

## ... While you are waiting ...

### The AWL – True or False?

- Discuss these questions with your neighbor.
- If the statement is false, correct it.

Example:

F The AWL stands for Academic Word ~~Linguistics~~. List

- \_\_\_ 1.. A Canadian woman named Averil Coxhead researched the AWL.
- \_\_\_ 2.. The AWL was created from a computerized collection of written texts.
- \_\_\_ 3.. The words came from 400 textbooks from 10 different subjects.
- \_\_\_ 4. Each word had to show up at least 300 times (frequency)
- \_\_\_ 5. Each word had to occur at least 10 times in Art, Commerce. Law and Science sources (range)
- \_\_\_ 6. The final AWL has 400 words.

Discuss:

What is the easiest way for your English Language Learners to learn vocabulary?

### Workshop handout contents

Page	Page
2 Cover page	9 Target Grammar Task (#6)
3 What is the AWL?	9 Guided Writing (#7)
4 Answers	10 Examples of Guided Writing
5 Definition Recognition Task (Receptive)	11 Shorter Writing/ Role Plays (#8)
6 Info Gap Crosswords (#1)	11 Vocabulary Notebooks (#9)
Speed Speaking (#2)	13 Storage & Retrieval by Association (#10)
Gap fill (#3)	14 Example of Topic Categories
7 Find Someone Who (#4)	15 Instructions
7 Paraphrase "Simulation" (#5)	16 Research list

# ***Ten Productive Learning Academic Vocabulary tasks***

**Janice G T Penner** B Ed, M Ed

I am forever grateful to Dr. Averel Coxhead for her dedicated corpus research.

## **How well do you know a word?**

**Receptive** involves recognizing and retrieving the word's meaning. You can recognize and comprehend the words in a reading or listening context.

**Productive** knowledge is required for expressing a meaning through speaking or writing which involves retrieving and producing the correct spoken or written word form (Nation, 2007). You can recall and use it appropriately.

*Other terms for this distinction: Passive vs. Active Vocabulary*

Nation, I S P (2001). *Learning vocabulary in another language*, Cambridge University Press.

Feel free to contact me - especially, if you have any feedback about improving the tasks, etc.

Janice G T Penner

EAP / TESOL Instructor

At Nazarbayev University, Foundation, Astana - 06/2017

[janice.penner@nu.edu.kz](mailto:janice.penner@nu.edu.kz)

On leave from Douglas College, metro Vancouver, BC Canada

[janicegtpenner@gmail.com](mailto:janicegtpenner@gmail.com)

Check my website [www.aace-English.com](http://www.aace-English.com) for some free handouts for EAP

A special thanks to the Nazarbayev University Foundation Year Program for photocopying and financial support to attend this conference.

# What is the AWL?

Go to: <http://www.nottingham.ac.uk/~alzsh3/acvocab/>

**Part A:** Before clicking on any links, read the information on **Academic Vocabulary Page Introduction/ How can you use the AWL?/ Background.**

Then answer the following questions

1. Why is the AWL useful?
2. From this site, which two programs can you use to help you learn and practice the AWL?
3. What is a corpus of academic vocabulary?
4. Give 3 details about Averil Coxhead.
5. What are the **3 main steps** that Coxhead took to choose the 570 words in the AWL?

<u>Main step</u>	<u>Details</u>
1/ _____ -	_____ _____ _____ <u>In 4 disciplines: art, commerce, law, science</u>
2/ counted the frequency and range –	_____ <u>Used at least 10 times in each discipline</u>
3/ _____ -	<u>570 words</u> _____

6. Is this sentence **True or False?** Why?  
Because the word “environment” was used at least 100 times in textbooks about art, commerce, science and education, it is in sublist 1.
7. Check out the **Concordances** section of the website. Do you think this is a useful tool for helping you learn and use new vocabulary? Why or why not?

[Instructor Suggested Answers are highlighted]

- This website was designed by Sandra Haywood (n.d.)
- **Purpose:** ELLs understand how the AWL was created.  
They practice reading for main ideas and details.

## What is the AWL?

Go to: <http://www.nottingham.ac.uk/~alzsh3/acvocab/>

**Part A:** Before clicking on any links, read the information on **Academic Vocabulary Page Introduction / How can you use the AWL?/ Background**

**Part B:** Then answer the following questions:

1. Why is the AWL useful?  
*expand your academic vocab / it's core academic vocabulary/  
improve your reading comp/ help write in an academic style*
2. From this site, which two programs can you use to help learn and practice the AWL?  
*AWL Highlighter – puts words in bold / Gapmaker – can make tests*
3. What is a corpus of academic vocabulary?  
*a computerized collection of words*
4. Give 3 details about Averil Coxhead.
  - **They need to follow a few links and search a bit to learn about her**  
*from New Zealand/ has a Ph.D/ a lecturer at Massey University/ did her MA at Victoria University of Wellington etc.*
5. What are the **3 main steps** that Coxhead took to choose the 570 words in the AWL?

Main step

Details

1. made a corpus -
  - a) from 400 academic texts.
  - b) From 3.5 M total wds
  - c) From 28 subject areas
  - d) In 4 disciplines: art, commerce, law, science
2. Counted the frequency and range –
  - a) seen at least 100 times
  - b) Used at least 10 times in each discipline
3. Selected the Core -
  - a) 570 words
  - b) Divided them into 10 sublists

6. Is this sentence **True** or **False**? Why?

F The word “environment” is in Sublist 1 because it was used at least 100 times in textbooks about art, commerce, science and ~~education.~~  
*law*

- 7 **CONCORDANCES:** Show the class how the concordance works. Some students really enjoy using this method, but some do not find it useful. It's important that everyone has exposure to this concept, etc.

## Receptive Vocabulary Learning Task

## Definition Recognition

- Match the AWL word with one of its meanings in the other column.
- Write the letter of the meaning under ANS on the answer page.

[ First 15 words of Sublist 2A]

1. Achieve	a to admit or accept that something is true or that a situation exists
	b to successfully do something
Administration	c to do something that causes a change, to influence
	d study of the way money is used and goods are produced
Affect	e managing a company or organization
	f someone who publicly supports someone or something
2. Acquire	a to learn a skill or gain knowledge
	b part of a plan/idea/solution that has many other parts
Appropriate	c to slowly become familiar in a new situation
	d correct or suitable
Aspect	e arrangement of things for people to look at or buy
	f express an opinion about someone or something
3. Assistance	a one of the parts into which a book is divided
	b a complete list of items in alphabetical order
Category	c tools or machines that you need to do a job or activity
	d selling and sending good to other countries
Chapter	e a group of people/things that are the same type
	f help or support
4. Commission	a people who have the same interests or live in same area
	b enough in quantity or good enough in quality
Community	c the system or type of money that a country uses
	d has many different parts and may be difficult to understand
Complex	e to formally ask someone to write a report/ produce art for you
	f the way someone behaves in public
5. Computer	a to do a process/activity to get info or prove something
	b a decision after thinking about all the information, the final part
Conclusion	c a number of related events that happen again and again
	d electronic machine that stores info/ uses programs to organize info
Conduct	e use of imagination to produce new things
	f certain and exact details

**Debrief: Advantages?**

**Disadvantages?**

**1<sup>st</sup> Productive Learning Task**

**Info Gap Crosswords** (instructions p.15)

**2<sup>nd</sup> Productive Learning Task**

**Speed Speaking** (instruction p. 15)

Would you like to <b>design</b> your own house? Why or why not?
What has been the most significant <b>achievement</b> in your life so far? Explain
Give an example of when you <b>gave assistance to</b> someone. Explain.
What are the <b>benefits of</b> using computers while you are writing an essay? Explain.
Do you think <b>variables</b> such as gender, age and first language influence a person's ability to learn English? Explain.
List 3 <b>categories</b> (genres) of movies. Which is your favorite <b>category</b> ? Explain.

**Debrief:**

**3<sup>rd</sup> Productive Learning Task**

**Gap Fill**

**(Optional to give hints)**

**Entrepreneurs**

[Sublist 1 B, All other AWL words highlighted]

- First, read the entire text to get a sense of the content.
- Then, fill in the space with the best AWL word. (Other AWL sublist words are highlighted)

**Part A**

1. An entrepreneur is "someone who starts a new business or arranges business deals in order to make money, often in a way that \_\_\_\_\_ **financial** risks."<sup>1</sup>
2. In \_\_\_\_\_, (idiomatic) anyone can **establish** a successful small business which introduces a new service or product.
3. However, it's difficult to **establish** a new business in most \_\_\_\_\_ of the **economy** if there is social unrest, political uncertainty or natural disasters, to name a few.
4. Depending on the country and its **economic** climate, the \_\_\_\_\_ of getting the business from an "idea" to "opening day" may be simple or **complex**.
5. There are so many \_\_\_\_\_ that entrepreneurs need to consider in the beginning.
6. The **process** usually depends on government \_\_\_\_\_ and business law. ... **continued ...**

**Optional: Give them Hints**

factors	interpret	involves	issue	legal	legislation	major	percentage
policies (x2)	principles	process	procedures	sectors	source	theory	

## 4<sup>th</sup> Productive Learning Task Warm Ups/ Rapport building (instructions p. 15)

### Find Someone who

[AWL Sublist 2B]

- participated on a sports team during high school \_\_\_\_\_  
doesn't like to read **text** on the computer screen \_\_\_\_\_  
**normally** eats breakfast \_\_\_\_\_  
lives in a high school or university **residence** \_\_\_\_\_  
lived near or in a desert **region** \_\_\_\_\_  
does not want to have a **traditional** wedding ceremony \_\_\_\_\_

## 5<sup>th</sup> Productive Learning Task

### Paraphrase "Simulation"

#### Paraphrase Task Instructions

- First, read the entire piece to understand the main ideas.
- Each sentence has a common word or words that can be replaced with an AWL Sublist word.
- **Words in bold font in the text are from the other AWL Sublists (for you to review/preview).**
- Determine the AWL word that can replace the more common word(s)
- **Note:** Not all the prompts and AWL choices are perfect synonyms. The focus is for you to develop your ability to recognize when and where AWL words can be used.

Example: Ms. Ann Gora angrily replied, "The issue of allergies to cat hair is ~~connected~~ relevant!"

### Healthy Pets for Healthy People

[AWL Sublist 2B]

#### A) Example of Text with underlined hints – replace the underlined AWL 2B words

**Part A Context:** Dr. Ayah Dona Care is the chief administration officer at the Kent Walkanymore Senior Home. There are 3 buildings in the home: Sonny Daze, Ty Foon, and April Showers.

1. She is at a meeting with the occupants in the Sonny Daze building. They are the oldest and least healthy people in the **complex**, so it's considered a nursing home. They vary in age from 89 to 109 years old.

2. The main reason for the meeting is to discuss the **issue** of allowing pets in their building. Dr. Dona Care was **reluctant** because she worried the building caretaking worker would **react negatively** because this extra work was not in the **contract**.

3. The residents had very different views about the **issue**.

4. Ms. Bea Ooteeful thought animals were dirty, had germs and strongly believed animals should never be inside a building. They should only be in remote areas of the countryside.

**B) Example of Text with No Hints -- find the best word from the entire list (or choice hints)**

5. The other members of the community vowed that they would have fun grooming, petting and feeding a pet.

6. Mr. Jer Aff presented a good point of view. He thought it was usual to have pets in a home, and Sonny Daze was now their home. << hint 2 words>>

7. Mr. Ham Ster described Eden **Alternative**, a senior health care **concept** he read about on the internet. One of the senior homes has over 100 birds, dogs and cats inside the buildings. Outside, they have rabbits and chickens. The **author** had described a **research** study that compared Eden **Alternative** to common and regular nursing homes. They discovered that 15% fewer people died over the past 5 years because they had animal therapy!\*

8. Everyone agreed that 15% was a very related and to the point **statistic**, so Dr. Dona Care had to **consent** to the idea.

9. Mr. Lauren Orrder explained it was easy to follow the rules about animals in senior care homes. ... **the story continues ...**

**C) Optional: AWL Choice Hints - be sure to use the correct WORD FORM**

invest	maintain	normal	perception	positive
primary	purchase	range	region	regulate
relevant	resident	resource	restrict	tradition

**D) Post- Reading Vocabulary tasks**

**1. Teacher? I have never seen these names before!**

- The names of the characters in this story are not common English first and family names. This is because they are like puns, which are jokes made with word sounds.

For example: *Mr. Jer Bill* is actually a pun on the animal *gerbil*

- To “get the joke,” read each of the names out loud. Put the stress on different syllables until you figure out which word(s) the name is made from.

**2. Communication words. How did she say it?**

- This story has more than 25 different ways of expressing the word SAID. For example, discuss, demanded, etc.
- Find all of the “said” words and find the meaning for the words you don’t know.
- To help you remember these words, classify them into groups.
- Then, use them when you speak and write to make your meaning more specific!

\*cited in Maguire Paist, F. (n.d.) *Animals as caregivers*. Retrieved on 2/11/2011 from [www.caregivers.com](http://www.caregivers.com) The original study was published in the *Journal of the American Geriatrics Society* (May 1999).

**6<sup>th</sup> Productive Task**      **Target Grammar Task**  
**Embedded Questions & Survey Creation**

- This task is very useful for reviewing topic specific and AWL vocab.
- The goal is for ELLs to develop a set of 10 survey questions they can ask 10 or 20 others about the topic they've just studied. (contact assignment)
- The ELLs ask their questions and summarize the data in chart form and present it orally or in written form (using statistics language).
- The topic for the survey depends on what we're studying at the time.

**Instructions**

- Combine these question prompts with the questions you want to ask about your research topic. Use as many AWL words as possible.

**Embedded Question Prompts**

? Do you know ...	? Do you happen to know
? Can you explain	? Can you tell me
? Do you have any idea	? Would you please tell me
? I need to find out	? Do you have any idea
(a Q but in statement form ) I'd like to know	(a Q but in statement form) I want to know
(a Q but a statement ) I'm concerned (about)	? Do you have any information about why/ who/ when/ what

**Examples of Embedded Survey Questions**

<b>Topic: GMO food</b>	[AWL Sublist 3 All]
<i>Can you tell me if your local grocery store <b>specifies</b> if vegetables are GMO or not?</i>	
<i>Have you any idea which country <b>relies</b> on the income of GMO corn?</i>	
<i>Do you have any idea if there is a <b>link between</b> eating GMO food and some kinds of cancer?</i>	
<i>Could you please tell me your <b>reaction</b> to the news that 3 Monsanto scientists won the 2013 World Food Prize?</i>	

**7<sup>th</sup> Productive Learning Task** **(individual or group)**

**Writing with Selected Sets of AWL words**

**Stories, news articles or conversations**

- Use the AWL words in this set to create a story, news article or conversation. You need not use the word form that is given.
- Think of your own situation or use the suggested one. Try to use as many of the words as possible. **You can certainly use other AWL words as well.**
- Before you submit your work, use the **highlighter** program on the University of Nottingham site. <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>
- Then, reformat it and edit to see if you can use more AWL words (paraphrase task).

[Subist 2 All]

achieve	affect	features	focus	injure	institute	obtain
Participate	positive	potential	previous	strategy		

**Possible contexts:**    Profile of an athlete                      Olympic Games

## Examples: Guided Writing (Productive) Task

- These examples were written for the Guided Writing task.
- Not all the AWL words are used correctly, but these samples show you that students can do it!
- Their work has not been edited and permission to distribute them has been obtained.

### Pair **A Successful Athlete**

(A & P/ Korean) ~ CLB 7 [AWL Sublist 2]

#### 2<sup>nd</sup> draft

Park Ji-Sung is the first Korean who became a member of Manchester United, the England Premier league. Some of his notable **features** are that he is a **positive** person and he has a lot of **potential**. When he was young, he was very small, so he had always thought that he had to practice hard. It was his **previous strategy** to being a soccer player. As he was growing up, he **obtained** a reputation because he played soccer well. He **participated** in the World Cup which was held in Korea-Japan in 2002. Before the World Cup started, he **instituted** a new training program, but unfortunately he got **injured**. However, the director of the Korean soccer team, Guss Hiddink **affected** him deeply by helping him so he could **achieve** his goal, which was to play in the World Cup. Now, he is playing soccer in England. He is training and **focusing** on his weaknesses.

### Individual **Finding a Job**

(T H/Chinese) CLB 5 [AWL Sublist 1]

#### 1<sup>st</sup> draft

If the company **assume** that you are **available** to work as a **labourer** in their company, you will get a **response** from that company with a **legal contract**. You will work in the industry **sector** with others, but most time you just work **individual**. Also, if you work on some specific days like holidays, you will probably get a pretty good **income** that will **benefit** you.

### Individual **Illegal Medications**

(SM/ Iran) CLB 7 [AWL Sublist 1]

#### 1<sup>st</sup> draft

**Illegal** medication **distribution** is a significant **issue** in Iran. Sometimes medications aren't imported from industrial countries, which are the main medications producers. Sanctions are **procedures** that the US uses to punish Iran for its **nuclear** activity. Some patients should take specific drugs which can't be imported. Therefore, it's a good opportunity for criminals to sell medications **illegally** and get a good **income**. **Distributing illegal** medications **benefits** them and encourages them to hire **labourers** with low pay and no **contracts**. The question is "Who has to **respond to** patients' needs?" It seems that **interaction** between several **sectors** such as health ministry and economic ministry can solve the problem.

#### **Debrief:**

## 8<sup>th</sup> Productive Learning Task Shorter Writing/ Role playing tasks

### Help! I have a problem! What should I do?

[AWL Sublist 3 B]

- With your partner(s) offer suggestions for this person.
- Use the highlighted AWL words and other AWL words in your response.
- Write a dialogue or short story about the problem being solved.
- Your teacher may ask you to present it to the class.

1. Help! What is the best **technique** for **removing** ink stains from my white cotton shirt?
2. I have to work the night **shift** on Friday, but I want to go to the school dance.
3. My uncle **published** a book about our family and it is full of lies!
4. I missed the **registration** deadline for next term!
5. My best friend is **scheming against** me **to** steal my boy/girl friend!
6. I forgot the **sequence** of my bank account PIN (Personal Identification Number) and I need some money NOW!
7. (on the cell phone) “Dad! Help! Mom is driving 30 km ( 18 mph) above the **maximum** speed limit! A police car is behind us with its lights flashing! What should we do?”

## 9<sup>th</sup> Productive Learning Task Vocabulary Notebooks

Schmitt and Schmitt (1995) have provided succinct theoretical underpinnings for the development of vocabulary notebooks. Much vocabulary research has been conducted since that time, and much of it has confirmed their principles. The 2<sup>nd</sup> column shows how my “learning by association” category vocabulary notebook (#10) follows these principles.

11 Principles for designing vocabulary notebooks (Schmitt & Schmitt, 1995)	How the PVO and <i>Master the AWL Sublist 1, 2 &amp; 3</i> actualize these principles
1. The best way to remember new words is to incorporate them into language that is already known.	The AWL words are grouped in categories. The categories are common terms such as communication and finance, etc. which are “known.”
2. Organized material is easier to learn	The PVO is organized by categories. ELLs also organize their PVO pages according to their perceived needs (For example, some don’t need pronunciation cues whereas others do)
3. Words which are very similar should not be taught at the same time.	The ELLs are grouping the words and reviewing them with words in the same category. Thus, they are <u>not learning them at</u>

	<p>exactly the same time.</p> <p>However, you will notice that some of the AWL words in the same sublist are very close in meaning (sublist 2 has aspects &amp; features). This is the nature of the AWL and can't be changed.</p>
<p>4. Word pairs can be used to learn a great number of words in a short time. [native word/L2 target word pairs] "L1 to L2 order is best for words which need to be used productively" (citing research by Nation, 1982)</p>	<p>The PVO design allows ELLs to include first language words on the pages as an option (preferably on the right side of the page).</p>
<p>5. Knowing a word entails more than just knowing its meaning. For example, "its relationship to other semantic concepts" is also important.</p>	<p>ELLs choose which other knowledge about the word to include on their PVO pages (Word Form, pronunciation, etc). The categories also enhance the concept of relationships with other words.</p>
<p>6. The deeper the mental processing used when learning a word, the more likely that a student will remember it. Example: "group the word with other conceptually associated words"</p>	<p>The PVO categories requires the ELLs to do this. <i>Master the AWL 1, 2 &amp; 3</i> provides many "deeper mental processing" tasks.</p>
<p>7. The act of recalling a word makes it more likely that a learner will be able to recall it again later.</p>	<p>The PVO is portable and the ELLs are encouraged to review their pages often and refer to it when writing, etc.</p>
<p>8. Learners must pay close attention in order to learn most effectively.</p>	<p>The deliberate act of making a PVO is more work than most ELLs have done in the past. Sublist 4 to 10 words are also highlighted to help the ELLs notice them.</p>
<p>9. Words need to be recycled to be learnt</p>	<p>Recycling the AWL words is deliberately done in the paraphrase, the definition recognition and the cloze reading tasks.</p>
<p>10. An efficient recycling method: the 'expanding rehearsal'</p>	<p>We can only suggest that the ELLs review. However, doing the tasks in this resource naturally facilitates the review process.</p>
<p>11. Learners are individuals and have different learning styles.</p>	<p>It is vital that you have the learners develop self-awareness about their strengths and weaknesses. The Multiple Intelligence internet research lab will facilitate this. The ELLs are encouraged to design their own thematic pages based on their own needs (They decide on the format and what word information to include).</p>

\*PVO Personal Vocabulary Organizing system (what I call the notebook)

## 10<sup>th</sup> Storage & Retrieval by Association

Please see the extensive handout on my website which explains this concept.

[http://aace-english.com/free-lessons/vocabulary-notebooks/ALL\\_Vocabulary\\_Notebooks.pdf](http://aace-english.com/free-lessons/vocabulary-notebooks/ALL_Vocabulary_Notebooks.pdf)

**Imagine:** You have read this sentence on your schools' website.

*The university president has just announced that the national government has provided a large **grant** in order to build a new sport center.*

What does the word **grant** mean in this sentence? land \_\_\_ permission \_\_\_ money \_\_\_

Here are a few meanings of the word **grant** from a dictionary.

**grant**<sup>1</sup> /grɑːnt / \$grænt /  
v[T] 1) to give someone something or allow them to have something that they have asked for. *Britain could **grant** Spain's request.* | **grant sb sth** I would love to be able to grant her wish. ... | **grant sth to sb** A licence to sell alcohol was granted to the club. ...

2) to admit that something is true although it does not make much difference to your opinion. **SYN:** **concede** *He's got talent, I grant you, but he doesn't work hard enough.*

**grant**<sup>2</sup> n [C] an amount of money given to someone, especially by the government, for a particular purpose. *The university gets a government grant.* [**+of**] ... [**+from**] ... [**+for**]

Adapted source: Longman Dictionary of Contemporary English

1. Which meaning fits the school's website sentence above? \_\_\_\_\_

2. Notice the 3 meanings of the word "grant".

The 1<sup>st</sup> verb meaning is related to "giving".

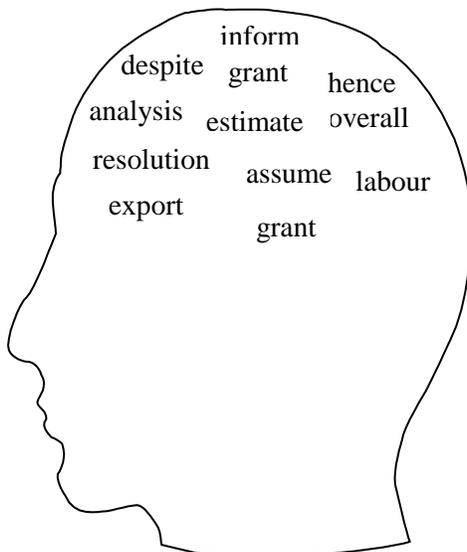
The 2<sup>nd</sup> verb meaning is related to "thinking/ ideas".

The noun meaning is related to the "money" or "finance" or the broader category – Economy.

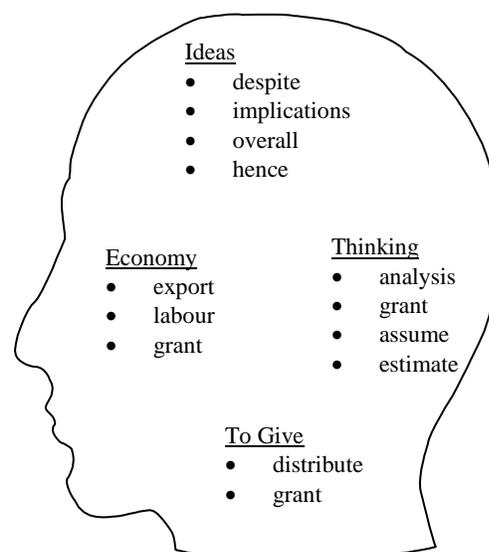
3. If you had to learn the word **grant**, how would you do it?

4. How would you store the three different meanings in your brain?

### A. Way to store the word



### B. Way to store the word



AWL Sublist 1 **Suggested Topic Categories for your Notebook**

- Check (✓) the words you **truly know and can use in your writing and speaking often.**
- Put the other words in your Vocabulary Notebook

<b>THINKING / IDEAS</b> Analysis of Approach to Interpretation Assessment of Assume (that) Concept Create Definition of Derived from Estimate (noun/ verb) Identify Issues                      Research Principle                      Theory	<b>COMMUNICATION</b> Identify Indicate Response [to] [in response to sth]	<b>PARTS OF</b> Factor Involved with Section [of] Sector Source Structure
<b>QUALITY - STATUS</b> Benefit Consistent Established Specific	<b>LEGAL</b> Constitutional Contract Legal Legislation	<b>QUALITY – IMPORTANCE</b> Major Required (to do smtg/ that) Significant
<b>INFO/ DOCUMENTS</b> Data [on] Definition Evidence	<b>MEASUREMENT</b> Area Estimate Formula Percent	<b>ECONOMICS</b> Economic Export Financial Income Labour
<b>ENVIRONMENT</b> Environment	<b>“TO GIVE”</b> Distribution	<b>“TO HAVE”</b> Available [to do sth] [for] / [in]
<b>SOCIETY</b> Individual	<b>POWER</b> Authority	<b>TIME</b> Period
<b>METHODS/ PROCESS</b> Method Procedure Process Research	<b>CHANGE</b> Procedure Process Variable (n)	<b>SHOWING RELATIONSHIP</b> In context/ out of context Similar to Structure
<b>PURPOSE</b> Function Role	<b>GOVERNMENT</b> Constitutional Policy	<b>BUILDINGS</b> Structure

## Instructions:

- Projecting the sequence on a screen is helpful the 1st and 2<sup>nd</sup> times you'll do this task.
- This page is formatted this way in order to save paper. Sorry!

## 1. Info –Gap Crosswords Instructions

You will notice that you do not have all the words in your puzzle.

You will help each other complete it by giving the meanings to each other BUT NEVER giving the word directly.

**For example (Sublist 1 A)**

**Student 1:** What's 1 down?

**Student 2:** It means to give out something.

**Student 1:** Ummmm. "Export"?

**Student 2:** No - to share something between a lot of people.

**Student 1:** Oh! Is it "be available"?

**Student 2:** No - do you need a hint?

**Student 1:** Yes!

**Student 2:** Ok. A warehouse could be a BLANK center of things to sell.

**Student 1:** Oh! Distribution

**Student 2:** Ok. What's 3 across? .... and so on ...

### Types of Clues

Synonyms

Give definitions

Incomplete sentences

Antonyms

## 2. Speed Speaking Instructions

Have you heard about "Speed Dating"? Explain. Now, we'll do some "Speed Speaking".

### Skills: Speaking/ Listening/ Thinking Quickly

**Stand** in two rows (A & B) with each of you facing another student.

The teacher will say when to "READ" and "THINK" and "SPEAK".

**B: Read** your question out loud to your partner (A) and **repeat the Highlighted AWL word** that your partner must use in his/her answer.

**A: Think** for 30 seconds about your response.

The teacher will say "SPEAK". Teacher will give 1 minute

**A: Speak for 1 minute** about the question. Be sure to use the AWL word in your response!

The teacher will say "STOP" after 1 minute

Then, A reads his/her question to B and the sequence is followed again.

After this, each person in **ROW A moves one space to the right.**

Repeat the sequence with a new partner.

## 3. Find Someone Who Instructions

- If your partner responds **positively**, ask one more follow up question to get more info.
- You can ask any appropriate question to keep the conversation going.

Example: A: Do you like to study **Economics**?

B: Yes

A: Why do you like it? I don't like it because I think it's too confusing!

B: Really? I disagree with you. Studying **Economics** is important for understanding global issues.

Switch: B: Ok. My turn. Have you **created** a new food recipe?

A: No,

B: Ok. How about **approach**. Can you easily **approach** and talk to strangers? ... and so on ....

## Research which has informed this material development

- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), p. 213 - 238
- Coxhead, A. (2006). *Essentials of teaching academic vocabulary*. Boston, MA: Houghton Mifflin Company.
- Folse, K. S. (2004). *Vocabulary myths: applying second language research to classroom teaching*. Ann Arbor, MI: The University of Michigan Press.
- Folse, K. S. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly*, 40 (2). P. 273 – 293.
- Longman Dictionary of Contemporary English New Edition for Advanced Learners*. (2009). Harlow, Essex UK: Pearson Education Limited.
- Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge, UK: Cambridge University Press
- Read, J. (2000). *Assessing Vocabulary*. Cambridge, UK: Cambridge University Press.
- Schmitt, N. (1997). Vocabulary Learning Strategies. In N. Schmitt & M. McCarthy (Eds). *Vocabulary: description, acquisition and pedagogy*. Cambridge, UK: Cambridge University Press
- Schmitt, N. & Schmitt, D. (April 1995). Vocabulary notebooks: theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), pp. 133 – 143.
- Stubbs, M. (2004). Which words must students know?: A note on “A New Academic Word List” (Coxhead 2000) retrieved 4/19/2008
- <http://www.alt.uni-trier.de/uni/fb2/anglistik/Projekte/stubbs/awl.htm>
- Tulving, E. & Thomson, D. M. (1973). Encoding Specificity and retrieval processes in episodic memory. *Psychological Review*, 30 (5), 352 -373.
- Tinkham, T. (1993). The effects of semantic clustering on the learning of second language vocabulary. *System*, 21(3), 371 – 380.
- Waring, R. (1997). The negative effects of learning words in semantic sets. *System* 25(2), 261 – 274.
- Zimmerman, C. B. (2009). *Word knowledge: a vocabulary teacher's handbook*. NY, NY: Oxford University Press.