**ure	
/m/	**m**an, le**m**on, da**m**	
/n/	**n**ice, a**n**agram, do**n**e	
/ŋ/	ri**ng**, u**n**cle, sa**ng**	
/h/	**h**elp, mis**h**eard, **h**ome	
/l/	**l**ong, re**l**y, we**ll**	
/r/	**r**ead, ho**rr**ible, hai**r**y	
/w/	**w**ise, **w**indow, re**w**ind	
/j/	**y**ellow, **y**ak, **Y**ork	
/ks/	fo**x**, soc**ks**, bo**x**es	

Unit 40.7 Collaborative maps

Choose some of the squares marked on the map to place your objects. Decide what you want them to be but do not write on the map.

Give directions to your partner to help them build your town.



Unit 42.2 Dictionary alphabet search

Use a learner dictionary to find the answers to the questions.

1. What are the first and last words in the dictionary?
2. Which letter of the alphabet has the most entries?
3. Which letter of the alphabet has the fewest entries? How many entries does it have?
4. Which word has the greatest number of different meanings/uses?
   Hint: Try *get*, *go*, *set*, *run*, *like*, *make*.
5. Are all the words in the dictionary starting with q followed by the same letter?
6. How many words begin with:
   a. ph-
   b. psy-
   c. str-
   d. scr-
7. How many words start with the same vowel twice (aa-, ee-, ii-, oo-, uu-)?
8. Find three words with 12 letters or more.

Answers:

The answers will vary between different dictionaries, but below are some likely answers.

1. First *a*; last probably *zygote* or *zzz*
2. Probably S, followed by P/C
3. Probably X (usually less than one full page)
4. *set* and *run* are likely to have the highest number, depending on the dictionary and how you count senses, phrases, phrasal verbs, etc. In the OED, *set* used to have the most senses, but it's recently been overtaken by *run* (as new senses have been added).
5. Mostly, although some dictionaries will include abbreviations (*QED, QR code, QWERTY*) and some words from other languages (*Qabalah, Qatar/Qatari, qiblah*).
6. These will vary – point out the pronunciation of *ph-* /f/ and *psy-* /saɪ/
7. Possible answers: *aardvark, aargh, aah, eek, eel, eerie (eerily, eeriness), oo-er, oops, oodles, ooh, oompah, oomph, oolong, ooze, oops-a-daisy*
8. Lots of possible answers (including *alphabetical*)

Unit 42.3 Dictionary features quiz

Look up the words in **bold** in a dictionary to find the answers to the questions.

1. What's the past simple form of the verb **creep**?
2. What's the plural form of the noun **crisis**?
3. How many different pronunciations can you find for the word **row**?
4. Do we usually say **popcorns**? Why/why not?
5. How do American English speakers usually spell the word **catalogue**?
6. What might an American speaker call a **drawing pin**?
7. Is it polite to describe someone as a **cripple**?
8. What's a **bunny**? Who might use this word?
9. Which meaning of the word **table** is most common? How do you know?

a.

b.

10. Do we usually say *get* a **cold**, *take* a **cold** or *catch* a **cold**?
11. Do we usually say someone has the **ability** to do sth or the **ability** of doing sth?
12. What does **symmetrical** mean?
    a. Give an example of something that's symmetrical.
    b. What's alternative spelling/form of the word symmetrical?
    c. What word means the opposite of symmetrical?

Answers:

1. crept: usually shown at the top of the entry or click on the word forms/verb forms button
2. crises: also shown at the top of the entry or click on the word forms button
3. /rəʊ/ noun (= a line of sth) and verb (= move a boat); /raʊ/ noun (=argument or noise) and verb (= argue). Most dictionaries will show these as completely separate entries, typically marked row[1] (noun and verb) and row[2] (noun and verb).
4. popcorn is an uncountable noun, so it isn't usually used in the plural form. This is shown by a dictionary label *uncountable*, *uncount* or *U.*
5. catalog: usually shown in a British dictionary as *US/AM/North American English also catalog.*
6. thumb tack

7. No, in most dictionaries the word has an *offensive* (and often an *old-fashioned*) label or the definition describes it as 'an offensive/insulting word for …'
8. A child's word for a rabbit
9. b (the piece of furniture) is the most common meaning and will be shown first in any dictionary entry
10. Get and catch are possible, not take: collocations are usually shown in example sentences or there may be a collocations box. Remember that students will need to check the noun sense, not the adjective.
11. Ability to do sth: usually shown in dictionary examples and often highlighted in bold
12. a. students' own answers
    b. symmetric: is another possible spelling/form that may be shown at the top of the entry (also symmetric)
    c. asymmetrical: may be shown as an opposite or antonym at the end of the entry

Unit 44.8 Exploring phrases using corpus tools

A. Variable phrases

Many phrases in English have one word that can change, for example *in this way, in a way, in many ways, in one way*, etc. Search for the phrases below and note down the most frequent words that can fill the gap.

1. a _____ deal of
2. at _____ moment
3. have a _____ time
4. in _____ case(s)
5. in the _____ future
6. no matter _____
7. see you _____
8. something to _____
9. on a _____ basis

B. black and white

Many pairs of words are commonly used together in a particular order. So, we usually say black and white, not ~~*white and black*~~. These are called *binomial pairs*. Search for the pairs of words below to check which order is most typical.

Note that some pairs are almost always used in one order, but some pairs may be possible both ways.

Example: black white (and)

a. Search for the phrase 'black and white'. Note down how many examples you find.

b. Search for the phrase 'white and black'. Note down how many examples you find.

1. cause | effect (and)
2. family | friends (and)
3. differences | similarities (and)
4. drink | food (and)
5. against | for (and)
6. live | work (and)
7. less | more (or)
8. answers | questions (and)
9. false | true (or)
10. cons | pros (and)

Unit 46.2 Black-and-white images

Unit 46.5 Find your picture partner

You may photocopy this page.

Unit 46.6 Speedy flash

You may photocopy this page.

Unit 46.7 Half-pictures

You may photocopy this page.

46.8 Cropped, masked and filtered photos

You may photocopy this page.

A full colour version of this material is available at https://www.myetpedia.com/appendix-materials/

1. Lexical sets

Set 1 (clothes)

a jacket
You need: a dress, a shirt, a pair of socks

a dress
You need: a jacket, a shirt, a pair of socks

a shirt
You need: a jacket, a dress, a pair of socks

a pair of socks
You need: a jacket, a dress, a shirt

Set 2 (fruit)

an apple
You need: a banana, a strawberry, an orange

a banana
You need: an apple, a strawberry, an orange

a strawberry
You need: an apple, a banana, an orange

an orange
You need: an apple, a banana, a strawberry

You may photocopy this page.

A full colour version of this material is available at https://www.myetpedia.com/appendix-materials/

Set 3 (transport)

a train
You need: a motorcycle, a car, a bus

a car
You need: a motorcycle, a train, a bus

a motorcycle
You need: a train, a car, a bus

a bus
You need: a motorcycle, a train, a car

Set 4 (computer)

a screen
You need: a keyboard, a mouse, a printer

a printer
You need: a keyboard, a screen, a mouse

a keyboard
You need: a screen, a mouse, a printer

a mouse
You need: a keyboard, a screen, a printer

Unit 49.5 Don't get caught out

This set of cards is suitable for intermediate and upper-intermediate students. Laminate, cut out and shuffle the cards. Give 50 cards to each team, face down.

ice cream	fall in love	honest	hobby	website
family	go shopping	happy	hiking	drummer
film star	believe	green energy	China	weekend
football player	keep fit	fruit and vegetables	Australia	record an album
taxi	play tennis	junk food	United Kingdom	borrow

You may photocopy this page.

comedy show	tell a joke	young	rap music	go on holiday
sheep	listen to music	purple	dance	remember
vegetarian	cry	popular	entertainer	forget
reality TV	recommend	worldwide	sailing	funny
information technology	meet friends	national	jump	angry

loudly	brave	pick up	quietly	driving
relaxing	watch a film	football coach	lorry driver	passionate
December	cellphone	send a text	a CV	apply for a job
salty	give up	stressful	afternoon	pay the bill
Peru	win an award	speak English	recharge the battery	global warming

write an essay	cup of coffee	amazing	New York City	passport
buy a house	rent a flat	WiFi	digital camera	eat breakfast
spend money	dangerously	suitcase	check in	sick
sunglasses	traditional	modern	sell	disappear
credit card	exchange	give feedback	5-star	Olympic games

You may photocopy this page.

Write your own ten tips

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

You may photocopy this page.