

# how to ... activate vocabulary

- 1 What do we mean by 'vocabulary'?
- 2 Why does vocabulary need to be activated?
- 3 'Exercise' versus 'activity'
- 4 Activity types

## 1 What do we mean by 'vocabulary'?

In **natural English**, vocabulary development is prominent in a number of places. For instance:

- glossaries highlight key lexical items in all of the written and spoken texts
- lexis is the basis of the five or six **natural English** boxes in each unit
- there is a separate section in each unit for vocabulary building called **wordbooster**
- there are additional exercises and activities devoted to vocabulary development in each unit.

Vocabulary is often grouped in different ways for teaching purposes.

### topic areas

Individual words have been organized within a particular topic area and sometimes linguistically as well. For example:

- adjectives describing transport and journeys, e.g. *safe, dangerous, frustrating, unreliable*
- music vocabulary, e.g. *group, orchestra, conductor, lead singer, solo artist*.

### collocations

Even with individual words, further practice activities usually illustrate how the selected items often collocate in a wider sense; they may not be adjacent pairs but they often co-occur in certain contexts, e.g. Simon Rattle was the *conductor* of the Birmingham Symphony *Orchestra*; buses are *unreliable* in big towns, and this can be very *frustrating*.

### lexical collocations

Most of the time though, the focus is on adjacent collocation and longer lexical phrases, reflecting the now widely-held view that much of our language consists not of individual words combining uniquely in each utterance we make, but of combinations of smaller or larger chunks of language which recur frequently and fairly predictably. Typical lexical collocations include:

- verb + noun, e.g. *join a club, do a degree*
- adjective + noun, e.g. *great fun, loud music*
- adverb + adjective, e.g. *happily married, incredibly easy*.

### grammatical collocations

There are also combinations often described as grammatical collocations:

- verb or adjective + preposition, e.g. *depend on, interested in*
- preposition + noun, e.g. *for a while, in my twenties / thirties*
- verb + particle, e.g. *pick sth / sb up, get on with sb*
- noun + noun and compound nouns, e.g. *television programme, bus stop, swimming pool*.

### lexical phrases

Lexical phrases – sometimes whole sentences – can be fairly fixed, e.g. *never mind, that's a pity*; or they can allow significant variation, e.g. *to a great / large / limited / lesser / some extent*. Phrases can also be idiomatic, i.e. they are difficult to understand from the constituent parts, e.g. *break the ice, for the time being*; or they can be fairly transparent, e.g. *at first, the whole thing*. It is just as important for learners to 'notice' and practise this second group of fairly transparent phrases. The same concept may be expressed in a different way in the learner's first language, but even if it is expressed in the same way, the learner still needs to know this is the case by having it pointed out.

These are examples of phrases included in the intermediate level of **natural English**.

*Never mind.*  
*That's a shame.*  
*Nice to meet you.*  
*Excuse me, is anyone sitting here?*  
*Does it take long to get there?*  
*That sounds (great / awful / interesting).*  
*(It / That) doesn't (really) appeal to me.*  
*There's something wrong with the (TV / cooker / phone).*  
*I'm thinking of (going to Australia / doing French).*  
*The most important thing is to (stay calm / keep warm).*  
*I don't know much about (architecture / cookery / hypnotism).*  
*(Swimming, riding,) and that sort of thing / and things like that.*  
*I'm not too keen on (tennis / rock music / prawns).*  
*Shall we go on to (the next one / number 3)?*

### think!<sup>1</sup>

Look at the phrases in **bold** below. Write down two or three of the most likely words that could go in each gap. Do you think these phrases are suitable for intermediate level, or not?

- 1 We **had a** \_\_\_\_\_ **time** in Paris.
- 2 It was terrible – **the whole thing was a** \_\_\_\_\_.
- 3 They **had no** \_\_\_\_\_ **but to** wait for the next bus.
- 4 The course was **a waste of** \_\_\_\_\_.
- 5 I didn't need to worry about money any more, which was **a** \_\_\_\_\_ **off my mind**.
- 6 It could be a 'p' but **it's hard to** \_\_\_\_\_.

go to answer key p.142

## colligation

If colligation describes the lexical company that a word keeps, then colligation describes the grammatical company a word keeps. For example, the verb *to bear* (as in *bear a child*) is almost always used in the passive, e.g. *I was born in Paris*, so it wouldn't make sense to present it in any other way. Some of the lexical phrases in the book are presented so as to exhibit their colligational features. In the list of phrases on p.136, *I'm thinking of -ing* is presented as a phrase in the continuous form because that is the most frequent way it is used, and *keen* appears first in a negative construction because that is also how it is commonly used.

## 2 Why does vocabulary need to be activated?

In the past, we tended to assume that practice of new lexis was not only desirable but essential for successful acquisition to take place. More recently, that assumption has been questioned, partly on the grounds that production puts learners under pressure. While they are busy retrieving and articulating items from memory in order to communicate a range of different meanings – and all within real time – this may actually inhibit or interfere with successful acquisition.

There is a degree of stress involved in productive practice, and we should certainly be aware of how much we can or should expect from our learners when they are experimenting with new language. This is particularly the case when the time between language input and learner output is quite short. Productive practice, however, can take many forms, from controlled exercises to freer activities. It is part of the teacher's expertise to graduate the different forms of practice so that learners are not confronted with activities that are frustrating or unduly stressful. Productive practice should be challenging, but above all, it should be achievable. We wouldn't (and indeed cannot) claim that productive practice necessarily leads to acquisition, but we do believe it can perform a very positive role in the classroom.

### think!<sup>2</sup>

Think of at least three arguments in favour of productive practice of vocabulary, then read on.

- 1 For many learners the classroom is the only place where they receive feedback on their ability to pronounce phrases in isolation, and within utterances, to an acceptable standard. Over time, productive practice should promote fluency, and improve learners' pronunciation. It doesn't matter how much language a learner has acquired if they are incomprehensible to listeners.
- 2 Pronouncing (and repeating) a word or phrase and fixing the sound and stress pattern in our heads is one of the ways in which we store words in the memory and are able to retrieve them when needed.
- 3 When we create opportunities for learners to use and re-use new language, we are compensating for the lack of exposure that many learners suffer from when they are learning English for a few hours a week in their own countries. These learners won't meet new vocabulary four, five, or six times by chance – or however many times it is felt that people need to meet a word before acquisition is

most likely to take place – so productive practice may be important in helping to retain new items.

- 4 Productive practice doesn't just mean repeating ten or twenty words or phrases. It is an opportunity for learners to use and recycle a much wider range of language, some of which will have been quite recently encountered and won't have been fully acquired. Freer productive practice is, therefore, giving learners an opportunity to consolidate and acquire much more than just a narrow band of target language.
- 5 Most learners want to use and experiment with new language. With an engaging activity in a supportive classroom, learners can get enormous satisfaction from successfully sustaining conversation in English. While nobody should be forced to speak, for most learners it is motivating and builds confidence – two key ingredients, in our view, for successful language learning.
- 6 Last but not least, productive practice has 'face validity'. Learners expect it and may feel disappointed or even cheated if they don't have opportunities to practise new language.

## 3 'Exercise' versus 'activity'

### think!<sup>3</sup>

You are going to read about the distinction between vocabulary 'exercises' and vocabulary 'activities'. Look at this extract from **natural English**. How are exercises 1 and 2 different?

#### 1 Complete the sentences with these words. Compare with a partner.

a sale / the sales	refund (n) /'ri:fʌnd/	receipt /rɪ'si:t/
exchange	overcharge	deposit /dɪ'pɒzɪt/
bargain /'bɑ:gɪn/		

- 1 Do you normally keep the \_\_\_\_\_ for things you buy? If so, why?
- 2 Do you often buy things in \_\_\_\_\_? What is the best \_\_\_\_\_ you've ever found?
- 3 If you go back to a shop because you aren't satisfied with something you bought, is it generally easy to \_\_\_\_\_ it for something else?
- 4 Is it common for shop assistants to \_\_\_\_\_ people by mistake?
- 5 If you take something back, are there shops where it is difficult to get a \_\_\_\_\_? Have you ever asked for one? What happened?
- 6 When you buy something, do you ever have to pay a \_\_\_\_\_?

#### 2 Ask and answer the questions in groups.

from **student's book unit twelve** p.140

Exercises to test and practise vocabulary are very familiar to all teachers. Use the material in any coursebook or supplementary book, and you won't be able to complete a single language lesson without coming across one or more of the exercise types below. As you read, tick ✓ the ones you use most often. Can you explain why you use some types more often than others?

- gap fill sentences or dialogues
- matching exercises, e.g. words and definitions, sentence halves, stimulus and response, etc.
- jumbled words in phrases, e.g. 1 time / nice / a / have!  
2 get / soon / better / I / you / hope
- substituting words of similar meaning, e.g. phrasal verbs:  
1 She recovered from the illness very quickly.  
2 He returned the goods to the manufacturer.
- choose the correct word / phrase from a selection of two, three, or four possibilities
- identify / label pictures or parts of things
- complete tables, e.g. word building tables, collocational grids, etc.
- complete word spray diagrams, e.g.



- oral drills / dialogue practice for pronunciation practice and repetition of forms
- transformations, e.g. She doesn't like Bach very much.  
= She's not very \_\_\_\_\_.
- games, e.g. one learner defines words / phrases for their partner to guess.

### vocabulary exercises

Vocabulary exercises tend to be very controlled, testing the meaning and / or form of items. They usually have a specific answer which is 'correct' or 'incorrect', and they often perform the function of reinforcement. But exercises can offer further benefits:

- they can provide useful written records, (spray diagrams, visuals, and tables can be attractive storage systems)
- they sometimes involve other language and skills, e.g. transformations help develop the ability to paraphrase, an essential communication strategy
- they allow learners time to assimilate new forms and meanings without the external pressure of trying to communicate ideas.

With the exception of games, they all have one thing in common: they can all be done alone, as self-study activities. In class, teachers may and often do bring exercises to life by encouraging learners to work on them co-operatively in pairs or groups, or work individually before comparing and discussing their answers. Getting learners to talk about the items is a valuable activity, but getting them to use the items in communication is a different matter.

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### vocabulary activities

Let's compare this with vocabulary activities. These can be controlled or less controlled, but the difference is that activities have a communicative goal as well as a linguistic goal, and for this reason they require learners to interact with each other; giving opinions, sharing experiences, exchanging information. The onus is on the learner to be 'creative', but this need not be on a big scale, nor should it be frightening. The results will be more unpredictable, and perhaps less amenable to 'correct' or 'incorrect' answers.

### merging exercise and activity

You will, of course, find examples in which exercise and activity merge. For instance, if you ask learners to complete sentences, there will be an element of creativity but within quite controlled limits, e.g. asking learners to complete the sentences below in their own words, using *hopefully*, *surprisingly*, or *fortunately*.

- 1 I'm going to spend six months in Germany;  
\_\_\_\_\_
- 2 I didn't have any money with me;  
\_\_\_\_\_
- 3 My uncle usually forgets my birthday;  
\_\_\_\_\_
- 4 It's a difficult situation, but \_\_\_\_\_

from **student's book unit six p.73**

Our feeling is that learners generally need both exercises and activities, and the weakness of some vocabulary materials in the past is that they have tended to concentrate on the former at the expense of the latter. If you only have exercises, the accumulative effect may be that vocabulary is taught for its own sake with no language use in mind, and learning then becomes rather one-dimensional. With a little thought, however, it is possible to see the potential for both an exercise and an interactive activity from the same basic material. (See **think!**<sup>3</sup> p.137.)

### think!<sup>4</sup>

How might you transform these sentences into both an exercise and an activity for intermediate level learners?

#### cinema habits

- 1 If I'm watching an English film, I don't like to see the subtitles; I prefer films which are dubbed.
- 2 When I go to the cinema, I tend to ring and book in advance.
- 3 It's very common for the audience to clap at the end of a film in my country.
- 4 I always read the film reviews before I decide to go and see a film.
- 5 My favourite films are thrillers and romantic comedies; I'm not very keen on westerns.
- 6 I prefer to sit in the back row at the cinema.

go to **answer key p.142**

## 4 Activity types

There are a number of ways in which you can encourage learners to activate words and phrases, but among the most common are: personalization, using visuals, sorting and ranking activities, and creative activities / role play.

In practice, some of these activities overlap. Let's look at each one in turn.

### a personalization

Personalization involves learners talking about their lives, their backgrounds, their personal experiences, and their opinions. Most learners are happy to talk about themselves, and this is the most accessible store of information they have. You obviously have to be careful about certain topics in some learning contexts, however, and you should always make it clear that your learners should only disclose what they want, and no more.

- 1 You can use sets of questions (often containing topic-related or linguistically-related vocabulary) which enable learners to personalize in pairs or small groups. The shopping activity opposite (unit five, p.63) is one example, and you will find another in unit five, (see vocabulary exercise 4, p.61) where the words or phrases in bold can be pre-taught or checked first, before learners discuss the questions and give personalized answers.
- 2 Questionnaires are a valuable source of vocabulary practice. The example extract below starts at exercise level as learners focus on the linguistic aim, i.e. choosing the correct verb to match the *syntactic*<sup>1</sup> pattern, before they move on to discuss what they themselves would do in each situation.

## questionnaire

1 You sent a present to your 14-year-old cousin, and she hasn't phoned or written to thank you. The next time you see her, two weeks later, she doesn't even mention the present.

Would you:

- a  her you're upset?
- b  to introduce the subject of the present into the conversation?
- c  to say nothing?  tell
- d *your own idea*  decide  try

2 Your 16-year-old brother tells you he's going to do a bungee-jump, without telling your parents.

Would you:

- a  that it's dangerous?
- b  him not to do it?
- c  him that you will tell your parents?
- d *your own idea*  advise  warn  explain

from **student's book unit seven p.82**

*syntactic*<sup>1</sup> go to **glossary p.142** for numbered items

- 3 Learners can talk about things happening around them and in the learning environment. For example, they can use *have (got) sth on* (= *be wearing sth*) to describe their classmates' appearance, or give two true and two false statements for others to verify.
- 4 They can give **opinions** about sentences which contain lexis you want them to activate. In the example below, after looking at the meaning of the vocabulary items in these statements about politicians, they have to agree or disagree with them.

They're hard-working and caring /'kærɪŋ/.  
They're mostly honest /'hɒnɪst/ and tell the truth.  
I think they're all liars /'laɪəz/ – and they're corrupt /kə'rʌpt/ too.  
They often make promises they don't keep.

from **student's book unit ten p.118**

- 5 Learners can **amend sentences** (containing target vocabulary) so that they are true of themselves. Look at this example where learners fill the gapped sentences with an appropriate verb and then personalize them.

## shopping

1 **Fill the gaps with a form of the verbs from the box. Sometimes two verbs are possible.**

pack	do	wait	order
attract	stand	push in	go
serve	put	get	

- 1 I get angry if shop assistants talk to each other while they're \_\_\_\_\_ customers.
- 2 When I \_\_\_\_\_ shopping for clothes, I always take a friend with me.
- 3 I don't always \_\_\_\_\_ the shopping; I take it in turns with the people I live with.
- 4 When people are queueing in a shop, it's not acceptable for others to \_\_\_\_\_.
- 5 In some shops you can wait for ages trying to \_\_\_\_\_ someone's attention.
- 6 With some shops, you can \_\_\_\_\_ goods over the phone and they deliver them.
- 7 In supermarkets, shop assistants help you \_\_\_\_\_ your goods into carrier bags.
- 8 You have to \_\_\_\_\_ in a queue for about fifteen minutes in some shops.

2 **In groups, make the sentences true for you in your country.**

from **wordbooster, student's book unit five p.63**

6 Learners can talk about people they know using words and phrases they have studied. They can develop their *discourse*<sup>2</sup> around the questions and give more information about the people. For example:

**1 Read the questionnaire. Notice the phrases in bold. Mark the stress on the words in italics.**

**Do you know anyone who ...**

- |  |                          |
|--|--------------------------|
| 1 ... is <b>training to be</b> a doctor or a nurse?          | <input type="checkbox"/> |
| 2 ... <b>works</b> <i>freelance</i> ?                        | <input type="checkbox"/> |
| 3 ... is <b>looking for</b> a job?                           | <input type="checkbox"/> |
| 4 ... <b>works for</b> a <i>multinational company</i> ?      | <input type="checkbox"/> |
| 5 ... is <b>retired</b> ?                                    | <input type="checkbox"/> |
| 6 ... is <b>unemployed</b> ?                                 | <input type="checkbox"/> |
| 7 ... <b>works in</b> the <i>computer industry</i> ?         | <input type="checkbox"/> |
| 8 ... <b>runs their own</b> <i>business</i> ?                | <input type="checkbox"/> |
| 9 ... has recently <b>given up their job</b> ?               | <input type="checkbox"/> |
| 10 ... has a job which <b>involves a lot of travelling</b> ? | <input type="checkbox"/> |

**2 Write the name of someone you know next to each question, if possible.**

**3 In small groups, say more about the people you thought of in exercise 2.**

from student's book unit one p.16

**b using visuals**

Visuals are an indispensable aid for dealing with meaning at exercise level and can be used for controlled or free practice. They are common in coursebooks.

**controlled practice**

Where learners are asked to describe what they see in a picture, they will be practising target language in a controlled way, as in the exercise below.

**1 Look at the pictures for 30 seconds, then shut your book. Tell your partner what everyone's wearing.**

*examples* There's a man wearing a suit.  
There's a woman wearing jewellery.

suit /su:t/	shorts	evening dress
tracksuit /'træksu:t/	jewellery /'dʒu:əlri/	sandals
trainers /'treɪnəz/	T-shirt	
tie /taɪ/	top	

from student's book unit five p.61

**freer practice**

When they are giving a reaction or interpreting pictures, for instance, then they are using visual materials as an 'activity'. For example, the exercise above continues in the following way:

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**2 Say who looks:**

casually dressed	smartly dressed	scruffy © /'skɹʌfi/
trendy	elegant	

If you provide two paintings and ask learners to say which they like / dislike / prefer / are not very keen on, etc. there will be different views, and there will be interaction and reaction. If you give them a set of pictures of things happening in the street and ask them to comment on whether they don't mind / are annoyed / irritated by them, etc. you also have differences of opinion which will stimulate discussion as well as vocabulary use.

**free and controlled practice**

At a more factual level, you can find pictures which are similar but different. Put learners in pairs and give each one a picture. Together – and without looking at each other's picture – they have to find the differences between their pictures. This has an element of both exercise and activity: on the one hand, it may be an opportunity to practise language in quite a controlled way. On the other, learners will be reacting, agreeing, clarifying, and possibly contradicting each other.

**c sorting and ranking activities**

Sorting and ranking activities also provide opportunities for personalized practice. Putting lexical phrases in a logical chronological order (as in the activity below) is a useful initial test of understanding, and the chunks can be memorized and practised orally. However, they need to be put to use. If you ask learners to think about someone they know (perhaps a family member) who did some or all of these things, they can adapt the phrases to describe the chain of events in that person's life. As with the activities above, what makes something interactive in class is a difference in either opinion, information, or experience. This provides the incentive for learners to listen to each other.

**1 Put the stages in a logical order. Compare with a partner.**

- you **look after** the baby
- you **find a job** in the computer industry
- you **carry on working** for a few months
- you **settle down** and decide to **start a family**
- you **have a baby**
- you **go back to work**
- you **take six months off** work
- you **get married**

from student's book unit six p.73

### think!<sup>5</sup>

1 Imagine you are going to use the activity below with an intermediate group. Which items would you need to check first for meaning and/or pronunciation?

A good friend is moving abroad and gives you his personal possessions (see below). What would you do with them, and why? **a** give the thing(s) away to friends / relatives, **b** throw them away, **c** sell them, or **d** keep them for yourself. Put a, b, c, or d.

- photo albums of his family and friends (including you)
- a collection of CDs including classical, jazz, rock, and pop
- a portable TV
- a fairly new full-length leather coat
- a pair of brand new walking boots, size 43
- a large collection of paperback novels
- a set of 12 encyclopaedias dating from the 1920s
- a pile of old comics
- a large, antique wardrobe

2 Try doing this sorting exercise yourself. Be sure to think about your reasons. When you've finished, put yourself in one of your learner's shoes, someone of a different age, sex, and background. What do you think their answers would be, and would their reasons be the same as yours?

go to **answer key** p.142

### d creative activities / role play

There are many simple ways of getting learners to use vocabulary creatively. It can happen at sentence level in quite a controlled form, and may draw on personal experience. In the activity below, learners have to match the sentence halves (based on the context of what one might wear to a restaurant). Then they think up their own examples for a different context.



#### natural English it depends ...

- |                           |  |
|---------------------------|--|
| 1 It depends who          | a I'm having dinner with this person.        |
| 2 It depends what kind of | b I'm meeting.                               |
| 3 It depends why          | c the weather.                               |
| 4 It depends how well     | d restaurant I'm going to.                   |
| 5 It depends if / whether | e I know the person.                         |
| 6 It depends on           | f I'm going there straight from work or not. |

NOT It depends who am I meeting.

Say the complete sentences.

- 3 You're going to a wedding and you need to buy something to wear. With a partner, think of five sentences beginning *It depends ...*

from **student's book unit five** p.61

Learners can work in pairs to invent stories using words and phrases from a lexical set they have just studied, or they can integrate them into short dialogues, or even role plays (see **try it out** below).

### try it out vocabulary role play

I've devised a set of role cards based around different topic areas which I use to teach and activate vocabulary. Learners do most of the work themselves and they are very active and involved.

- 1 I write the role cards (see two examples below), in which I incorporate about half a dozen key words and phrases on each card. I sometimes highlight these in bold.
- 2 I give one role card to each pair. They use dictionaries to check the meaning and pronunciation of new items; they have to understand the items well enough to explain them to others and I make that clear to them. I monitor this stage carefully and check with pairs that they understand the items. They learn the information on their cards.
- 3 Pairs then split up and find a new partner. They have to tell them about their holiday, using the new vocabulary and explaining it where necessary. The listener has to react appropriately with interest and sympathy, and possibly ask questions. The listener then talks about their holiday.
- 4 At the end, we have a round up. Which holidays would they personally enjoy, and why? And then we produce a written record of the vocabulary from all the role cards.

My learners find it a very enjoyable and challenging way to learn and use new items.

David Scott, Sydney, New South Wales.

#### Role card 1

You've just come back from 6 weeks of **trekking** in the Himalayas. You **had an absolutely fabulous time**. The people were extremely **welcoming**, the food was really **delicious** and the **accommodation was basic but comfortable**. And of course, you **got a lot of exercise**. You now **feel very fit** and you would recommend this holiday to anyone.

#### Role card 2

You've just come back from a holiday which was an **absolute nightmare**. Five weeks crossing the Simpson Desert in Australia on a **smelly** camel. You never want to see one again. The **scenery** was really **monotonous** and the food you were given by the guides was **absolutely revolting**. What's more, you **got bitten** by some nasty insects because no one told you to bring **insect repellent**. The **camping equipment** provided by the guides was inadequate and the tents were **cramped and uncomfortable**. Never again.

## conclusion

In this chapter, we have looked at:

- what we mean by ‘vocabulary’
- ways vocabulary can be grouped for teaching purposes
- the advantages and disadvantages of ‘exercises’ compared with ‘activities’
- a variety of ways in which learners can activate vocabulary.

Most of the example activities can be found in the **student’s book**, but these ideas can be adapted for use with materials which you have devised yourself. Next time you use a vocabulary ‘exercise’ with your learners, consider whether you can transform it into an activity and use it for productive practice.

### answer key

**think!**<sup>1</sup> p.136 possible answer

- 1 great, good, terrible, etc.
- 2 disaster, nightmare, mess
- 3 choice, alternative, option
- 4 time, money, effort
- 5 weight, load
- 6 tell, say, judge

The phrases in 1, 2, 4, and 6 are all included in the intermediate level of **natural English**. We feel that sentence 3 is syntactically difficult for intermediate learners and would sound odd alongside the rest of their language output. Sentence 5 is both informal and idiomatic, and not, we feel, a priority at this level.

**think!**<sup>4</sup> p.138 possible answer

If you highlight and preteach the key vocabulary items to do with cinema going, e.g. *subtitles*, *dubbed*, *book in advance*, etc. or remove them and create a gap fill, you can turn this into an exercise where learners focus on the vocabulary.

If you ask learners to adapt the sentences to make them true for them, and to give their reasons, they will have ideas to communicate to others about the sentences. These steps will produce a communicative vocabulary activity. This is one possible answer; you may have thought of others.

**think!**<sup>5</sup> p.141

- 1 Unknown items at this level might be:  
get rid of, portable, leather, pile / set / collection of ... , brand new, paperback, comics, wardrobe.  
Pronunciation difficulties might include:  
album, encyclopaedia, antique, wardrobe.  
You may also want to point out the phrase *keep things for yourself*, which may be transparent in meaning but would not be a phrase learners would normally produce themselves.
- 2 If you suspect that different learners will react differently to these questions, you have the basis for a good communicative activity.

### glossary

**syntactic** the adjectival form of *syntax*, meaning the way words and phrases are put together to form sentences.

**discourse** the use of language in speech or writing in order to produce meaning

### follow up

Lewis M 1997 *Implementing the Lexical Approach* LTP (chapters 6 and 7)

Lewis M ed 2000 *Teaching Collocation* LTP (chapters 8 and 9)

McCarthy M 1990 *Vocabulary* Oxford University Press

Gairns R and Redman S 1986 *Working With Words* Cambridge University Press