Best Activities

Ken Lackman

OUR MOST POPULAR WORKSHOPS AND AN ACTIVITY FROM EACH ONE

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Introduction

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Ken Lackman and Associates was formed in 2007 to offer teacher training workshops to schools and other language teaching organizations. Since that time, we have presented over 150 workshops at schools and conferences in North America and Europe. Schools on that list include private language schools, numerous LINC schools, and several universities and colleges. Conferences include TESL Toronto, TESL Hamilton, TESL North York, TESL Ottawa (keynote speaker), TESL Windsor (keynote speaker), TESL Ontario, and the prestigious IATEFL conferences in the United Kingdom.

Although we offer a wide range of workshops, our focus is on activities and lesson frameworks that will allow teachers to plan effective lessons more easily. These lesson frameworks and activities are methodologically sound and completely student-centred. Teachers who have used our methods and activities in their classes have remarked on noticeable improvements in their lessons in terms of student involvement and motivation.

Over the last five years we have created over 30 original workshops. This collection of activities was drawn from those workshops and each one is accompanied by an introduction to provide some basic information about the particular workshop. The workshops are offered weekly at English Central in Toronto (http://englishcentral.net/) and information about upcoming workshops can be found on our website (www.kenlackman.com). Please contact us through the website if you would like to attend a workshop at English Central or if you would like us to present one or more sessions at your institution.

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Workshop   # A Framework for Teaching Listening

> This session features a framework which can be applied to any listening text to produce a fully-integrated lesson requiring very little preparation.

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Introduction

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This workshop presents a standard approach to a lesson based on a listening text. A framework is provided, starting with an activity to activate schemata and ending with a student discussion on a topic related to the text. What is unusual about this framework is that it has a stage which consists of a bottom-up activity designed to help students decipher what they were exposed to.

Most listening tasks found in most classroom materials are top-down activities. These activities are designed to get the students to use their knowledge of the language and/or the world to help them make out what they are listening to. They are called top-down strategies because they are taken from the student to the listening. But it is the bottom-up strategies which will help students decipher actual sounds from the text and associate them with words that they already know. It is because these sounds come from the text and go to the listener to be deciphered that the strategies are referred to bottom-up. These strategies are often lacking from listening lessons and it's unfortunate as it doesn't matter what knowledge the

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students bring to the listening task if they can't make out the actual sounds. Following is a bottom-up activity that is demonstrated in the workshop.

Classroom Activity   **Matching Linked Words**

After students have listened to the text and answered the comprehension questions, give them a copy of the tapescript. Explain to them that the reason that they can't make out some words is that words often run together and sound like one unit. For example, in the previous sentence the words "words" and "often" will be pronounced as one unit, sort of like "wordsofen". This can be totally baffling to students and often they will claim to only have understood about half of what they heard - but comprehension when reading the tapescript will be significantly higher. This activity is designed to raise their awareness of connected speech in the hope that it will help them better process other listening material in the future.

Once you have explained connected speech to students, tell them you will play the recording again and this time they are to follow along with the tapescript and highlight any words that run together. If the recording is fairly long or you are dealing with lower level students, you may want to pause the recording a few times during playback and possibly even repeat sections of it or say them yourself but keep the same connected speech features.

When students have finished marking their tapescripts, put them in pairs and have them compare their texts. Then ask each pair to choose one example of connected speech and think about the sounds that run together. Ask each pair to replace one or both of the words with other words that make the same or a very similar phonological connection. So, for example, if the two-word chunk was "words-often", two other words could be "books-on". For higher level students, ask them to plant their two new words in a sentence, e.g., "Put the books on the table". Once all pairs have finished this task, tell each person to find a new partner and they say their sentence (or just the two words) to their new partner and their new partner has to find two words that run together in the text in the same way. And once everyone has done this, they can find two new partners.

Workshop   # A Framework for Conversation Lessons

It is also known as ***A Framework for Prep-free Lessons 1*** and it features a series of frameworks for lessons focused on remodelling student production. No planning or prep is required. Published in *English Teaching Professional* (http://www.etprofessional.com/).

Introduction   *A Framework for Prep-Free Lessons 1* is actually a collection of six lesson frameworks that can be used with no planning and little preparation. The collection is designated with the number 1 because it was the first of a series of three distinct frameworks for planning-free lessons which I developed. The other two (FPFL 2 and FPFL 3) were published in *English*

Teaching Professional magazine under the titles "The Teacher as Input" and "The Text as Input". The six frameworks making up FPFL 1 were grouped together because they all evolved from a language teaching method known as Community Language Learning. CLL focused on language which naturally emerged from the students and because of that it could be used at any time without any prior planning. However, as indicated below, CLL has some limitations and the adaptations were created in order to eliminate those limitations yet still keep its advantages, particularly the lack of planning and the focus on emergent language. Each adaptation is described in this handout and although each one was developed to address a limitation of its predecessor, all are useful, and could be used in alternation.

The adaptations are all conversation-based lessons and share a similar format. Each one starts with an activity for the students to choose the discussion topic, such as brainstorming. The frameworks described in this document feature different activities for choosing the topics but actually these opening activities are all interchangeable and any activity which gets students to decide on the topic can be used with any of the frameworks.

Each framework has a discussion stage where the teacher uses a particular method for collecting errors from each student's contribution to the discussion. The discussions themselves come in two formats, whole class and pair, and both could be used in alternation with a particular class.

The next phase in each framework is a clarification stage, where the teacher deals with some of the errors that were collected from the discussion. It is expected that the teacher will focus more on the significant and high frequency errors. Corrections and explanations can be either elicited from students or provided by the teacher. The teacher should also provide some focus on form and meaning and, where appropriate, pronunciation of the corrected utterance. Teachers who might be reluctant to explain the grammar involved in certain errors can do it in a subsequent class, even to the extent, for relatively new teachers, of leaving most of the grammar explanations to the next class.

Every version ends with a controlled practice stage where the students get to use the corrected utterance (or in one case, the uncorrected) productively, such as in a conversation. There are different controlled practice stages featured in the frameworks and, again, they are often interchangeable and often other controlled practice activities can be used instead.

This collection of adaptations of Community Language Learning illustrates the value of never completely dismissing any teaching methods, activities or techniques without critical analysis. If you can identify what is useful and either eliminate or adapt what is not, you'll often end up with an original and highly effective teaching tool. The last adaptation in this series is the best proof of that.

Classroom Activity   **Choosing the Topic 1**

This is a fun way for students to choose a topic for a class based on discussion. In this form it is used to find out which topic most or all of the students like. However, you can use this same activity to choose topics for debates. For a debate, you would post signs that said "strongly agree" and "strongly disagree" and look for a topic that got a roughly equal number of students on the left and right part of the wall.

- Put a paper with the words, "I really like it." at the right end of a wall of the classroom. Put a paper with the words, "I really dislike it." at the left end of the wall.
- Get students to line up along the wall of the classroom. State a topic and students have to position themselves along the wall according to how much they like or dislike the topic (ends of wall are the extremes, middle is neutral, etc.).
- Continue calling out topics and/or have students call some out.
- Choose most popular topic by how many students end up at right.

Booklet Available   The complete booklet is available at http://kenlackman.com/.

Workshop   # A Framework for Lessons Based on Teacher Talk

Known also as *A Framework for Prep-free Lessons 2*, it is a revolutionary and widely acclaimed method using teacher talk as the linguistic input. A simple framework is used for great lessons without planning or preparation. Published in *English Teaching Professional* http://www.etprofessional.com/.

Introduction   *A Framework for Prep-free Lessons 2* is a teaching method based on ideas about language learning that were introduced by Michael Lewis, author of *The Lexical Approach*. Lewis, in a presentation on The Lexical Approach, pointed out that the lexicon is far too vast to teach. The average educated native speaker knows about 40,000 individual words and 200,000 to 300,000 lexical chunks (collocations and expressions). At the standard rate of 10 to 15 new lexical items per lesson, it would take over 100 years to teach all those items to a student who was taking one class per day, weekends excepted. The fact that there are perhaps millions of non-native speakers who have achieved educated-native speaker proficiency in far less than 100 years is proof that most of the lexicon is not overtly taught by teachers but picked up incidentally by learners.

Michael Lewis, in his book *The Lexical Approach*, states that language teaching should focus on strategies to help students accelerate that incidental learning, which makes sense because most of the lexicon gets learned incidentally and teaching the entire native-speaker lexicon is virtually impossible. He says the strategies should help students "turn input into intake", or, in other words, the strategies should help students **acquire** language whenever they come in contact with it. The most important

strategy is raising students' awareness of structures that occur in the language and the thinking is that if they are trained to notice structures, they will acquire them more effectively. However, the students need to be made aware of the fact that the vast majority of structures in the language are made up of combinations of words and are not the standard grammatical structures we are used to. The focus on combinations of words (or lexis) is the reason for the name "The Lexical Approach".

Since the onset of the Communicative Approach, teachers have been told to limit their teacher talking time in the interest of giving the students more speaking time with each other. This usually relegates the teacher's spoken contribution to the class to giving instructions, explaining grammar or vocabulary, providing some error correction and giving feedback. However, conversing with other learners does not give language learners exposure to native-like speech and they will often pick up each other's errors or awkward structures. Often the only significant exposure we give students to native-like speech it to have them listen to recorded material. Yet we ignore the best source of language for the student, the teacher, whose spoken communication is unlike recorded material in that it is multi-dimensional, immediate, direct, interactive, adjustable in level, content and mood and, under ideal circumstances, something the students can relate to emotionally and intellectually. For these reasons, it makes no sense to limit teacher talking time. What teachers need to do is to make sure that their extended teacher talking time is principled, in that the students are provided with an opportunity to learn from it. The way FPFL 2 accomplishes this is to train students to notice useful structures naturally occurring in the teacher's speech, or as Lewis might say it, to give them a strategy to turn input into intake.

The immediate goal of a FPFL 2 lesson is that students notice useful language that their teacher uses in talking about a topic they have chosen. Initially, the students should be noticing language that they themselves could use to talk about the same topic. However, the long range goal is to train students to process language which they perceive as useful whenever they encounter English. Taking for granted that the teacher talk is at the appropriate level for the students, listening for useful language is an important listening skill to practice as it can be transferred to the outside world. Students who master the ability to notice useful language outside the classroom should accelerate their rate of acquisition significantly.

Classroom Activity   **Choosing the Topic 2**

As FPFL 2 is a framework for teaching classes of students, the aforementioned advantages of teaching individuals had to be adapted for groups. For example, the first thing the class does is to choose the content of the lesson. There are many ways to choose a lesson topic but this is one that students really enjoy. You will need some three sets of red, yellow and green coloured cards - index cards work well for this. Give each student a red, yellow and green card. Then tell students that when you call out a conversation topic, they are to hold up the green card if they want to talk

about it, the red if they don't and the yellow if they are indifferent.
Call out the first topic and make note of the number of red, green and yellow cards held up. If you want to simplify this task, just write down the number of red cards held up the topic as any topic that gets a minimum of red cards will be suitable for the class. Then continue calling out more topics and you can even get students to contribute some topics. When you are done with this, choose a topic based on the most green cards or the least red ones.

Note that there are many other things you can use these cards for. For example, if you are taking up a multiple choice quiz, get students to hold up the green card for A, the yellow for B and the red for a C answer. If there is a fourth choice (D), they can raise their hand without a card. It's a great way to check how many students got each answer right. Basically, you can use these cards for any classroom questions where the answer might be "yes", "no" or "maybe".

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop

A Framework for Teaching Vocabulary from a Text

Known also as *A Framework for No-prep Lessons 3*, it is a system for teaching great lessons from any reading text. Published in *English Teaching Professional* http://www.etprofessional.com/.

Introduction

A Framework for Prep-free Lessons 3 is one of a series of experiments with lesson frameworks that allow teachers to deliver effective lessons with little or no planning or preparation. *A Framework for Prep-free Lessons 1* uses emergent language from students' conversations as the linguistic focus of the lessons. *A Framework for Prep-free Lessons 2* focused on emergent language from the teacher, while this, the third version, uses language from a text. Any text can be used for these lessons as long as it is appropriate for the level of the students and there are at least 10-15 words in the text which the students would not know. Texts should be relatively short and can be drawn from sources like coursebooks, newspapers, magazines and the internet.

The main aim of the lesson is that the students learn new vocabulary, and that they learn it in context. However, the lesson framework is designed to include all four skills. The text initially is dealt with as any reading text would be, with the students doing a quick read to get the gist of the writing. Following the gist read, the students read it more carefully for comprehension, and then they answer a few reading comprehension questions. In dealing with the vocabulary, students will have to find the meanings in dictionaries and, for words with more than one meaning, they will have to consider the context to determine which one applies. Students will later get extensive practice in determining meaning from context when they have to locate words in the text which match the dictionary-style definitions. After the students have dealt with the vocabulary, they will get

listening practice from the teacher's oral summary of the text. By this point they should have a good understanding of the text, so instead of listening for comprehension, their task will be to take notice of structures involving the new vocabulary they've learned. The structures will typically be collocations and expressions. Students will then write questions using the structures, which will give them some practice with writing. Finally, in asking the questions of other students, they will get speaking practice, both for fluency and accuracy.

Classroom Activity

Topic-related Warmer

When you do a lesson focused on a certain topic, it's best to start off with a warmer that relates it. In this particular lesson it will be topic of the text that is being featured. An effective warmer is one in which the students have to mingle and ask every other student a question on the topic. The question could be one in which they ask for an opinion or for information. For example, if your text is about a celebrity scandal, a question could be if the students agree with the private lives of celebrities being publicized (opinion) or the question could be one which asks what they know about that particular celebrity (information). Whichever way you do it, make sure you get some feedback from the students after they have finished the warmer. Not only does this type of warmer get students interacting but it gets them thinking about the topic.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop A Framework for Teaching Vocabulary

This is an innovative method based on the fundamentals of teaching vocabulary which can be delivered without any planning.

Introduction

This workshop is also known as *A Framework for Prep-free Lessons 4.* It is the most recent of a series of experiments with lesson frameworks that allow teachers to deliver effective lessons with little or no planning or preparation. *A Framework for Prep-free Lessons 1* uses emergent language from students' conversations as the linguistic focus of the lessons. *A Framework for Prep-free Lessons 2* focused on emergent language from the teacher, while *A Framework for Prep-free Lessons 3* uses language from a text. This version is similar to *A Framework for Prep-free Lessons 3* in that it focuses on vocabulary derived from texts but differs in that it is purely a vocabulary-based lesson while its predecessor was essentially a standard reading skills lesson with stages for developing reading comprehension which were followed by a language analysis stage. *A Framework for Prep-free Lessons 4* does not require comprehension of the text and thus leaves students completely free to focus on the meaning and use of the vocabulary contained within it. From a practical perspective, an important advantage of *A Framework for Prep-free Lessons 4* over *A Framework for Prep-free Lessons 3* is that it does not require that the students have dictionaries in the classroom.

The main aim of the lesson is that the students learn new vocabulary, and that they learn it in a context. However, the lesson framework is designed to include most of the four skills. Even though reading comprehension is not an aim or a feature of this framework, students will receive significant practice in the reading skill of scanning for specific information. This skill is first practiced in the warmer and after that students practice scanning texts to find words that they are unfamiliar with. This is done to select the target language for the lesson. Once meaning, form, usage and pronunciation of the target language has been dealt with, students will get writing practice where they will have to use the new vocabulary in context. The writing stage also supplies the material students will use for a controlled speaking stage where the vocabulary will be used in context for questions and responses. Lastly, students will participate in a free-practice stage with a focus on fluency where they will have to work the target language into a conversation.

Classroom Activity

Scanning Race

The lesson starts off with a warmer to energize the students and to give them some practice in scanning texts for specific information. The students are put into pairs and the teacher gives them a list of items they are to scan the text for. You can prepare the list of items beforehand, but, since this framework is designed to enable you to teach without any planning, you can also think of them on the spot. The items can be individual words, collocations or phrases/expressions. They can either be content or linguistically related. For example, if your text was a narrative, you could have them search for content-related items such as the name of a minor character, a place, a common object, etc., or it could be a linguistic item such as a personality adjective, a time expression, an adjective + noun collocation, an adverb of manner, an irregular verb, etc. If you decide to do this "on the spot", tell students to write down the items to look for as you write them on the board. This will give you time to come up with them while they write them down. The students should write them in a column with space to the right so they can write the items there as they find them. Linguistic items are good to use because they tend to be related to the genre and your basic knowledge of the genre will enable you to select some items without even reading the text. Even content items will tend to exist in certain genres. For example, if you were using a menu, you could ask for a verb to describe a cooking method, a type of fruit, an adjective related to taste, etc.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop

A Framework for Reading

This session provides teachers with a framework for a reading-based lesson around any suitable text. It includes two innovative original activities to get students to focus on lexical items in the text.

Introduction

This workshop presents a standard approach to a lesson based on a reading text. A framework is provided, starting with an activity to activate schemata and ending with a student discussion on a topic related to the text. However, this framework gives a lot of emphasis to mining the text for useful language. This is something that is missing from most coursebooks and other classroom materials. It is unfortunate as the students are asked to spend a significant amount of time dealing with the text but most of that is done in relation to reading skills concerned with comprehension. There is little or no attention paid to helping students to learn new language from reading texts. This is especially important at lower levels because the students are mostly limited to texts which have been graded to their level. Since there is not a wealth of graded material available, it would make sense to maximize the learning potential of any text introduced into a classroom. The activity which follows is meant to give students practice with language that they have found in the text.

Classroom Activity

Work in Your Sentence

Once students have picked out the target vocabulary and had whatever explanations of it that were needed, they should work with the vocabulary either in writing and/or speaking. The following activity is one which students really enjoy and find challenging at the same time.

This activity can have students working individually or in pairs. Each student will end up with one of the vocabulary items from the reading so if you have 10 items and 10 students, it will be easy. If there are more students than words, then you can pair students up and assign some or all pairs the same lexical item. Give each student a strip of paper, regardless of whether they are working in pairs or not. Then assign each student or pair a lexical item from the reading. On the paper strip the students write a sentence containing the lexical item. Let them know that if the subject of the sentence is a person, it should be a pronoun other than "I" or "you" (e.g., *he, she, we, they*). If a pair has the same vocabulary, they work together and write two different sentences. While they are writing, monitor to check for accuracy. Make corrections where needed.

When students are finished writing and you have checked it, tell each student to find a partner (or a new partner) and tell them they have to have a conversation and work in the sentence that they wrote. It's a good idea to model this for them. Students begin their conversations and then after a few minutes, tell them to switch partners. You can ask them to switch strips of paper also but for lower level students you may decide to let them keep the same strip. Studies have shown that when learners are put in a situation where they repeat a general speaking task, each time they do it, they get a bit more accurate and a bit more fluent. They won't have the benefit of using all the target vocabulary but they will experience hearing it being used by their partners, which is still valuable.

Workshop A Framework for Writing Lessons

> This is really a workshop on genre analysis and it provides a formula for teaching student-centred writing lessons requiring little preparation and no marking by the teacher. Students learn to analyze texts in order to create their own.

Introduction Just as film and music have different genres, each with its own characteristics, so does writing. In the same way that a young film director might study the camerawork, sound, editing and storyline that are characteristic of horror films, an ESL student should be aware of the content, layout, style and register of a cover letter before attempting to write one. Genres are culturally determined and if a writer does not adhere to the characteristics of a particular genre, he/she will not be able to communicate effectively with members of that culture and may bring on feelings in their reader ranging from indifference to offense. Just imagine a potential employer's reaction to a badly written application letter. Yet, when I was a director of studies I received hundreds of application letters from ESL teachers and I would say only about 20% were well-written. If these teachers had known how to analyze that particular genre, they could have simply taken a sample application letter (e.g., from the internet) and used it as the basis for creating their own. And once teachers have learned this skill they can pass it on to their students. Effective genre analysis is easy to teach and absolutely essential for learners wishing to communicate successfully in writing.

Classroom Activity **Writing Genre Brainstorm Race**

Divide the board into columns, one column for each team (for small classes, two teams/lines should work fine). Get the students into two teams and get them in lines in front of the board but make sure the first student in the line is a few metres back from the board. Give the first student in each line a board marker. When you say go, the first student in each line runs up to the board, writes a writing genre on the board and runs back to give the next person in line the marker who does the same thing. The students waiting in the line are allowed to confer. When you stop the activity, see which group has added the most items. You can eliminate any erroneous ones first, if you like.

Another way to do this activity is to divide the board up into rows as well as columns. Number each row, say, from 1 to 20 (for 20 rows). Tell students before starting that they cannot repeat something another team has thought of and written on the board. After the race is stopped, if you notice any others that other teams came up with first, erase them. You can determine this by looking at the numbered lines on the board. Then eliminate any erroneous ones and count up to see which team contributed the most.

Booklet Available The complete booklet is available at http://kenlackman.com/.

Workshop | Activities for the 21st Century

This session presents a revolutionary idea about language teaching where the students are taught strategies to learn the language rather than the language itself. Several relevant classroom activities are demonstrated.

Introduction

Activities in this handout are from a workshop which attempted to establish certain premises about language teaching. The activities were created to implement some of these ideas. However, the activities are universal and can be used with any text - a reading text or a listening tapescript.

An important premise established in the workshop is that grammar teaching should take a back seat to vocabulary in the classroom. One of the reasons for that is that recent studies have suggested that a student's acquisition of grammatical forms happens when that students "language learning brain" is ready to acquire them and that repeated form explanation and practice in the classroom does not seem to have much influence on when that is. It was also pointed out that the vast majority of structures in the English language are lexical rather than grammatical. The vast number of structures that an educated native speaker knows was shown to be impossible to teach during class time so it was suggested that the students be taught strategies to acquire them in their encounters with the language. The teaching of individual words was discouraged as a large percentage of lexical structures, particularly in spoken language, are made up of a relatively small number of individual word (i.e., 200 words represent 60% of spoken language, 2000 words, 90%).

The opinion was given that, in an ESL environment, macro skills should not be taught in the classroom as development of those skills is much more effective outside the classroom. Instead class time should be spent on micro skills (or sub-skills) as students will normally not learn them outside the classroom and they are essential for effective communication. One skill that was recommended was the skill of noticing useful structures (lexical chunks) in listening and in reading.

Classroom Activity

Structure Relay Race

This is a great activity for getting students to notice certain common structures in texts. Divide class into groups of around three to six students. Give each group a different coloured board marker (or different colour piece of chalk). Tell them the kind of structures you want them to find in the text and give them a sample, if necessary. Tell the class that they will be writing the structures on the board but you will erase any structures that have already been written there or any that are incorrect. Specify that it is a competition to see which group can find the most structures. Students then look through the text and when they find s structure, they send someone from their group to write the structure on the board. That person returns to the group and hands the marker to another student. That student will be the next on to write a structure on the board. They have to keep handing the marker to another student after each contribution. Monitor this activity and

erase any repeated structures from the board and any that are incorrect. When the activity ends, get each group to count up their structures to determine a winner.

Some structures to look for in texts
- verb tense structures (present perfect, past continuous, etc.)
- modal verb structures
- relative clauses
- conditionals
- phrasal verbs
- collocations
- prepositional phrases

Workshop CAT: A Framework for Dogme

A new approach to teaching English, this method can be used with virtually any learners and by any teachers. It's easy to implement and gets great feedback from students. And no preparation or materials are needed.

Introduction

Conversation Activated Teaching is a step-by-step method that implements all the main features of Dogme. It is a totally student-centred way of teaching that begins with the students choosing their own conversation topic for that lesson. That task is done as a group brainstorm of possible speaking topics and then a final topic is chosen from the list. From then on, the lesson framework is fairly simple.

Classroom Activity

Choosing the Topic 3

The lesson warmer is a group brainstorm where participants in each group come up with ideas of what they could talk about in that lesson. It is best done as a collaborative and competitive task where each group of students tries to come up with the longest list. When the activity is stopped, the teacher asks each group how many topics they thought of and then writes the complete list from the winners on the board. Other groups are then asked for any additional topics and then they are added to the list. Then tell the students that you will start at the beginning of the list and call each topic our in turn. For each topic, if they would like to speak about it, they are to raise their hands. They may raise their hands as many times as they wish. Call out the first topic, count the hands and write the number of votes it got on the board beside the topic. Continue with the rest and once all have been voted on, select the one with the most votes as the topic for that class. If there is a tie, then vote again with only the topics that got the same score. This time, the students are only allowed to raise their hands for one topic.

Workshop   Collocation Activities

> This workshop consists of activities that are designed to get students
> to notice collocations when they are exposed to English.

The activities in this book are designed to get students to notice collocations when they read. This is a very important skill as learners who want to approach native speaker level will need to learn most collocations on their own. The reason for that is, with hundreds of thousands of collocations in the language, the number is just too overwhelming to even attempt to try to select the most important and/or frequent ones to deal with in class. Thus, activities that encourage students to notice collocations when they read are perhaps the most effective use of class time where these lexical structures are concerned.

Introduction

All the activities that follow are designed to be universal, in that they could be used with virtually any text that is level-appropriate for the students. And students at any level where they can process texts should be able to do these activities. Coursebooks are an ideal source of texts to use for these activities because they have already been graded to the students' level. Also, coursebooks tend to do very little with texts in terms of language analysis. This is really unfortunate since students, especially at lower levels, often have very limited exposure to English and the exposure that they do have needs to be maximized so they can gain as much as possible from it. After the Lexical Approach was published, many teachers realized this and began to get their students to mine coursebook texts for various lexical constructions such as collocations, semi-fixed expressions and fixed expressions. Out of those three crucial lexical chunks, only collocations can be dealt with at virtually any level.

So, a useful way to implement these activities with coursebook texts would be to have the students follow the coursebook from the pre-reading or pre-listening activities through to the comprehension questions and do whatever language analysis is in the coursebook – usually just a selection of new words. And then you would take the language analysis one big step further by adding one of the activities from this collection. Note that some of the activities in this collection require more than one text. If want to use the coursebook for one of those activities, you would need to go back and revisit some texts you've done before.

You'll find that some of these activities, although relatively simple, will occupy a lot of your students time. However, they are designed to be highly motivating for students in that they are both collaborative and competitive. So, once you've dealt with the coursebook tasks, one of these fun and useful activities will provide an ideal way to end your lesson.

Classroom Activity   Verb + Noun Reduction

Among the different types of collocations, *verb + noun* ones are some of the most frequently occurring and, for language learners, perhaps the most

important. Consider for example, all the errors that students make with them (e.g., make a party, take a coffee, make some research, etc.). This is why it is important that students learn to notice these tricky collocations and to try to remember them. The problem with *verb + noun* collocations is that they are often difficult to notice because they are split, with other words that occur in between, words such as articles, adjectives and prepositions. This activity is great for giving students practice finding these hidden structures.

For this activity, all you need is one text and a copy for each pair or group of three students in the class. After you've put them in pairs/threes, give them the text and have them look for words between nouns and verbs that could be removed and have the sentence still make sense and be grammatically correct. Once they've done that they should consider whether the verb and noun are actually a collocation. You can monitor to help them with this. If they do determine that a combination is a collocation, they should remove those words in between by crossing them out. They will *get a point* for each word they remove but *lose two points* for each word they remove that makes the sentence grammatically incorrect. For example, in the preceding sentence, the article "a" cannot be taken out from "get a point" but in "lose two points", the word "two" can be removed. This should promote lots of discussion about grammar, particularly article use.

When students have finished marking their texts, have them hand their text to another pair/three and everybody then counts up the points on the text they have. Find out who got the most points and have that group read the text they have. Point out any errors they made in removing words and adjust the point total as needed. Then find out if any other students removed any other words and ask them to tell you what they were so you can tell them if they were removed correctly. When this has been done, find out the final point totals to determine the winners.

Workshop Classroom Games from Corpora

> This innovative workshop features a collection of fun and motivating games based on one of the most valuable and underused sources of authentic language.

Introduction Corpora, as the name suggests, are bodies of sampled language that are stored in computer databases. The samples are taken from authentic sources of language, either written or spoken. The written sources are typically publications such as magazines and newspapers while spoken sources are often television and radio broadcasts and even recorded telephone calls. The purpose of compiling this database is so that the language can be analyzed to look for word patterns, check linguistic rules, check hypothesis about language use and to compile statistics of use, for example frequency of certain works or word patterns.

To perform these analyses, corpus tools are used. These are computer programs that will search the language database according to certain criteria. The two most common types of corpora tools are concordance

searches and collocation searches. A concordance is a series of lines from various sampled sources all containing the searched word. The screenshots below from the Lextutor Concordancer shows the search screen and the resulting concordance. Below that is a collocation list from the BYU corpus collocation search.

There are many corpus websites online and many of them can be accessed for free. The two that are featured in this collection of games are:

 Lextutor Concordancer
http://www.lextutor.ca/concordancers/concord_e.html

Corpus.BYU.Edu (Brigham Young University)
http://corpus.byu.edu/

Lextutor search for concordance for "offer"

Concordance for "offer"

Collocations (adjectives) with "day" from BYU corpus search

Classroom Activity   **Categories on Walls**

This is an active and fun game where students race to find short structures like collocations from concordance sheets printed from a corpus. The short structures featured on the concordance sheets need to be broken down into categories and each category is written at the top of a sheet of paper. The papers are posted on the walls of the class and the students work in teams and look through the concordance sheets and when they find a structure that fits a particular category, they run to that category sheet on the wall and write the structure on it. In the end, the team that has added the most structures, wins. Below is a sample of a concordance sheet for collocations with "day" that could be used for this game.

in a junior suite, 90-minute massages and dinner. If it's a **rainy day**, guests get $25 to try their luck at the casino. (800)

he said. # Massen said that was not his intention. On a **recent day**, he narrated a photo album filled with pictures of himself -- buffer, tanner

and archivist Edith R. Kramer, discussed their work over lunch in Berkeley one **sunny day**. None of them looked as if they had been spending much time

get the correct result. ") # Even players agree it is a **quiet day** for the officials. Redskins guard Pete Kendall, in his 12th season, says

. # April 2007: Bombings in Baghdad kill nearly 200 people in the **worst day** of violence since U.S.-led buildup began in February. # July 2007: Bush

families, and how they feel about the daily tightrope walk. And a **long day** it is. (1) Blair Christie returns home from work and is greeted by

artist Ira Yaeger and George Hellyer. Savoring a killer view of a misty **gray day** on the bay, the now-country boys caught up with **big** city gal pals Gail

day, it was the former. # " It's pretty much a **perfect day**, " said Douglas Krah, regional president of Standard Pacific Homes of Northern California

classes, $55 for three hours. Other excursions range from $95 for a **full day** to $150-$200 for overnight trips and $200-$250 a night for teaching classes.

to grow. # In September, community members attended a picnic on a **foggy day** in Golden Gate Park. Again and again, a **chilly** wind toppled easels

Materials Required

- Concordance sheets (see below for preparation instructions)
- Blank sheets of paper
- Different coloured markers for paper (one per two or three students)
- Tape or Blutak

Preparation

1. Decide which key words you want to find collocations for. They can be from a coursebook, other texts or word lists in the appendix of this handout.

2. Go to http://corpus.byu.edu/ and choose the British or American corpus.

3. Login with your username and password (top right).

4. Under SEARCH STRING type your key word in the WORD(S) box and type an asterisk after it if you wish to get more than one form of that word, i.e., admit* for "admit", "admitted", "admitting", etc. Another way to get all forms of a word is to put square brackets around it, i.e., [admit].

5. Next to COLLOCATES, set the number for the number of spaces before or after the key word where you want the collocations to be. In the example above, the placement is set for one space after the key word. For adjectives before a key word which is a noun, such as "day", you'll want to set the number for one space before (the first box) which will reveal adjectives such as "sunny". Note: If you enter two words in the WORD box, e.g., "good at", you will need to set the number in the second box at 2 to reveal to reveal collocations such as "good at speaking".

6. In the POS LIST box, choose the Part Of Speech you are looking for. In the example above, it's set at ING verbs (which produce gerunds also).

7. If you want to limit the sources of the word patterns you are looking for, in the box labeled SECTION, select the source. Notice in the example above the setting is NEWS: Misc. You can further limit it by also selecting something in the second box also, for example, SPOKEN sources only. You may want to set the minimum number of times the word pattern needs to occur for it to appear. The MIN. FREQ setting is at 10 above.

8. Hit the SEARCH button to get your word patterns. (You may be prompted to set the SECTIONS to "NO". Do that under the DISPLAY section near the top left.)

9. Above the list of collocations that appear, you see a button labeled COLLOCATES. Use this to select the collocations you want to appear in the concordance below. To the left there is a column with boxes to be checked. If you check all of them (just check the one box at the top to do that), and then hit COLLOCATES, you will get a concordance featuring all of those words. Or you could just check one, for example, if you checked "having", you would get a concordance featuring just "admit* having".

10. Scroll down to the bottom right of the concordance page and highlight the whole thing with your mouse. Hit Ctrl+C on your keyboard to copy it.

11. Open up a document in Word and set narrow margins. Then hit Ctrl+V on your keyboard to paste the page. Select the four columns on the left with the source information. Delete them. Highlight all of the text. Then set the font to Arial Narrow. If you'd like, centre all the text. Enter a space after the entire text before pasting more pages.

12. Go back to the corpus and click on the arrow after the concordance page number (top right of the concordance page) to go to the next page. Repeat the procedure to paste more pages. Note: The concordance pages will have all the words you selected randomly distributed throughout all the pages that it produces. You could end up with hundreds of pages. If you would like a list of collocations spread over a smaller number of concordances pages, like 20 instead of 200, limit the sources of your search (see step 6 above). Something like NEWS:MISC should get you a broad and smaller random sample.

13. Print the pages.

Procedure

1. Decide what categories you are going to use and write each one on top of a sheet of paper with a marker. You can use larger sheets of paper if you want to elicit more ideas from the students or if you want longer items such as phrases or sentences. You can also write a sample in each category if you feel students need one. Here are some sample categories for the concordance samples included here:

Verbs + Gerunds
admit +
suggest +
deny +
imagine +
appreciate +
resist +

Adjectives + 'day'
time ('next')
quality ('bad')
colours ('grey')
weather ('sunny')
number ('first')
length ('long')

2. Put the category sheets up on the walls of the classroom. Try to spread them out with plenty of space in between (you can also use the windows).

3. Put the students in teams of two or three and give each team a different coloured marker. Explain to the students that they are to work together as a team to get examples in each of the categories from the concordance sheets and then they should go to that category sheet and write the example. They are to take a concordance sheet from your desk and return it when they think they've finished with it (so other teams can find ones that they may have missed) Tell them that it is a competition and they will be awarded points for every correct item they add. Explain that they cannot add two in a row and if you find two in a row in their colour, they will lose points. They will also lose a point if they write one that has already been written on the list. You can explain to students that they shouldn't bunch up at one sheet with the person with the marker. Other team members can be waiting with ideas at other sheets. You can give them a couple of minutes to discuss their own strategies. I've even seen them throw the marker to each other around the room.

4. Tell the students to start and stand back!

5. Stop the activity whenever you want.

6. Go over the sheets and cross off any examples that are incorrect. Explain why, if you'd like.

7. Get each team to count up the number of correct contributions to determine the winning team.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop	**Corpify Your Coursebook**

This session demonstrates how to apply simple corpora searches to create interactive classroom activities to lexically enhance coursebook exercises.

Introduction	**Instructions for using the BYU Corpus**

1. Go to http://corpus.byu.edu/ and choose the British or American corpus.

2. Login with your username and password (top right).

3. Under SEARCH STRING type your keyword in the WORD(S) box with an asterisk after it if you wish to get more than one form of that word, e.g., admit* for "admitted", "admitting", etc. If you wish to get variations of the root word, e.g., think/thought then put your word in square brackets [think].

4. Next to COLLOCATES, set the number for the number of spaces before or after the keyword where you want the collocations to be. In the example above, the placement is set for one space before the keyword. For adjectives before a keyword which is a noun, such as "day", you'll want to set the number for one space before (the first box) which will reveal adjectives such as "sunny". If you set the number at 2 for adjectives, you'll get adjectives two places before "day", which would reveal chunks such as "*beautiful* summer *day*". Note: If you enter two words in the WORD box, e.g., "good at", and the number in the second box is set at 1 space after,

the collocation finder will not work. This is because it is reading from the first word you entered (good) and you have already put something in the slot immediately after it (at). In this case you will need to set the number in the second box at 2 to reveal to reveal collocations such as "good at math".

5. In the POS LIST box, choose the Part Of Speech that you are looking for. In the example above, it's set at adj.ALL, which will produce all adjectives.

6. If you want to limit the sources of the word patterns you are looking for, in the box labeled SECTION, select the source. Notice in the example above the setting is NEWS: Misc. You can further limit it by also selecting something in the second box also, for example, SPOKEN sources only. You may want to set the minimum number of times the word pattern needs to occur for it to appear. The MIN. FREQ setting is at 10 above.

7. You can also set the number of examples that you want. The bar that says "HIDE OPTIONS" will normally say "CLICK TO SEE OPTIONS". When you click it, it will change to "HIDE OPTIONS" and will reveal "# HITS". The default is 100 hits but you can change it to get more than that. In the example above it is set at 200.

8. Hit the SEARCH button to get your word collocates.

Classroom Activity   **Choose the Collocates**

Give students a list of 20 or more collocates of a certain word, in no particular order. They work in pairs or small groups to decide which of those are the most common, e.g., the top 5 or 10.

You can make it competitive and then ask who got the most correct after you give them the answers. Students may find this task challenging and they will be just guessing for a lot of them but the important thing is that the task will raise awareness of the most common collocates of the keyword. To make the task easier, you can give students a partial list with some gaps and then give them the list of words in random order that go in the gaps. The list below of the top 20 nouns to collocate with "student" is an example of a list that could be used for this activity.

1	COLLEGE	1863	11	UNDERGRADUATE	127
2	GRADUATE	1804	12	EDUCATION	100
3	SCHOOL	830	13	MINORITY	87
4	LAW	381	14	MUSIC	76
5	UNIVERSITY	367	15	GRADE	66
6	GRAD	266	16	HONORS	55
7	HONOR	195	17	TECH	47
8	EXCHANGE	175	18	ARCHITECTURE	46
9	ART	162	19	SCIENCE	46
10	ENGINEERING	129	20	FILM	45

<div style="text-align: right;">**Workshop**</div>

Error Correction Games for Writing

This is a collection of fun activities which help students to identify their own errors. Students enthusiastically compete to correct each other's errors leaving no papers to take home to correct.

Introduction

It's not unusual to find both students and teachers who dislike dealing with writing in the classroom. For students, it means leaving those interactive communicative activities and spending a half-hour or even an hour in solitude often just staring at a blank paper waiting for words to come. While they are writing, the teachers might enjoy the "time off" in the classroom where they can read a book or plan the next lesson but they know they will pay for it later. The punishment usually comes that evening when the teacher spends hours going over papers with a red pen trying to understand what the student was trying to say and then correct it. While there is no relief for students in the writing phase, there are a number of ways of sparing the teacher those evenings with stacks of papers and the red pen.

This collection of original error correction games eliminates the need for teachers to do any marking after the lesson. The games focus on getting the students to identify and correct their own errors, but in contrast to the actual writing stage, the games are fun, interactive, cooperative and competitive as students work in teams to find and correct more errors than their classmates can.

In order to use these activities, teachers need to get over the idea that every error needs to be corrected. Instead, the focus should be on common or recurring errors relative to the students' level. For example, a low frequency topic-specific word spelled incorrectly may not be worth spending class time on as the student may never use that word again. Likewise, errors with grammatical structures beyond the students' level are best left alone for the time being. The games require that teachers notice and categorize their students' frequent errors that are appropriate to their level. Any of the systems using symbols such as WO for Word Order and VT for Verb Tense will work or the teacher can develop their own method of categorization (see Appendix I). Once the teacher has an idea of the type of errors his/her students are making, the games can begin.

Classroom Activity   **Error Correction Scavenger Hunt**

This is a fun activity that gets students to work together to identify errors in each other's writing according to the categories from either the *Correction Code* or the *Common Error Strips* (see Appendix). It's a completely student-centred activity which involves little input from the teacher except when students want clarification on a particular error and its categorization.

Prepare a scavenger hunt checklist like the model below. You can use either simple correction categories like "Verb Form" or you can use more complex and specific categories like those on the *Common Error Strips*,

such as "Concord: Subject/Verb agreement". Of course, the level of your students will have some bearing on the categories.

Put the students' writing up on the walls, spread throughout the classroom. Put the students in pairs (or threes) and give each pair a scavenger hunt checklist. Explain that they are to find as many of the items that they can and they should pay attention to the points as the team with the most points at the end will win. Explain that they will need to provide the initials of the student whose paper they got the error from (to be able to check it, if necessary) and they will need to write down enough of a context to make it clear what the error is. Then they can start the activity.

Stop the activity at any point once students have collected a significant number of errors. Ask each group to read out an error from their sheets that either they are not completely sure of or they are not sure how to correct it. Then correct it together as a class. Continue in this way. Then get students to total their points to see who wins.

ERROR	POINTS	S Initial	ERROR SAMPLE	TOTAL
a missing article	5			
a missing article	5			
a wrong article	15			
a missing preposition	5			
a missing preposition	5			
a wrong preposition	5			
a verb form error	10			
a verb tense error	10			
a word formation error	10			
a missing word	5			
2 or more extra words in a row	20			
a word order error	30			
a word choice error	10			
a punctuation error	15			
an incorrect collocation	25			
an awkward expression	30			
a subject/verb agreement error	50			

Booklet Available   The complete booklet is available at http://kenlackman.com/.

Workshop   # Getting Students to do Your Prep

Getting Students to Do Your Prep is a great collection of universal games and activities to get students to prepare materials for other classroom games and activities. They make planning easier and classes more student-centred.

Introduction

Good language teachers will often spend many hours preparing classroom materials for their students. These teachers are trying to make their classes more interesting and involving for the students. They create material for activities and games which they think will be particularly useful for their students. They do this because they feel that the material found in coursebooks and activity books is generic and they know that they can tailor similar material to their students which will better serve their needs and interests. For example, many teachers start the first class with a "Find someone who" icebreaker from a book. The activity in the book will be generic and a teacher may see the value in changing it to make it more interesting and useful for the students. For instance, activity books have the ubiquitous "Find someone who has been to ..." instruction. The teacher may adapt it to his/her students by changing it to some location that is in the relative vicinity of the school or city that the students are living in.

But in some cases, it makes more sense to get the students to decide what is relevant to them rather than have the teacher make this decision for them. Whenever you find yourself thinking up activities or material to use in the classroom, ask yourself this question: Would my students get more value out of creating this than I would? This is especially relevant when the material or activity has a linguistic focus. To go back to "Find Someone Who" again, many teachers use it for getting students to practice asking and answering questions with the present perfect. But do teachers benefit from sitting at their desks trying to think of questions that feature the present perfect? On the other hand, students would get valuable practice not only composing the instructions for the questions, where they would have to pay attention to the correct form for the present perfect, but they would also have to pay attention to meaning when they think of situations and/or actions to which the present perfect would apply. And once you've made the decision to turn the creation of an activity over to the students, you can tailor it even more to make sure they get maximum benefit out of creating it. For example, to make sure students don't write a group of "Find someone who has *been* to...", you could specify that each FSW instruction must use a different verb (e.g., has eaten..., has taken..., has been..., etc.).

In the affective realm, there are even more reasons to hand over the creation of class materials to the students. Students relish the opportunity to be creative with the language, especially with something that is going to be used in some way in the class. They will get a sense of ownership from it and will strive to make it as effective as possible. To have the other students use and enjoy the material they create is intrinsically motivating and students will get a sense of pride when their material is used success-fully, if not enthusiastically, in the classroom. Finally, giving students input into creating material often allows them to utilize their sense of humour and it seems that students, regardless of their background, often recognize what their fellow students find amusing much more than the teacher can.

Classroom Activity   **Vocabulary or Grammar Hot Seat**

This is a lively activity which gets students to enthusiastically review grammar or vocabulary that's already been taught, either in a previous lesson or earlier in that lesson. It is based on a popular game where someone gets a teammate to guess a word from clues but they are not allowed to say the actual word. In this version, students get their teammate to guess a whole sentence, albeit a short one. Normally, teachers would be supplying the sentences but in this case, it's the students.

To begin, establish what grammar or vocabulary you want students to practice. Then ask each student in the class to write a short sentence containing a target word, phrase or grammatical structure. As other students will have to guess the sentence word by word, you may want to establish a word limit to keep the activity from being too difficult. Below are some sample simple sentences for some grammar points and vocabulary. Note that contractions have been avoided. If you are dealing with vocabulary, write the list of words or phrases on the board and have students come up to the board and cross off the one they are going to use. If you have more students than words, you can allow students to choose one that has already been crossed off.

- I have seen Titanic. (present perfect)
- If I was home, I would be happy. (2nd conditional)
- I have put off my dentist appointment. (phrasal verb)
- He has a splitting headache (vocabulary/collocation)

When all students have finished writing their sentences, put them into two teams which assemble on the two sides of the class. Put two chairs in front of the board, facing the class. Each team sends a member to sit in the chair facing the class. Those students cannot look at the board. One student from one of the teams comes up and writes their sentence on the board. If there are errors in it, correct them on the board without saying anything. Then the members of each team try to get their teammate in the hot seat to say the sentence. They cannot use any of the words in the sentence but they can give clues like the part of speech and synonyms. The following illustrates the type of clues that could be provided for "I have seen Titanic".

- pronoun, first person singular
- auxiliary verb meaning to possess.
- what you do with your eyes – past participle
- a famous ship that sunk – made into a movie

The first student in the hot seat to get the whole sentence gets a point for their team. Then a member of the other team comes up and writes a sentence on the board and two new students sit in the hot seats. This activity is a great warmer but it can be used at any point in the class to practice or review grammar and/or vocabulary.

Booklet Available   The complete booklet is available at http://kenlackman.com/.

Workshop	# Giving Good Instructions

> *Giving Good Instructions* features tips and techniques to help teachers set up tasks clearly and effectively as well as a guide for checking understanding of grammar and vocabulary with concept check questions

Introduction

Although the focus of this session is teaching techniques rather than activities, there were a few activities featured in the workshop. They were used as examples of useful classroom activities that are complex enough to pose a challenge to teachers trying to instruct students in the procedures. The following is an example of such an activity.

Classroom Activity

Universal Auction Game

Preparation

1. Decide how many teams you will have. You will need at least three teams made up of two to four students.

2. Choose or prepare one grammar/vocabulary gap-fill or multiple choice exercise for each team in your class. You can use separate exercises or split a long exercise into parts so there is one part for each team. However, each exercise must consist of at least 5 questions.

3. Make two copies of each exercise for each team, one extra copy of each exercise and one copy of each set of answers. So, if you have chosen three teams, you will need to make two photocopies of each exercise (nine all together), one extra copy of each (three all together) and one photocopy of each set of answers.

Procedure

1. Give each team a different exercise to complete. When they finish, give them the answers so they can check.

2. Explain that each group will be auctioning off their exercise. You may need to explain what an auction is. One team will be auctioning and the others will be bidding. Each group will start a set amount of money based on $100 for each exercise they will be bidding on. For example, with three groups, each group will be bidding on two exercises so they will start with $200 each. The value of their exercises will be determined by the chart below. The idea is to get good value on the exercise they bid on and purchase. For example, if there is one mistake, the actual worth of the exercise is $80 but if a group gets it for $60, they've come out ahead by $20. Conversely, the selling team will be down $20 as they sold something that was worth $80 for only $60.

Perfect Exercise	$100
One mistake	$ 80
Two mistakes	$60
Three mistakes	$40
Four mistakes	$20
Five or more	$0

3. Get the groups to complete their exercises.

4. Give each group their answer sheet to check their answers.

5. Tell the students that they are to insert some mistakes into their exercise. The whole idea is to insert mistakes that the other team will not detect. For example, if a team cleverly chooses two mistakes that go undetected, other teams may bid on it as if it was perfect. This means they may bid as much as 100. If the team manages to sell it for that price, they will have made a profit of 40, as its worth (with 2 mistakes) is only 60. Give them the extra exercise sheet to complete with correct answers or errors.

6. Choose one team to reveal their answers. Hand out their exercise to the other teams. One member of the auctioning team goes to the board and another member calls out the answers for him/her to write on the board. Other teams decide if the answers are correct.

7. Start the auctioning at $10 until the exercise is sold.

8. After the exercise has been auctioned, the auctioning team reveals the mistakes that they inserted. Establish the actual value of the exercise according to the above chart. Establish how much each team gained and lost. If a team sold something for 100 that was worth 80, give them +20. If a team paid 60 for something that was worth 20, give them –40.

9. Continue in the same way with the other teams' exercises.

10. Total up the final dollar amounts to determine the winners.

Workshop   No-prep Grammar Lessons

> This workshop provides teachers with a formula for teaching student-centred grammar lessons involving very little preparation or materials.

Introduction

This framework for teaching grammar-based lessons with little or no preparation is loosely based on the popular methodological approach known as PPP (Presentation, Practice, Production). Usually PPP uses the *Presentation* stage to present students with a grammar point embedded into one of more structures which are then explained in terms of form and meaning (and sometimes pronunciation), If there is a negative and an interrogative form of the structure, they are usually provided here also. Once the grammar point is explained, the teacher should provide a few questions to check that the students have grasped the concept (concept-check questions). Then the students are given an opportunity to work with the structure in the *Practice* stage. Practice activities are meant to be fairly controlled as the students are expected to acquire the structure though repetition but also be able to focus on elements of the structure by varying them (i.e., changing the verb or pronoun) and also to change the structure in different ways to emphasize its meaning.

The *Production* stage comes last and traditionally it was meant to be a highly communicative task with no restriction in terms of language use. The

idea was that if students were involved in a simulation or role-play where the particular situation would be one that we would naturally use the grammar point in (e.g., job interviews and the *present perfect*), they would employ the grammatical structures almost automatically. The benefit to ending with this sort of production stage was it provided students with the opportunity to apply everything that they learned in the lesson in a fun and involving way thus culminating the lesson not only linguistically but also affectively. However, the big problem was that the more students got involved in the production stage, the more likely they were to use whatever language came to them most easily - this tended not to be what they had just learned. For this reason many teachers have modified the *Production* stage so that it is not 'free' practice but merely 'freer' practice (compared to the *Practice* stage) where some controls or restrictions insured that students would use the structures they had just learned.

Another methodological approach which has been employed to some degree in the framework described here is that of *Test-Teach-Test*. This method has the teacher testing the students' knowledge of certain language, be it grammar or vocabulary, in the *Test* stage and following it with a *Teach* stage where what is focussed on is what the students didn't get in the *Test* stage. Once that language is taught, the students are then tested again to see if they have retained the form, meaning and usage of the targeted language. Obviously, *Test-Teach-Test* is fairly organic in that the target language that is taught in the *Teach* stage depends on what the students were not able to produce in the first *Test* stage. The advantage here is that you are always teaching students something they need but the danger is that if the students display mastery of virtually everything in the *Test* stage, there will be nothing to teach them for the remainder of the lesson. The framework described below includes options to deal with this possible outcome.

Classroom Activity   **One-Act Play**

This stage has the students incorporating the language they have learned (grammar and vocabulary) into a script for two to four 'actors'. You should specify what and how much language you want them to include. For example, you might say at least 5 examples of the structure and at least 5 of the new words/expressions. You can assign a topic for the script but it's better to let them use their imaginations especially since it will force them to think of a context in which the grammar and vocabulary would emerge. If you have the students working in pairs, you can have them working together on one copy of the script but if they are in groups of 3 or more, you can ask each student to write their own copy simultaneously. While students are writing, you should be monitoring to help and check for accuracy.

You can also get each pair/group to write for another pair/group. Students like assigning roles to their classmates. If you do it this way, the students need to hand the scripts to the pair/group they have written them for and you should give them some time to get familiar with them before performing. And before the groups perform the 'plays', you should have the group who wrote it introduce it by telling the class the scenario and who the characters

are. While students are listening to the plays you could ask them to listen for use of target language or suspected errors.

To wrap up this activity, you could deal with a few errors that you can quickly correct and some feedback on which plays they liked and why.

Workshop   No-prep Listening

This session demonstrates an innovative and very student-centred approach to teaching listening that features teacher talk as the source and has an explicit focus on listening strategies.

Introduction

This is a method of teaching listening which uses teacher talk as the listening source. This idea is not new as teachers have been reading to their students for decades either because recorded material and/or equipment was not available or because they wanted to personalize the experience for their students. This method is different as there is no script.The listening "text" is adlibbed by the teacher. Yet, there is some organization to the teacher talk as it loosely follows an outline. What is unusual about this method is that it is the students who work in conjunction with the teacher to provide the outline. The outline is actually determined by questions that the students write on the topic of the teacher's talk. However, it is the teacher who arranges those questions in the order that will determine the course of the talk. In the process of producing those questions students are predicting what they will hear and also becoming aware of the types of questions they should be keeping in mind relative to the topic when they listen. This, of course, is valuable practice and should lead to students becoming better listeners outside the class.

An added feature of this method is that it also gives students the chance to produce a talk for their peers and the other students will create questions for it and listen to in the same way. In experiments with this method it was found that having the student-created framework for their talk gave speakers, especially less confident ones, increased confidence while speaking. This led to noticeable improvements in fluency. In addition, the questions supplied by other students gave the speakers some ideas about what they should be talking and how to organize their talk. This practice should help learners whenever they are required to produce any long-turn communication, such as a presentation.

There are no stand-alone activities in this workshop as each stage of the lesson is an integral part of the whole. However, one feature of this method is that it requires that the students make brief notes while listening. In order to do that, it's important to clarify to them exactly what taking notes entails, since this is something many students have trouble with. The following guide is useful for this and should prove useful for other situations where students are required to take notes.

Classroom Activity

How to take notes

- **Be clear of the purpose for your notes.**
  This will help you ignore information which is not important for your purpose.

- **Listen for the important words and write them down.**
  Normally they will be nouns and verbs and also some adjectives and adverbs. Notes should contain only words, phrases or very short sentences.

- **Ignore function words.**
  You will usually not need to write down function words like articles, prepositions and auxiliary verbs.

- **Use abbreviations and symbols.**
  They're your notes so feel free to make up your own abbreviations, as long as you'll understand them later. Symbols like the plus sign and the equal sign are very useful.

- **Review your notes.**
  After you have finished listening, go over your notes and add any other information while it's still fresh in your mind.

Workshop

Product, Process and Genre

This workshop provides an explanation of these three approaches to teaching writing and includes a large collection of activities which can be combined in a lesson to feature the best aspects of each approach.

Introduction

Process Approach (writer-based)

The *Process Approach* emerged as a reaction against the product approach and its primary focus on language. The process approach is meant to put emphasis on developing students' skills at various stages of the creative process with the end result being that the product would be improved not by imitation but by teaching the students a process to go through to more effectively achieve the same ends. The process approach is seen as not linear, but cyclical, where students could get repeated practice in stages such as drafting and editing in order to develop those skills in greater depth. This is in contrast to the product approach which is largely two dimensional: students write and then it is assessed. With the process approach, writing is seen as a cycle of tasks or activities which would ultimately produce a better product. This is why the process approach is seen as focusing more on the writer than the product. The development of writing skills is seen as more important than the development of the actual piece of writing (the product). The teacher's role in this method is more as a facilitator, as the students are often working

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with each other, usually in small groups or pairs. The emphasis is on improvement by collaborative effort, self-assessment and repetition. The teacher is there to provide guidance in each of the stages, from generating ideas to the finished draft.

Classroom Activity

Words on the Topic

Students brainstorm words on the topic of the writing. They choose the words they are going to include in their writing and organize them in the order they are going to appear. Depending on the writing topic, you can also specify that they brainstorm just one part of speech. For example, if students were to write about a trip, they might come up with a list of nouns like this:

• Trip	• Airplane	• Beach
• Ticket	• Flight	• Art gallery
• Suitcase	• Hotel	• Tour
• Taxi	• Room	• Restaurant
• Passport	• Breakfast	• Dinner
• Airport	• Shower	• Night Club

Workshop

PPP & the Communicative Approach

This session explains the world's most popular language teaching method and the approach associated with it. Also included is a guide for using the methodology and a collection of great activities.

Introduction

The Communicative Approach

This approach grew out of new attitudes towards language learning which emerged after World War II. Social, economic and technological changes brought about a new demand for learning foreign languages. The desire to communicate with people in other countries or to travel or relocate to other places brought about a change in the purpose for learning languages as it became based on the notion that languages needed to be learned for actual communication rather than for academic study or for isolated functional purposes. This led to a movement away from Grammar Translation and the Audio-Lingual method. Grammar Translation, where grammar structures were memorized and vocabulary was learned by translation, had been the traditional approach and it represented a view of learning languages that was primarily academic. Learners learned about the language but not necessarily how to use it. The Audio-Lingual method was about language use but it mainly focused on the memorization of set phrases which could be used in certain scenarios for certain functions, e.g., ordering in a restaurant. The Communicative Approach stressed that languages were primarily for communication, and communication in a spontaneous and natural way.

Communicative Language Teaching (CLT) utilized a lot of pair and group work where learners would frequently do simulations and role plays to approximate real life situations. The emphasis was on getting meaning across with whatever language the students had at their disposal. Accurate use of grammar or vocabulary was not required as long as students could get their points across. The thinking was that if students were placed in an environment where they were exposed to the language and they also used the language, the learning of the language would naturally occur. Typically learners would be given tasks to do in their groups or pairs with no intervention by the teacher, except when requested by a student – usually to ask for help expressing something. Teachers could pay attention to accuracy by collecting errors that came up in the conversations but that was completely up to the teacher as this attention to accuracy was not a fundamental aspect of CLT.

The efficacy of the Communicative Approach was questioned in several areas especially in regard to whether learners would end up with fossilized errors without attention to accuracy and also whether listening to other same-level learners was sufficient enough exposure to learn a language.

Presentation-Practice-Production (PPP)

This 3-step teaching method was developed as a way to effectively implement the Communicative Approach. However, in order to address issues such as the lack of attention to form and accuracy, the communicative stage of the lesson was preceded by stages in which the teacher would supply the students with certain language that they could use when doing the communicative activity. In this sense, it is a bit like a combination of the Audio-Lingual Method and CLT. The first stage of the lesson features the *presentation* of new language to the students. Then they are given the opportunity to *practice* the new language. The expectation is that through this repeated practice with the new language, they will acquire it. Finally, in the *production* stage, students are placed in pair or groups and given tasks to for which they are free to use whatever language they want without intervention from the teacher.

Classroom Activity   ### Arrangements for the Future

This activity is typical of a controlled practice activity that would be used for the Practice stage of PPP. In this case, the students are meant to practice using the present continuous for future arrangements. It is a fun activity which requires the students to mingle and talk to everyone in the room. Each student gets a copy of a schedule for the weekend (see below) What they are required to do is to talk to other students and make arrangements to do things with them for the next weekend. For example, a student could arrange to have lunch with another, or play tennis, or see a movie, etc. They would say something like, "Do you want to have lunch at 1:00 on Saturday?" Once a student has made an arrangement, they write it on their schedule in note form (see below). They continue to do this, making sure that the student they are talking to cannot see their schedule. What will

happen is one student will try to make an arrangement with another for a specific time and that student will already have an arrangement. At that point that student will use the target language and say something like, "I can't. I'm having lunch with Ali." Those two students should continue to try to plan something together until they finally find a time that they both have free. Then they can go and try to make an arrangement with another student. Of course, as their schedules fill up, they will be using the target language more and more. To wrap this up, ask each student what they are doing at a specific time on the weekend.

Arrangements for the Future

Time	Saturday	Sunday
10:00		
11:00		
12:00		
1:00	lunch with Ali	
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		

Workshop — Task-based Learning

Task-based Learning is based on the Willis model but provides other variations of the task-based framework, including some which can be used with virtually no preparation or planning.

Introduction

The idea behind TBL is that students will learn to communicate in the language by doing tasks in the classroom which approximate those in the outside world. Students do tasks in small groups and practise using language necessary for doing the particular task. The focus is completely on task completion and therefore students are free to use whatever language they have at their disposal to accomplish this. Although some new language may be presented before the task, the intention is that the bulk of the new language is presented after the students do the task. Part of the reason for this is that the aim of the task stage is purely communicative and successful completion will depend on how well students are able to negotiate meaning while doing the task. There is no insistence that

students have to use certain language as that would take their focus away from meaning in favour of form. Thus the real-world nature of the task would be sacrificed as students would put their focus on producing set phrases and/or structures instead of task completion. Another reason for the presentation of new language after the task is that the learners are more likely to notice and acquire it since they were just put in a position of doing a task without some of the useful language appropriate for it. Consider a student who had to give directions and lacked basic vocabulary like *blocks*, *corner* and expressions like *continue going straight*. When they are exposed to the language after doing the task, they are likely to think to themselves "THAT'S the word/expression I needed". This reaction will add emphasis to the new language and most likely lead to easier acquisition.

There are different applications of TBL but this document will focus on what has become the most popular, the framework presented by Jane Willis in her 1996 book *A Framework for Task-based Learning.* Following an explanation of the teaching stages of this framework will be an analysis of the method according to the essentials of language learning that Jane Willis presented in her book and also a system for assessing lesson structure developed by Jim Scrivner. As part of this analysis, TBL will be compared with the predominant methodology of the last few decades, PPP. The intention of this analysis is to establish the value of using a task-based approach in the classroom.

Classroom Activity

Teacher Talk as Language Focus

One way to expose students to language they could have used for the task is to provide it yourself with a live variation of the task in the classroom. For example, in the workshop a task-based lesson is demonstrated where the task is to give someone suggestions about what they could see and do in the city. Once the students have done that task, you can have a student ask you what to do in the city and you can ask the class to listen for specific language used to give the suggestions. There are two ways to do this. You can write out a collection of expressions beforehand to plant them in the conversation or you can just see what language emerges naturally. Either way (or both), the other students listen and write down the useful expressions they hear the teacher say. Then elicit the expressions after the conversation and get them on the board. Then you can deal with meaning, form, pronunciation and usage.

Standard structures for suggestions
- You could…
- Why don't you…
- What/how about…
- I suggest you…
- I suggest _____ing…

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Examples of other structures that may emerge
- Another thing to check out is...
- X is worth a visit
- What a lot of people like is...
- A great place to spend an afternoon is...
- X is really amazing

Phase	Stage	Activity
Pre-Task	Intro to topic & task	
Task Cycle	Task	
	Planning	
	Report	
Language Focus	Analysis	Instead of using a recording or prepared text, the teacher has a student perform the task live with him/her and has students listen to teacher-talk for task-related language. The teacher could plant the target language in his/her answers or students could focus on whatever emerges naturally. The dialogue could be recorded.
	Practice	

Workshop   Teaching Collocations

Teaching Collocations features a brief look at the theory behind collocations and a collection of activities and games to help students notice and acquire them.

Introduction

According to the Oxford Dictionary, a collocation is "the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance." However, there are different ideas on the number and types of words that constitute a collocation. By some definitions, collocations can consist of more than two main words and, while functional words like prepositions are not considered primary components of these collocations, there are some definitions that actually include them. Part of the reason for this difference of opinion is that the study of lexical constructions in the language is not that old and ideas, terminology and definitions are still in the process of being formed.

One of the main reasons that the study of collocations is not that old is that it was the development of corpora that prompted investigation into the relationship between words. A corpus (plural: corpora) is a computer database of language that can be analyzed with a computer program to provide statistics and other information about how words are actually used.

Though there are different opinions on the nature of collocations, one thing that everybody agrees on is that, unlike grammatical constructions, there are no rules for the formation of collocations. What determines what words go together is usage over time. We don't know why people have, hold and throw parties rather than make them but what we do know is that it is that way because that's what people say.

As for the type of words that make up a collocation, there are those in the field who consider phrasal verbs to be collocations (take up) as well as verb and preposition combinations (walk in). Some consider semi-fixed expressions to be collocations. These are lexical (not grammatical) structures which can be used repeatedly by changing one word/part. For example, "It's a _____ day today." Fixed expressions, such as idioms, which allow little or no variation are also considered by some to be collocations. However, what technically is a collocation is perhaps irrelevant as what is most important in a teaching context is a definition that will make teaching and learning easier. For this reason, it is suggested that phrasal verbs, prepositional phrases, semi-fixed and fixed expressions remain separate categories and collocations be restricted to (primarily) two-word combinations made up of the main parts of speech (nouns, verbs, adjectives and adverbs).

Classroom Activity　　**Creating Collocations Using a Thesaurus**

This activity is useful because it is an easily implemented productive activity and these type of activities are not that common for collocations. Most activities with collocations tend to be receptive, where students look at a text and find and categorize certain types of collocation. In this activity, students look at the nature of a collocation and try to guess which similar words could be substituted using a thesaurus, thus producing more collocations.

To begin the activity either supply the students with a list of collocations, or, better still, have them collect them from a text. Try to get them to focus on the collocations most likely to produce more variations. Students work in pairs or small groups with the list of collocations and they try to select one that would produce the most variations. Each pair/group should choose a different collocation. If you want, list them on the board and have each group cross off the one they have chosen. This activity works best if you have significantly more collocations than groups of students. When each group has chosen, give them a thesaurus. They look up synonyms of one (or both) of the two words and guess which words from the thesaurus could be used as an alternative. For example, if the students were working with "send a message", the Thesaurus entry for "message" would produce memo, letter, note, etc., which could all be used instead of message. When each group has finished listing the alternatives, get some feedback to check their answers and award them a point for each correct one. Other groups can write them down as they are read out.

Main Entry:	**message**
Part of Speech:	*noun*
Definition:	communication, often written
Synonyms:	bulletin, cannonball, communiqué, directive, dispatch, dope, earful, epistle, information, intelligence, intimation, letter, memo, memorandum, missive, news, note, notice, paper, report, tidings, wire, word

Thesaurus entry for *message* from http://thesaurus.com/

The complete booklet is available at http://kenlackman.com/.

Workshop   Teaching Phrasal Verbs

This workshop features a collection of activities and games which use a strategic approach to help students learn phrasal verbs more effectively

Introduction

Most English language learners find phrasal verbs quite difficult. There are various reasons for this from the fact that they don't exist in their language to the myriad of meanings that one phrasal verb can appear to have. And what makes it worse is that many phrasal verbs have a metaphorical meaning that makes them hard to decipher, hard to remember and very difficult to produce when needed. Many learners tend to avoid them altogether yet, as we all know, they are quite prevalent in the language, especially in speech. Learners know this and will feel inadequate without them. In surveys of what students feel they need to be more proficient in the language, phrasal verbs usually rank quite high.

In addition, phrasal verbs can be quite overwhelming for teachers. Where does one begin to teach? Student phrasal verb dictionaries usually list five or six thousand phrasal verbs and many of them have multiple different or related meanings. So expecting to present that size of lexicon in a learnable context is an overwhelming prospect for learners and teachers.

The good news is that there is more order in the apparent chaos of phrasal verbs than one might think. What learners need are shortcuts, ways of breaking up that huge mass of words into learnable bits. In other words, they need is a way to categorize phrasal verbs in groups with some sort of similarity. That similarity would be represented by a defining characteristic which would help them remember that group and its members. Traditionally, this has usually been done by grouping together phrasal verbs formed from the same base verb, for example, phrasal verbs with "turn". While this is a good idea, learning this way can still be frustrating for students. Not all phrasal verbs formed with the same base will display the meaning of that base. For example, turn around and turn over suggest the

literal meaning of the main verb while turn up (to attend) seems to have nothing to do with it. But certainly the learner could more easily process and remember those phrasal verbs which fit a general semantic pattern.

Further complicating the situation is the particle which follows the basic verb. **Turn over** and **turn around** feature literal meanings of the particle as well as the verb, But in the previously mentioned example, **turn up** (to attend), the particle does not carry its literal meaning. There is no upward movement involved when somebody arrives at a party or class.

The good news is that there are many particles that share other identifiable meanings besides the literal one and once students become aware of these other meanings, they should be better able to notice and process those phrasal verbs that carry particular particle meanings. This should lead them to start associating groups of phrasal verbs according to shared particle meaning as well as the main verb meaning.

The approach suggested in this document is that by raising students' awareness of shared meanings of phrasal verbs, it will help them start categorizing phrasal verbs into semantic patterns. This systemization should enable them to notice, process and acquire phrasal verbs more quickly and effectively. While there are many phrasal verbs that cannot be grouped according to verb and/or particle meaning, the more effective acquisition of those that do will make the task of learning the phrasal verb lexicon that much easier.

Classroom Activity

Phrasal Verb Listen and Repeat

This activity has students writing questions with phrasal verbs and their classmates have to answer the question and use the same phrasal verb in the answer. It is a very simple activity but it's very useful because it gets students to use phrasal verbs in context, in writing and speaking, and, more importantly, it gets them to notice them during exposure.

To set up the activity, provide students with a list of phrasal verbs so there is at least one per student. For small classes, you can allow more than one phrasal verb per student. The phrasal verbs can be ones that you are reviewing from a previous class or ones that you've just clarified in that class as this activity serves as good controlled practice. Get each student to choose a phrasal verb – you can have them come up and tick one from the board. Then each student composes a sentence in question form using their phrasal verb. Stress that it must be a question that their classmates can answer, e.g., "Who do you take after, your mother or father?" You can have students working together so that they can help each other with their sentences. Monitor to check their sentences for accuracy. When they are are finished, they mingle and ask other students their question. Remind them to listen for the phrasal verb and repeat it in their answer, e.g., "I take after my father." If you had students choosing more than one phrasal verb, you would have had them composing more than one question to ask.

This can be a great activity for higher level learners who are practicing phrasal verbs that can be separated by an object pronoun. The phrasal verb would not be separated in the question, e.g., "Have you written down these phrasal verbs?" and the answering student would have to insert the object pronoun in the correct place in their answer, e.g., "Yes, I have written **them** down." For a big challenge, you could include some phrasal verbs that were inseparable in the mix.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop

Teaching Reading Strategies

This session features a collection of activities and games which don't simply test reading comprehension but instead give students techniques to become better readers.

Introduction

Extensive research into reading habits of native speakers has identified a myriad of reading strategies that they use to help with comprehension of reading material. ESL approaches to reading have looked at ways that learners can approximate the practice of these skills with texts. Generally, the strategies break down into three categories determined by when they are typically applied, before reading, during reading and after reading.

One of the problems with trying to approximate the reading strategies used by native speakers is that the classroom is an artificial environment and the skills we ask students to practice there are often not practiced outside, either because it is not appropriate or possible to practice the skill or the student is not able to transfer or translate the classroom skill to one that can be applied to real-world reading. For example, in the classroom students are frequently asked to discuss the topic of the text they are about to read in order to activate what they already know about the topic. This pre-reading task is rarely done in the outside world. Therefore, it is imperative that teachers make students aware of the skill that they are practicing and, taking it one step further, the teacher either explains to students how they can transfer or translate the skill to the real world, or, as in the case with many of the activities in this collection, the students are guided through the process of taking a skill and making it independent of the classroom setting.

Classroom Activity

Making Predictions While Reading

This is an important skill to have as it enables a reader to be thinking about what information is to come in a text, which improves comprehension and retention even if the prediction is wrong. It also keeps the reader moving forward through the text, which fosters more effective reading. One way to get students to practice this skill is to take a text and mark certain points in the text where students are to stop and make a prediction of what is going to come next. You can tell students that when they reach that point in the text, they are to turn the text over and when all students done that, elicit some ideas about what they think is going to follow. You could also ask

them to write down their predictions as soon as they've turned the text over. After you've got the first prediction, they turn the text over and continue reading. This activity will also help slower students speed up as they will realize that if other students are waiting for them to finish, they are reading too slowly.

In order to train students to make predictions while they read, try taking them through this progression over time. The first time you have them make predictions from reading, get them to turn the text over at designated points and then discuss with a partner what they think will happen next. The next time you have students make predictions while reading, get them to stop at designated points and write down their predictions. Then elicit their ideas. Then, the next time, get them to think of their prediction in their head at the designated points. Again, elicit some ideas. Then the next time just ask them to make their predictions in their head but keep on reading. Now you have them using the skill exactly how it should be used outside of class

You can also lessen your preparation time by using two different texts. Separate the class into two halves and get each half to prepare one text by marking the points where they think predictions should be made by the other students. The added benefit of this is that it really gets students focused on what information in the text is important and also predictable.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop

Teaching Speaking Sub-skills

Teaching Speaking Sub-skills is a collection of over 30 activities broken down into 10 sub-skills to actually teach students something about speaking.

Introduction

Rather than just have students 'speak' in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills. Since conversations outside the class are bound to be better learning experiences than those inside the class, rather than trying to duplicate real-world conversations in the classroom, we should be teaching students skills they are not likely to learn outside the classroom. By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal.

Classroom Activity

Waiting to Interject (Turn Taking Skills)

Put students in groups of three to five and tell them they are going to have a conversation. Tell them that one person in each group will not participate but will serve as a judge to determine how well In pairs students have a conversation. You can specify the topic you want students to talk about or

you can let them choose their own topics. When they are ready, one student will start to speak and the other waits to interject. The speaker should decide when they want others to interject and indicate it by using a slight pause. If the listener interjects at the correct time, the speaker shakes their head to indicate "Yes". If it was not at the time the speaker intended, he/she shakes their head to indicate "No". If the listener interjected successfully, the judge awards him/her a point, and he/she then becomes the speaker. If the interjection was not done properly, the judge can indicate with a gesture (like pointing) for the speaker to continue.

Depending on your students level of fluency, you may want get them to practice hesitation devices before doing this activity so that they can make sure they don't inadvertently give up their turn.

• er…	• you know what I mean …..
• um…	• the thing is …..
• mm…	• sort of …..
• let me see …..	• kind of …..
• I mean …..	• you see …..
• you know …..	• what was it?

Workshop   Ten Common Teaching Problems

This workshop is based on feedback from over a dozen observers who identified the most prevalent teaching problems. Fifty easily implemented solutions are offered to improve classes significantly.

Introduction

The number 10 problem, the least severe on the list, was too much rigidity in the classroom. What this refers to is that the students spend too much time in their seats doing mostly mundane tasks at their desks. The observers felt that the classes needed to be more dynamic with the students doing a wider variety of tasks, especially those that get them out of their seats and mingling with other students. Among the solutions offered is this activity designed to make a standard textbook exercise a fun and dynamic activity.

Classroom Activity   Paper Strip Race

Transfer an exercise from a book (or create your own) onto a sheet of paper. You can write out the questions by hand or photocopy the exercise. Then slice up the paper in strips so each strip contains one question. Each question should be numbered. Tell students how many questions there are in total (you'll need at least one question for each pair/group in the class, e.g., 10 questions for 20 students in pairs). Place the question strips on your desk. Put students in pairs or groups and tell them to take one strip from your desk, write the question from the strip in their notebooks and provide the answer. Once they have done that, they come up to your desk

and take another strip. First team to complete the exercise gets one point for each question and 3 bonus points, second team, 2 bonus points, third team 1 bonus point. Take up answers and teams deduct points for each one that is wrong. Determine winning team. This activity can be used for grammar, vocabulary or reading comprehension questions.

Workshop   The Lexical Approach

This workshop provides an explanation of this revolutionary way of language teaching with a collection of activities which can be used to provide a lexical focus in any lesson.

Introduction

Very basically, a lexical approach to teaching means the primary focus is on helping students acquire vocabulary. This movement away from a grammar-based syllabus largely began in 1993 with the publication of "The Lexical Approach" by Michael Lewis. It was called an approach to differentiate it from a method. In English language teaching, methods are systems for structuring lessons while approaches are less concerned with how the lesson is structured and more concerned with the general focus of instruction. Teachers should be aware of this as there is some reluctance to adopt a more lexical approach because of the fear that it may mean revamping the way one teaches. In reality, teachers can use any methodology with a lexical approach from grammar translation to task-based learning. What changes is just the linguistic focus of the lesson.

While one might think the paradigm shift was away from teaching grammar structures towards teaching individual words, the linguistic focus of the lexical approach is really in between grammar and what we traditionally think of as vocabulary. What it focuses on are structures made up of words, meaning that the actual paradigm shift was away from individual words to clusters of words, or lexical chunks as they are commonly referred to. This new idea about the structural nature of the language does not exclude grammatical structures but instead recognizes that the language has far more structures than those that occur in the grammatical syllabus. Consider the statement below.

The Lexical Approach is based on the idea that language is made up of other structural elements besides what we traditionally think of as grammar.

In that statement, there are two distinct structures:

"X is based on the idea/belief/premise that + clause"
"X is made up of Y".

Both of these structures occur fairly frequently in the language with different variables. Yet neither one would be found in a grammar book. In his book, Michael Lewis suggested that teachers need to help students become aware of the lexical structures that commonly occur in the language. The idea is that if students become aware of some of the many lexical structures, they will have a lot more information about how to combine

individual words to build coherent structures like phrases, expressions and whole sentences, which should ultimately emulate those used by native speakers. Many teachers have noticed that it is not use of grammar which separates higher level students from native speakers – often the student's grammar will be better than a native speaker's – but the way words are combined into lexical chunks.

Classroom Activity

Slot-filler Search

This is similar to the previous activity in that students have to provide slot-fillers for semi-fixed expressions taken from texts. However, this activity gives them expressions that are variations of those in the text and they have to search the text to find the original expression. This task gives them practice with reading skills as they will need to skim and/or scan the text to find the original expression. In addition, the activity demonstrates how semi-fixed expressions can be varied and, since the variations can be provided by the teacher, it's ideal for lower level students who may not be entirely sure how to recognize and manipulate semi-fixed expressions.

To set the activity up, use a text that students have been working with, a reading or listening tapescript, and pull out a few important semi-fixed expressions, e.g., 5 – 10. Then write variations of them by changing the slot-fillers. Then write those semi-fixed expressions on the board. To make it easier for students to do, write them in the same order they appear in the text. To make it more challenging, mix them up. Then divide the students into two to five pairs or groups. Give each group a different coloured board marker. Tell students to look back through the text and find the original expressions. When they do, one person from each pair/group comes to the board and writes ONE of the original slot-filler above the changed one in one of the expressions. Then that student returns to their team and gives the marker to another member, who can come up and change another slot-filler. When all the expressions have been changed, count up how many contributions have been made in each colour to determine the winning team.

Here are some sample changed semi-fixed expressions taken from the first paragraph of this text. They are in the same order that they appear in the text. The slot-fillers that were changed are underlined

> Schools have to provide lunches for students
> Children have to search the room to find the hidden presents
> The incident demonstrates how teenagers can be cruel
> Public transportation is ideal for people who live in the suburbs

After students have found the original slot-fillers, spend some time talking about the construction of the semi-fixed expressions and, if you'd like, get students to write other variations of them, either in class or for homework.

Booklet Available

The complete booklet is available at http://kenlackman.com/.

Workshop   # The Perfect Present Perfect Lesson

This session demonstrates a lesson framework, teaching techniques and student activities that make teaching the present perfect easy and are applicable to other grammar points as well.

Introduction   This lesson represents the culmination of years of trying to get students to really grasp the present perfect and its unique meaning and usage. This particular lesson has been used with great success with students from pre-intermediate level to advanced. It's a highly student-centred lesson which students really enjoy participating in and learn something crucial at the same time. Although it was designed specifically for teaching the present perfect in relation to the past simple, it can be used with minor adaptations with many other related grammar points.

Classroom Activity   **Talk Show Interview with Cue Cards**

This activity simulates a talk show where the host interviews a guest. As in a real talk show, the host is supplied with cue cards, which will determine what questions he/she is to ask the guest. The primary value in this activity for students, besides fluency practice, is that the cue cards require the host to determine whether the question should be asked in present perfect or past simple form. The students will do the talk show interview in groups of three; a host, a guest and a cue card holder. But before they do that, they need to work together to create the cue cards. The cards will have cues with verbs in base form, which the host will have to form into proper questions. For example, the cue card will say, "visit Paris" and the host would have to construct, "Have you visited Paris?" (see examples below). A good way to use this activity is to establish that the interview is with the world's oldest person. That will bring up some interesting historical events (see examples below).

This activity is a really fun way to wind up a lesson. Once students have learned the target language and they've done some controlled practice with it, this activity tests whether they can produce the form accurately and appropriately. Yet, the talk show can provide lots of fluency practice with the guest's answers to the questions and with follow-up questions from the host. You can decide how involved you want the activity to be. It can be adjusted in terms of time to fill up whatever remains at the end of the lesson. You can decide exactly how many cue cards you want each group to produce or how long you want them to spend on the task of writing them. And once they've done the role play, you should switch the roles around so each member of the trio gets a chance to be a host. You can also switch the cue cards so each trio gets a chance to use the cue cards from the other groups.

Materials
- lots of sheets or half-sheets of paper for cue cards
- one marker per group

45

Procedure

1. Put students in groups of three. If need be you can have a group of four with two guests.

2. Check that they know what a talk show is and explain what cue cards are and how they are used. A demonstration will help.

3. Tell them what grammar or vocabulary you want them to practice and how they should complete the cue cards to provide a basis for producing the target language. See example below.

4. Give them a stack of paper (half-sheets will do) and a marker. In their groups, they brainstorm things to write on the cue cards.

5. Monitor the students to make sure they are completing the cue cards correctly and once you feel they have prepared enough, stop them.

6. Explain that they are to do a talk show simulation and they are to decide who will hold up the cue cards and who will interview whom. Establish, if you'd like, that the guest is welcome to elaborate and the host can ask follow-up questions.

7. Start the simulation and monitor groups for any significant errors.

8. Stop the activity when most groups have completed their cue cards.

9. Switch roles within each group and repeat.

10. Switch cue cards for each group, if desired.

11. Get some feedback from the activity and take up any significant errors, if desired.

Samples of cue cards from an actual lesson featuring an interview with the world's oldest person (note how students cleverly chose the World Trade Center, the Concorde and Czechoslovakia).

Cue Cards	Correct Questions
enjoy your life?	Have you enjoyed your life?
fight in a war?	Have you fought in a war?
fight in World War Two?	Did you fight in World War Two?
meet Bill Clinton?	Have you met Bill Clinton?
meet Albert Einstein?	Did you meet Albert Einstein?
date Madonna?	Have you dated Madonna?
visit the World Trade Center?	Did you visit the World Trade Center?
fly on the Concorde?	Did you fly on the Concorde?
visit Czechoslovakia?	Did you visit Czechoslovakia?

Workshop | Warmers and Icebreakers

Warmers and Icebreakers points out the value of using these fun, student-centred activities and includes a guide to creating them. The handout includes over 100 universal activities which can be matched to any lesson.

Introduction

Icebreakers are normally used the first day of class and are designed to "break the ice" by introducing the students to each other and/or the teacher and reducing any stress students might have about starting a new class.

Warmers are similar to icebreakers in that they are meant to "warm students up" but they are for use in normal classes, where the aim is not to introduce students. They can serve some or all of these functions:

- allow for latecomers
- relax students
- energize students
- review from previous class
- introduce that class

A warmer to review the previous class would usually focus on the grammar or vocabulary taught in that class. A warmer used to introduce a class may focus on the main skill being worked on in that class, the topic of the lesson or the grammar or vocabulary that will be taught. The most effective warmers are those which combine more than one of these functions. For example, a class whose skill focus was speaking and whose topic was food and whose grammar point was frequency adverbs could start with a warmer where students interview each other about their eating habits, thus combing the skill, topic and grammar of the lesson. It is important to remember that warmers are meant to relax students and they should be free to use whatever language they wish. The teaching of the lesson's grammar or vocabulary comes after the warmer (or in the class before when it is a review). The warmer could merely put the students in a situation where they COULD use the grammar or vocabulary they are about to be taught (or what was taught in the class before). For introducing grammar or vocabulary, you would normally not ask students to use it but putting them in a situation where they MAY use it will show you what they already know and make them more receptive to the grammar or vocabulary when you do teach it.

Teachers should usually not do any correction during a warmer as the warmer is meant to reduce students' fears about using the language. Remember that one of the biggest obstacles to progressing in a language is the fear of trying something new because it might be wrong. Warmers should be fun and ideally should send the message that your classroom is a place where there is no such thing as making a fool of yourself. Keep in mind that a way to send this message to your students is to involve yourself in the warmer as well.

Classroom Activity   **Class Reaction**

Place a chair in front of the class with the chair back to the board. Call a student up to sit in the chair and let that student know what he or she is to talk about. It can be a favourite topic of theirs (a hobby, a trip, a person they know, etc) or it could be a topic chosen by the teacher (the weather, what they did on the weekend, etc.) That student has his/her back to the board and must not turn around. The teacher writes a word on the board indicating how the rest of the class is to react, e.g., happy; sad; bored; interested; excited; emotional; etc. The speaker has to guess the word on the board from the class reaction to what he/she is saying. Afterwards, you can call another student up to the front to do the same thing. This activity could be used to review vocabulary used to talk about emotions.

Booklet Available   The complete booklet is available at http://kenlackman.com/.

Workshop   # Word Formation Games

This is a collection of reusable games designed to help students expand their vocabulary by using prefixes and suffixes.

Introduction   Affixation is the process of adding suffixes and prefixes to a base to change the meaning of the word and/or change it to another part of speech. Prefixes primarily affect the meaning of a word, the most common being the ones which form opposites, like **-un**, **-in**, **-im**, **-il**, **-ir**, etc. However, in this group are also those which add more specific meaning, like **-de,** which can indicate the removal of something (de-ice, destabilize, dehydrate, etc.) and **-mis,** which refers to things which are done wrongly or badly (miscalculate, misquote, misuse, etc.). In addition, there are numerous prefixes with specific connotation **(-bi** = two, **-co** = with, -**pre** = before, etc.)

Classroom Activity   Suffixes, on the other hand, primarily classify words. There are two types of suffixes, inflectional suffixes, which denote the word's grammatical function, (**-s** indicates plural, **-est**, the superlative, **-ed**, -past tense and participles) and derivational suffixes, which classify the part of speech. For example, the suffix **-al** turns nouns into adjectives (accidental, regional, musical, etc.) and **–ion** changes verbs into nouns (action, creation, exhibition, etc.). However, in this group there are still some that impart some semantic notion, like **–er** and **–or** which form nouns to refer to people (actor, drummer, etc.) and others like **–ence**, which form nouns which refer to the action, state or process connected to the original verb (insistence, correspondence, preference). Then there are suffixes whose semantic contribution is much more obvious, like **-less**, indicating the lack of something (careless, endless, flawless) and **–proof**, which indicates protection against something (waterproof, foolproof, soundproof).

From the student's perspective, affixation is a valuable aspect of English to understand and use. Attention to meaning, even if it's merely recognizing the part of speech of an affixed word, will lead to improved receptive skills,

while understanding structural patterns would enhance production. Most, if not all, students would agree that expanding their lexicon is a priority. Affixation provides an easy way of achieving that. The following example, from an upper-intermediate class, shows the lengths that a student went to because he lacked a relatively simple affixed word to express a concept he was trying to describe. Had he known the affixed word, "outnumbered", he could have expressed himself a lot more clearly and efficiently.

> The Polish Army had only 4,000 soldiers. The Swedes were 10,000. There were too many of the Swedes. But the Polish Army won the battle.

Word Formation Scavenger Hunt

This activity is unusual because it is a competitive game that involves receptive skills rather than productive ones. You can use this game with any text that is appropriate to the students' level, i.e., at their level or even above it. Students are given a checklist of certain types of affixed words and they go over a text and try to find examples of each one. Ones that are rarer or more difficult to find or categorize can be assigned higher point values. You can write the scavenger list based on the affixed words that you find in a certain text or you can use a general, "all-purpose" one as the fact that some items may not appear in the text makes it even more challenging for students. An example of a scavenger hunt list is below.

CATEGORY	POINT VALUE	WORD 1	WORD 2	LINE TOTAL
a noun with a suffix	1			
an verb with a suffix (not with –ed or –ing)	25			
an adjective with a suffix	1			
an adverb with a suffix	1			
a word with a negative prefix	2			
a prefix that has a specific meaning (not just to negate)	15			
a noun formed from an adjective	10			
a noun formed from a verb	10			
a verb formed from an adjective	20			
an adjective formed from a noun	10			
an adjective formed from a verb	10			
an adverb formed from an adjective	2			
			Total	

The complete booklet is available at http://kenlackman.com/.

Workshop   # Universal Activities

> **Universal Activities** consists of 30 multipurpose activities which can be used whenever grammar or vocabulary are taught. These activities eliminate the need to consult resource books for practice activities.

Introduction

I call these 30 activities universal because I've found that I can use them over and over again for a variety of grammar points and vocabulary. Essentially, they have become my "bag of tricks" and most of my lessons over the latter part of my fifteen years of teaching have included these activities or, in some cases, been made up solely of them. Realizing that having "universal activities" made my lesson planning so much easier, I began sharing these activities with my peers in a series of workshops. Over almost ten years of presenting the workshop "Universal Activities", the collection grew as teachers who attended suggested other activities and further adaptations of the ones I already had.

The activities themselves are either original or were taken from other sources and adapted to increase their universality. A good example is "Don't Say 'Yes' or 'No'", which comes from a well-known Penny Ur book called *Five Minute Activities*. The original activity has a student being fired a barrage of questions which they cannot answer with "yes" or "no". By simply stipulating that the students use a particular grammar structure in the questions, I created a fun form of controlled practice that can be used with numerous grammatical structures.

Another consideration in determining the universality of an activity was its potential to be adapted to all proficiency levels. Most, if not all, of the activities should lend themselves to use at all or most levels. The samples accompanying the activities in this collection are sometimes based on actual student contributions from my classes, which were mostly above pre-intermediate level. However, these samples are included merely to illustrate the wide range of application of the activity and are meant to stimulate teachers to extend the application even further.

When asked for my recipe for successful teaching, I've always summed it up with this statement: "Have fun and always leave the students with the feeling that they've learned something." This approach is reflected in the activities chosen for this collection. They are all very student-centred and have obvious linguistic aims. Because I ended up using these activities so frequently, I often saw ways of increasing their linguistic value or making them more fun for students. This is why I tried to make many of the activities cooperative or competitive, and ideally both. I've found that students are the most motivated when they can collaborate with partners in order to compete against their other classmates.

Classroom Activity

Guess Who

This guessing game is great for personalizing grammar or vocabulary. Students enjoy it as they get to guess which classmate wrote which set of

statements about themselves. The students are required to use the target language in written answers to a set of questions about themselves. Their answers are then collected and redistributed to the students. The students then take turns reading aloud the statements on the paper they have and the rest of the class tries to guess whose paper it is. A good thing about this activity is that the teacher can assess the students' ability to use the target language in the written stage, if you want to monitor, or in the spoken stage afterwards, or both.

This activity could be made more communicative by giving the students a paper to record their partner's answers, which they would get by interviewing them. The only change is that during the guessing phase, you have to ask students who know whose paper is being read to not reveal it so others can still guess.

> **Guess Who – My Plans**
>
> tonight: *meeting a friend*
> tomorrow: *going to sleep in*
> next weekend: *going to*
> next week:
> next summer:
> when I am older:

Procedure

1. Decide on the grammar or vocabulary you want students to practice.

2. Give each student a half-sheet of paper. You can copy the guidelines for the questions on the papers beforehand or you can write the guidelines on the board or on an overhead transparency. Above is a sample for practicing future forms.

3. Each student fills out their answers. You can ask them at this stage to use the prescribed grammar or you could accept point form and have the grammar applied in the reporting stage.

4. Gather up the papers and redistribute them. Tell students not to worry if they get their own as nobody will know.

5. Each student reports what is on their paper. Example below:
   "This person is meeting a friend tonight."
   "This person is going to sleep in tomorrow."
   "This person is going to go to a pub next weekend."
   "This person is going to take next week off."
   "This person thinks they will look for a job next summer."
   "This person won't get married until they are at least 30."

6. As each student reports, make a note of errors to correct. Correct them after the student finishes.

7. When each student finishes reporting, the rest of the class tries to guess who it is.
8. When there are two students left, have them both report before the class guesses. This avoids making the answer obvious when only one student is left.

Samples for different grammar points and vocabulary

I have never.... I have.... I haven't...	I think ___ is more __ than ___ I think ___ is ___er than _____ I think ___ is as ____ as ____
Present perfect	Comparatives
I live at ... I work at... I eat...	I always... I never... I often...
Past simple	Frequency adverbs
At this time I am living ... At the present I am working... Right now I am thinking...	I look forward to... I often put off... I am saving up for...
Present continuous	Phrasal verbs
At 8:00 last night I was... At this time last week I was... At this time last year I was...	I think ____ is intelligent. I think ____ is handsome. I think ____ is neurotic.
Past continuous	Personality adjectives
I avoid... I can't imagine... I enjoy...	I walk _____ly. I act _____ly. I speak _____ly.
Verbs followed by gerunds	Adverbs of manner
If I were rich, I would... If I could change something about myself, I would... If I were president, I would...	I would like to be a _____ I used to be a _____ My mother is a _____
Second conditionals	Professions

Booklet Available   The complete booklet is available at http://kenlackman.com/.