

6 Vocabulary

A Warm-up

- 1 Work in pairs or groups. Brainstorm as many words you can think of that relate to the topic of *gardening*. You have one minute.
- 2 Compare your words with those of another group. Identify how many you had that were the same and how many were different.
- 3 Decide if it is possible to make connections between any of your words. For example, if you had *tree* and *leaf*, you could say that *a leaf is a part of a tree*; *flower* and *pot* can combine to make *flowerpot*.

B Lexical meaning

Read the following text. Identify any words that you brainstormed in A. Then answer the questions.

Operation Tree Salvage

To know a good pruning job from a bad one it is necessary to understand a few principles of tree growth. First of all, a tree, like all plants, is a living organism. We know that it manufactures its own food in the leaves. Raw materials, water and minerals, taken in by the roots, are transported up to the leaves and there, in the presence of sunlight and chlorophyll (green matter), are converted to simple food. These in turn flow back through the tree, nourishing growing cells throughout the plant. This intricate transportation system and a layer of active growth cells lie just beneath the bark. There are a number of theories on the forces that put this system into motion. However, for our purposes it is evident that the foliage of the tree is essential to this process. It stands to reason then that we can't just lop off all the major branches of a large tree and expect it to survive.

Granted that in some cases pruning will have to be severe, but if it is done properly the tree will have a chance to live. When a large branch is cut off and a stub is left, the growth processes stop in the projected stub, but continue their natural course of flow at its base in the parent branch. Each year as the tree grows it rebuilds a new growth ring around the stub. This is noted as a swelling, and will continue to grow in size each succeeding year. In the meantime, the dead stub is exposed to the elements and begins to rot away. In time it will decay back to the stem or trunk and be sloughed off and the original wound may close over with new growth rings. Usually before this happens, the organisms causing decay of the stub enter the main stem and begin their slow but deadly work there, so that in time the entire tree may become decadent.

Pat Gallavan, 1959

2 – Language analysis and awareness

- 1 Match the sets of words (1–5; underlined in the text) with the term that describes their relationship (a–e).

words	relationship
1 <i>to survive, to live; leaves, foliage; rot, decay</i>	a antonyms (opposite meaning)
2 <i>good, bad; living, dead</i>	b word family (words that share the same root)
3 <i>living organism; raw materials</i>	c lexical set (words that are thematically related, or that form parts of a larger unit)
4 <i>grow, growing, growth; decay, decadent</i>	d synonyms (same or similar meaning)
5 <i>leaves, roots, branch, bark, trunk</i>	e collocations (words that commonly occur together)

- 2 Find more examples of each category in the text.

C Word formation

In English, new words can be formed by combining old ones – a process called ‘compounding’, or by adding prefixes and suffixes (such as *pre-* or *-less*) – a process called ‘affixation’. Some words in fact comprise more than one word: they take the form of multi-word units (also called ‘chunks’). Phrasal verbs are a kind of multi-word unit composed of a verb and a particle, e.g. *down, in, over*.

- 1 Match the modes of formation (1–4) with the examples from the text (a–d).

1 compounding (= putting two or more words together to make one)	a <i>cut off, close over, rot away</i>
2 affixation (= adding prefixes or suffixes)	b <i>sunlight, meantime</i>
3 multi-word unit (chunk) (= two or more words that have one complete meaning)	c <i>organism; transportation; rebuilds</i>
4 phrasal verb (= verb plus particle, having one complete meaning)	d <i>first of all; in the meantime; in turn</i>

- 2 Phrasal verbs, such as *cut off*, are a common feature of English. They cause learners problems, both of meaning (they are often idiomatic) and form (there are constraints on the way their components can be sequenced).

6 Vocabulary

Below are some examples of phrasal verbs in context (taken from the Cambridge Corpus¹). The parts of the phrasal verbs are underlined. Use the examples to complete the table.

Phrasal verb	Idiomatic		Syntax	
	yes	no	parts are separable	parts are not separable
<i>set off</i>				
<i>give back</i>				
<i>look after</i>				
<i>get on</i>				
<i>knock over</i>				
<i>make up</i>				

In June 1990, 18 children and 48 volunteers set off for Trail's Edge.

And what time did you set off? 'At half past ten this morning.'

I set off at four o'clock: it took me half an hour to get through.

He felt he wanted to give something back to the Health Service.

In 1969 John Lennon gave back his MBE as a protest over Biafra and the Vietnam war.

Then he signed my card and gave it back to me.

Because we lived in my mother's flat, she could look after my baby a lot of the time.

And I also had a child, and I had to look after her at the time.

Of course you would have your aunty there to look after you.

They didn't get on, she and Gwen, and they had nothing in common.

How did you get on with the local people?

What happened was that Roger and I never got on really.

He reached for his glass and knocked it over.

I managed to knock over the bucket with the mop.

One of the boys had knocked a table over on his way to the bathroom.

They made up a story about some tycoon making a big cash withdrawal.

That's not actually true – I just made it up.

Any historical novelist seeking authenticity does not make the facts up.

2 – Language analysis and awareness

D Vocabulary focus

- 1 Study these three coursebook activities. Identify the aspect of lexical meaning or word formation that each one targets.

a

Vocabulary and Speaking*make and do*

- 1 a** Work in pairs. Do we use *make* or *do* with these words/phrases? Then check in **VOCABULARY 6.1** p141.

the cleaning a decision a course a mistake
 homework money friends nothing exercise
 the washing-up a noise the shopping dinner
 some work the washing a degree an excuse
 someone laugh/cry an exam up your mind
 the housework progress a cake an appointment
 someone a favour a mess of something

do the cleaning make a decision

- b** Work in pairs. Take turns to test each other.

a decision

make a decision

face2face Intermediate

b

- a** Read about William and his change of lifestyle. What part of his life does he change?

William was working as a **legal** adviser. He was an **experienced** and **responsible** employee with **regular** working hours. But he was bored. He was not a **patient** man either and wanted to change his life before it was too late. So he handed in his notice, and explained in a **formal** and **polite** manner that he was not **satisfied** with his situation. He then started working for himself as a gardener and discovered that it was even better than **expected**. He enjoyed working outdoors, he loved seeing all the wildlife around him, and he felt like a very **fortunate** man. He was happy that he had been **honest** with himself and followed his heart.

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- b** Look at the adjectives in bold in the text. Add the opposite of the adjectives in the correct place in the table. Use a dictionary to help you.

un-	in-	im-
ir-	il-	dis-

Empower B2

c

WordWise

Expressions with way

- 1** Look at these sentences from the unit so far. Complete them with the phrases from the list.

the way | the same way | in my way
on my way | one way or another | way too

- Twitter allows people who think _____ to get together.
- Liam, you're _____. I can't see the screen.
- I was _____ to meet you when I saw a TV cameraman.
- This is _____ difficult. I hate guessing.
- How is Twitter changing _____ we do things?
- I don't know how but I'm going to fix the situation _____.

- 2** Which phrase in Exercise 1 means:

- | | |
|-----------------------|------------------------|
| 1 in a similar manner | something else |
| 2 very / really | 5 the manner or method |
| 3 coming | 6 from one perspective |
| 4 between me and | |

Think B2

- 2 Work in pairs. Decide how you would follow up each of these activities in class.

2 – Language analysis and awareness

E Lexical difficulty

- 1 Work in pairs. Decide which of these words in the text in B might cause learners difficulty in understanding. Give reasons.

bark *chlorophyll* *lop off* *parent* *pruning* *stub* *sunlight*

- 2 Choose up to five words in the text that you would pre-teach before giving it to a class of upper-intermediate students to read.
- 3 Discuss what factors determined your choice of words.

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *synonym, antonym*
- *collocation, lexical set*
- *compounding, affixation, prefix, suffix*
- *phrasal verb, multi-word unit, chunk*

REFLECTION

Find a text, either authentic or in the coursebook you are using, and choose an area of vocabulary in the text that you could focus on. For example, a lexical set, collocation, multi-word units, etc.

How would you use the text for this purpose? Consider:

- a How would you check understanding of the items?
- b How would you provide practice of the items?

Reference

Gallavan, P. (1959). *Operation Tree Salvage*. The Green Thumb, Colorado Forestry and Horticulture Association, recovered from <https://www.gutenberg.org/files/59948/59948-0.txt>

7 Teaching vocabulary

A Warm-up

- 1 Imagine you are going to travel to a country where you do not speak the language. How are you more likely to prepare?
 - a by learning some words and phrases
 - b by studying the grammar rules of the language

Explain your choice.

- 2 Look at the quote from David Wilkins. To what extent do you agree with him?

The fact is that while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.

David Wilkins, 1972

- 3 Compare your answers to 2 with the other members of your group.

B Meaning, form and use

- 1 Your trainer will teach you a word from another language. What do you need to know about the word to be able to use it when speaking? And what about when writing?
- 2 What information will learners need about nearly every word or phrase they learn? What information will they sometimes need?
- 3 What are the implications of the above for learning and teaching?

2 – Language analysis and awareness

C Presenting techniques

- 1 Look at the teaching techniques listed below. For each one say whether it primarily focuses on form, meaning or use.

	Teaching technique	focus on form, meaning or use
1	the teacher shows pictures, realia or uses mime	
2	the teacher uses definitions	
3	the teacher uses translation	
4	the teacher uses word relationships (e.g. <i>it means the opposite of...</i> , <i>it's a type of...</i> , <i>it's a part of...</i>)	
5	learners repeat the word or phrase	
6	the teacher writes the word or phrase on the board	
7	the teacher indicates the stress pattern on a word after writing it on the board	
8	the teacher provides additional information (e.g. <i>this word is very informal</i>)	
9	the teacher highlights the use of new vocabulary in context (e.g. by showing an authentic piece of communication, such as a video clip)	

- 2 Which techniques have you used in your own teaching?
- 3 Which techniques would you use to teach these groups of words?
- Group 1 (elementary class): *grape, plum, strawberry, cherry*
- Group 2 (pre-intermediate class): *to dig, to paint, to saw, to hammer*
- Group 3 (intermediate class): *a pet, to put down (a pet), to vaccinate, a vet*
- Group 4 (upper-intermediate class): *alone, lonely, solitude, isolated*

D Eliciting vocabulary

- 1 Eliciting new language can help teachers gauge and respond to their learners' knowledge in a student-centred way. Look at a–e below. Which pieces of advice do you consider to be helpful for a new teacher when eliciting? Compare your ideas with a partner.
- a Try to trick the learners or they will find it too easy.
 - b Plan how you will elicit things before the lesson.
 - c Ensure eliciting is as simple and quick as possible.
 - d Make sure you elicit everything – never give in and just tell the learners.
 - e If the learners don't get the word quickly, try giving them the first sound of the word.
- 2 How would you try to elicit the following words?
- a a watch
 - b a game show
 - c a hurricane

7 Teaching vocabulary

- 3 Complete this summary about eliciting new language. The first and last letters of the missing words have been given to you.

It is good to i_____e learners when presenting new language. However, there is also nothing wrong with teachers g_____g learners information sometimes. If you e_____t new language, make sure it is done q_____. Be p_____d to tell learners what something means, rather than create an elaborate g_____g game!

E Checking understanding

- 1 Even after a focus on meaning, teachers sometimes need to check that learners have understood. Look at the following techniques. Talk to a partner about the strengths and weaknesses of each.
 - a The teacher asks a learner to translate the word (or phrase) into their own language.
 - b The teacher monitors how words are used in a subsequent activity.
 - c The teacher asks, 'Do you understand?'.
 - d The teacher asks the students to use the word in a sentence.
 - e The teacher asks short, easy-to-answer questions. For example: 'If you are *furious*, are you a little bit angry, or very angry?'.
- 2 A teacher has just taught the word *shoplift*, and given the example sentence 'The kids were caught shoplifting sweets'.
She then asks:
 - a Did the kids pay for the sweets?
 - b Is this a crime?
 Work with a partner and discuss the following questions.
 - i Why does the teacher ask these questions?
 - ii Answer questions a and b.
 - iii What do you notice about the answers?
- 3 Imagine you are teaching the words and phrases in bold in the following sentences. What questions would you ask to clarify understanding?
 - 1 She picked up her **briefcase** and left.
(The teacher is worried that the word will be confused with 'suitcase'.)
 - 2 The car was **a write-off** after the accident.
(The teacher is concerned that learners will not understand the scale of the damage.)
 - 3 Houses are often more expensive near the **coast**.
(The teacher is concerned that the word will be confused with 'border'.)
- 4 Work in a small group. Discuss when you think it is useful to use questions such as those in 2 and 3 above, and when you think it is not useful. Be ready to report your ideas back to the class.

2 – Language analysis and awareness

F Practising techniques

- 1 A teacher has just presented a set of vocabulary relating to transport. Here are some practice activities. Do you think they are all useful? What are the differences between them? Share your ideas with your group.

- 1 The learners discuss transport problems and developments in their own countries.
- 2 Learners work in small groups. The teacher gives each group a set of cards with one of the target words written on each card. One learner must take a card and can use mime, drawings, definitions, relationships with other words, or any other means to elicit the word from the other members of her group.
- 3 The teacher prepares a gap-fill exercise and the learners have to complete the gaps with one of the target words. For example: 'When the _____ turns red, you have to stop!' (Answer: traffic light).
- 4 The learners work in pairs to write a short dialogue, in which they have to use a minimum of four of the new words and phrases.
- 5 At the beginning of the following lesson, the teacher re-elicits the words and phrases taught.

- 2 Look back at the groups of words in C3 (above). How would you practise them with learners?

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *eliciting*
- *form, meaning, use*
- *concept checking*
- *collocation*
- *recycling*

REFLECTION

You are teaching an intermediate class that shares the same L1 and are at around B1 level of English. The learners tell you that they would like to learn more vocabulary. They mention topics such as money, going out for dinner, and environmental issues.

Work in groups. Choose one of the topics the learners requested and plan:

- five or six items you would teach
- what information the learners will need about each item
- how you could convey the meaning of the words
- how you could make both the spoken and written forms clear
- how you could check that the words have been understood
- how you could provide practice of the new items

Reference

Wilkins, D. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.