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Educational Consultants

Classroom Games from Corpora

Using Corpora to Teach Vocabulary

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Methods and activities for more effective teaching with less preparation

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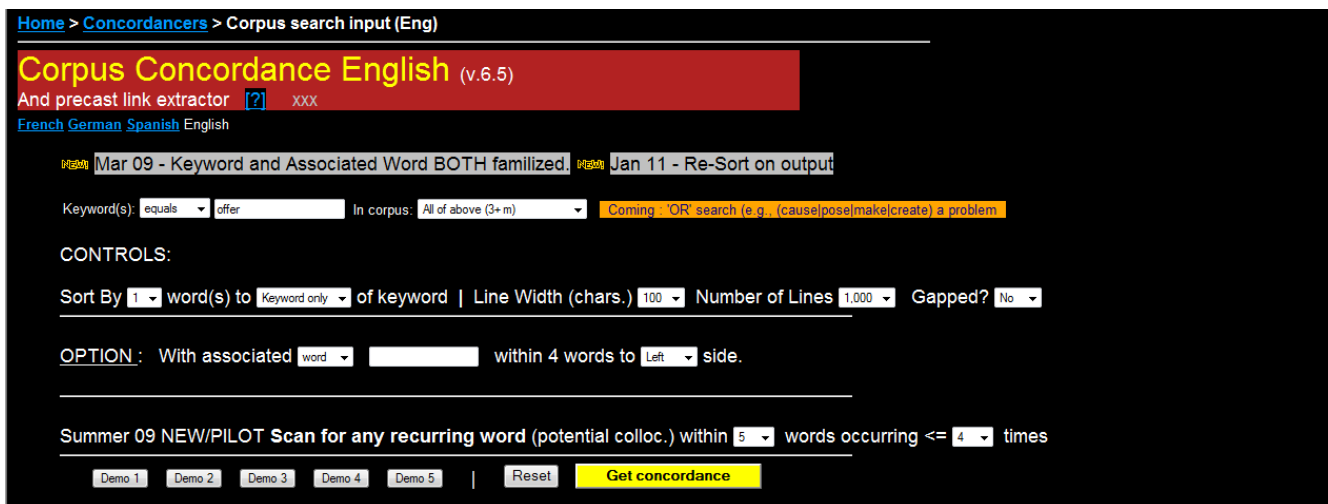
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Introduction

Corpora? Corpora, as the name suggests, are bodies of sampled language that are stored in a computer database. 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 words or word patterns.

Corpus Tools 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 collocation search.

Online Corpora 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 the Lextutor Concordancer http://www.lexutor.ca/concordancers/concord_e.html and Corpus.BYU.Edu (Brigham Young University) <http://corpus.byu.edu/>



Lextutor search for concordance for “offer”

Classroom Games from Corpora

Home > Concordancers > English input [<Back (keep settings)] Colloc summary

Concordance for equals OFFER sorted by keyword Dictionary [Eng_Fren] [Go]

extract [All | none | any 10 | 20] Click keyword for more context Corpus [All of above (3+m)] New Sort: [1] word(s) [Key only] of keyword [Change]

001. being reduced, as the peripheral areas manage to OFFER sites that are as competitive as those of th
 002. arly recognised the advantages which such systems OFFER. They have done so in the first place becaus
 003. e very limited facilities which such premises can OFFER and the initiation of a co-ordinated attack
 004. ided and relied upon in these circumstances would OFFER adequate assistance. Electronic aids, perhaps
 005. ws of ALT The ALT constructor allows a process to OFFER a choice of possible communication options t
 006. ation WQXR. The brief notes introducing each work OFFER salient historical or technical points, and
 007. e program's variables. (iii) An occam process can OFFER its environment a choice of communications:
 008. those represented by X) that the environment can OFFER which one process can deadlock on but not th
 009. re in some sense complementary. Each has a lot to OFFER to the other. Nevertheless, there are a numb
 010. f Georgia's congressmen specifically asked him to OFFER the resolution. The resolution, which Barber
 011. to start work, having received an acceptable job OFFER and would be starting work shortly; polytech
 012. further 8 per cent had received an acceptable job OFFER and would be commencing work shortly after t
 013. rses. While most students not in receipt of a job OFFER were making applications and attending inter
 014. to start work, having received an acceptable job OFFER. Nineteen per cent were looking for employe
 015. roach. Online catalogue systems at present do not OFFER any opportunity for a contextual or open app
 016. mited value. Alphabetical listings of LCSH do not OFFER an overview of related subjects and looking
 017. ssel clumps; in New England, fucoids and crevices OFFER the necessary shade. At Woods Hole in Massac
 018. it is conceivable that aggregation behaviour may OFFER protection from those birds. The aggregated
 019. ble for overwintering are identical to those that OFFER the best conditions for hatching success. Wi
 020. heltered shores and, except where fucoid seaweeds OFFER shelter (Menge, 1976), desiccation may be si
 021. l not attempt this analysis here but instead will OFFER an intuitive (and practical) argument for wh

Concordance for "offer"

Google byu corpus Search

Corpus of Contemporary American English (COC...)

CORPUS OF CONTEMPORARY AMERICAN ENGLISH LACKMAN_K +

425 MILLION WORDS, 1990-2011 COMPARE RESULTS: COCA COHA TIME BNC history | lists | profile | logout

DISPLAY: LIST CHART KWIC COMPARE

SEARCH STRING: day

COLLOCATES: [j*] 1 0

POS LIST: adj.ALL

SEARCH RESET

SECTIONS: SHOW

1 IGNORE 2 IGNORE

SORTING AND LIMITS: SORTING FREQUENCY MINIMUM FREQUENCY 10

CLICK TO SEE OPTIONS

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT] [HELP...]

		CONTEXT	TOT
1	<input type="checkbox"/>	OTHER	4933
2	<input type="checkbox"/>	GOOD	1658
3	<input type="checkbox"/>	SINGLE	1624
4	<input type="checkbox"/>	FOLLOWING	1178
5	<input type="checkbox"/>	LONG	1039
6	<input type="checkbox"/>	FULL	819
7	<input type="checkbox"/>	BAD	743
8	<input type="checkbox"/>	BIG	726

OTHER USERS (COCA | ALL): QUERIES [24h] (9102 | 14547) RESEARCHERS (1326 | 1780) PUBLICATIONS (117 | 161)

Personal information

Category: Staff (not faculty/grad student) Update

Institution: Ken Lackman & Associates Update

Country: CANADA Update

Short profile (edit): I am a freelance ESL teacher, teacher trainer and coursebook writer. I've been using online corpora since it first appeared. I use it mostly to prepare classroom activities and occasionally to check word usage following a question from a student. I've also presented workshops for other teachers on using corpora.

Status: Your publications 1

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

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 Blotak

The screenshot shows the COCA interface with the following details:

- Header:** CORPUS OF CONTEMPORARY AMERICAN ENGLISH, 410 MILLION WORDS, 1990-2010. Compare results: COCA COHA TIME BNC.
- Search String:** admit* (with filters for collocates [v?g*] and POS list verb.ING).
- Keyword in Context Display:** A table showing the word 'admit' in context with a total count for each.
- Keyword in Context Table:**

	<input checked="" type="checkbox"/>	CONTEXT	TOT
1	<input checked="" type="checkbox"/>	BEING	11
2	<input checked="" type="checkbox"/>	HAVING	11
3	<input checked="" type="checkbox"/>	KILLING	8
4	<input checked="" type="checkbox"/>	USING	6
5	<input checked="" type="checkbox"/>	TAKING	5
6	<input checked="" type="checkbox"/>	DOING	5
7	<input checked="" type="checkbox"/>	LYING	3
8	<input checked="" type="checkbox"/>	MAKING	3
- Keyword in Context Table (Detailed):**

CLICK FOR MORE CONTEXT	<input type="checkbox"/>	[?]	SAVE LIST	CHOOSE LIST	CREATE NEW LIST	[?]
1	2010	NEWS	Denver	A B C	earlier of Marcum's dead body and that another figure in the drug case had admitted killing her	
2	2010	NEWS	Denver	A B C	A firefighter named William Hailey confessed to starting the blaze, one of several he admitted ;	
3	2009	NEWS	Denver	A B C	burglary, assault and attempted murder. In a jail interview in March, he admitted stabbing an e	
4	2009	NEWS	Chicago	A B C	# A former Rezko business partner, Ata, 52, of Lemont, has admitted giving Blagojevich a \$25,	
5	2009	NEWS	Chicago	A B C	state agency Blagojevich created. Ata pleaded guilty to lying to the FBI and also admitted faili	
6	2009	NEWS	Houston	A B C	needles filled with colored liquids there ready for injection. # The patient, who admitted being a	

Preparation

1. Decide which key words you want to find collocations for. They can be from the coursebook, other texts or from the word lists in the appendixes of this handout.
 2. Go to <http://corpus.byu.edu/> and choose either 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 that you are looking for. In the example above, it’s set at ING verbs (which will 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')

- 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).
- 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.
- Tell the students to start and stand back!
- Stop the activity whenever you want.
- Go over the sheets and cross off any examples that are incorrect. Explain why, if you'd like.
- Get each team to count up the number of correct contributions to determine the winning team.

Samples of Verbs + Gerunds

is to say no experience. We're talking about a U.S. senator, who admittedly is in his first term and doesn't have as much experience as McCain does in Amsterdam. We discovered how she'd been on a train, and she admitted having sex with a guy that she'd met on the train. We discovered not currently open for dinner, he recommends two places that he admits are only so-so, meaning it would be much better if the restaurant in the of her mind; she said she had to appeal to a person who she admitted looked like a concerned older man, for rescue. Me. I tried to hockey on roller skates. I had a normal interest in girls, which I admit is a declaration dispensing with the subject, so I will add that I was , like dancing on air. // The only good thing they were ready to admit was that the eye of a dragon was the most powerful scrying instrument on Earth worth a try. " He gave her his most charming smile, which she admitted was something to see. // " Did you have a reason for speeding? at his listeners, he saw signs of their eyes glazing over He had to admit taking some small satisfaction in getting that result from physicists. " So, " " Colin nodded. " But pocket universes, higher dimensionality. Yes. I admit having difficulty believing it. " " Well, our aliens could possibly be in If Planck doesn't see these modes, then inflation advocates, including Guth, admittedly will blame it on Planck and its inadequate observational a failed state, so its signature didn't mean anything -- which even he admits was pushing it. The point was, they weren't massing orderly brigades to the affidavit, Pettitte, a longtime friend and teammate of Clemens, said Clemens admitted using human growth hormone in a private conversation. // " It's

the testimony of William Pearl, who did go to prison for perjury, for denying knowing Rosenberg. But theres a great deal of information in his #ELIZABETH VARGAS: Dano's friends not only deny using racial slurs, they say their headlights faced away from the house. One . ! 1:8796: : (Voiceover) Boney couldn't very well deny being at the murder scene anymore with the sweatshirt, his DNA and the palm " What happens with teenagers is they deny having this chronic illness, " Tinkelman says. " They wait for the next in the garage. " # Most of the time. # Corwin couldn't deny taking the car out for a spin before having his license, but there were from the manager at the Basemar Cinema Savers theaters. # But he continued to deny killing anyone. Today he says he was too high on possibility that cocaine was responsible for the septal perforation in our patient, he did deny using it. # More recently, abuse of intranasal and one on a London bus, this will be a complex investigation. Police deny closing down any phone networks after the blasts. Only a few fragments . Rarely does the police station host such a beautiful woman. She doesn't deny having had relations with the lawyer. When pressed, she says only, " their company, I did nothing to defend the Russian capital, nor did I deny being involved in an especially backward field: literature. The only problem interview Wednesday, said the university's investigation was " flawed " and continues to deny discriminating against Harris. # " I can only repeat possibility that cocaine was responsible for the septal perforation in our patient, he did deny using it. # More recently, abuse of intranasal

has promised, albeit halfheartedly, to work on this year, though when I suggested buying a memo pad for to-do lists, she refused. " I'm eleven let his hand trail down her warm, silky arm. " Next time you suggest taking a cruise with those girlfriends of yours, I'm going to remind you If anyone had consulted her-and Dolores rarely did-Maria would have suggested meeting Rafe in the lawyer's office. The decision as to whether he would always drink it. " I also surveyed discussion boards on the internet where artists suggested using salt to lower the freezing point of the water, but that didn't on Top The dreamy Fish loves spending time in nature. So the creative stars suggest getting busy on a deserted stretch of beach or pulling him off the , he has an agenda. He's going to get you tipsy and casually suggest going back to his pad, where he'll try to score. Someone who . Depending on the size of the pot and the type of plant, she suggests buying at least three containers (though six or more of a species is preferred have some fun. Pat McGrath, Procter & Gamble global creative design director, suggests choosing one color family -- blue, green, or violet -- to highlight for Common PC Problems, " the item " Rescue a Wet Cell Phone " suggests putting the phone in a bowl of dry rice overnight. I tried that on to, you first need to know what cellular provider your friends have. I suggest asking your most-texted contacts who their providers are. With that information, signs of sexual interest, and ward them off without humiliating the person. Apter suggests bringing up a hypothetical coupling with a clear rebuff, e.g., " You're viability of the relationship, Pelusi warns. If you're the piner, Pelusi suggests working through your own sensitivity to rejection so you can deal with the

Collocations Guessing Game

This game features cards with the top ten most frequent collocations of certain words. Students work in teams to try to guess them based on clues given by a team member who has the list. This activity provides lots of focus on form and meaning as students learn the most common collocations of certain words and, in providing clues and guessing, there is extensive focus on meaning. To come up with the words to find collocations for, you can use vocabulary that comes up in the students' course material or you can choose the words from any of the lists in the appendix of this handout.

CORPUS OF CONTEMPORARY AMERICAN ENGLISH
 410 MILLION WORDS, 1990-2010

SEARCH STRING: WORD(S) COLLOCATES [j*] 1 0 POS LIST adj.ALL

RESULTS TABLE:

	CONTEXT	TOT
1	GOOD	6236
2	BAD	1394
3	GREAT	1164
4	WHOLE	1157
5	BETTER	637
6	NEW	605
7	VERY	557
8	BASIC	266

KEYWORD IN CONTEXT DISPLAY

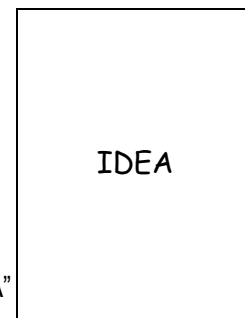
CLICK FOR MORE CONTEXT	[?]	SAVE LIST	CHOOSE LIST	CREATE NEW LIST
1 2010 SPOK Fox_Susteren	A B C			
2 2010 SPOK NPR_TalkNat	A B C			
3 2010 SPOK Fox_Journal	A B C			
4 2010 SPOK NPR_FreshAir	A B C			
5 2010 SPOK NPR_TellMore	A B C			
6 2010 SPOK NBC_Dateline	A B C			
7 2010 SPOK NBC_Today	A B C			
8 2010 SPOK NPR_Science	A B C			

Materials Required

- Pages of top 10 lists cut into cards, 1 copy for each group of 6 – 10 students (2 teams per group)

1	GOOD	5695
2	BAD	1213
3	WHOLE	1054
4	GREAT	1050
5	BETTER	569
6	NEW	547
7	VERY	516
8	BASIC	246
9	CLEAR	214
10	GENERAL	200

front of card for "IDEA"



back of card for "IDEA"

Preparation

1. Choose a group of key words that you want to find collocations for. The words can be from the students' coursebooks, other texts or the word lists in the appendixes.
2. Go to <http://corpus.byu.edu/> and choose either 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.
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 before the key word.
6. 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.
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. Choose the top 10 displayed words by placing the cursor at the bottom right and select by moving the mouse diagonally up to the top left. If there is a word among the top 10 that you don't want, then select an extra word, i.e., the top 11. You can delete the word you don't want later and move the other words up to fill the empty space.
10. Hit Ctrl + C to copy.
11. Open up a Word document, set narrow margins and 3 columns.
12. Hit Ctrl + V to paste the words.
13. Use the cursor to select the 2nd column (the one with the boxes). Go to TABLE or LAYOUT on the toolbar and then delete the column. Enter a space after what you've just pasted.
14. Use steps 3 to 9 to paste other sets of words on the page.
15. Print the page(s).
16. Make a copy of the page(s) for each group of 6 – 10 students and cut it each page up so each group of words is on a separate card. Turn the cards over and write the key word on the back (e.g., for the sample above it would be "IDEA").

Procedure

1. Put students into groups of 6 – 10. Each group will consist of two teams, i.e., a group of 6 will have two teams of 3.
2. Give the students the cards and tell them to spread them out but keep them face down so only the key word is visible. Explain to them that what is on the other side are the 10 most common [part of speech] collocations of that word on the back, e.g., 10 most common adjective collocations with 'idea'. The object of the game is that they guess as many as they can.
3. One team will start and the team members will chose a card. One member of that team takes the card and looks at the collocations on the other side, being careful not to show it to anyone else. That team member

can give clues for each collocation on the card and his/her team members are allowed only one guess, but they can confer before answering. The team member giving the clues starts with number 1, says that number and gives the clues. With the sample above, the clue for 'good' could be "When you really like something you say, It's really ...". If the team members guess correctly, they get a point for their team. If they are incorrect, the opposing team then can take one guess at it for the point. Play continues this way for the remaining collocations on the card. When all ten collocations have been dealt with, the other team chooses a card and they go through the same process. The team whose member is giving the clues always gets first try at the point.

4. When the game has ended determine who got the most points.

Guess the Key Word from the Collocates

This game is similar to the one above except this time the students are given a list of frequent collocations of a key word and they have to guess what that key word is. This game is strategically challenging for students as they are only allowed one guess which they can make at any point during the teacher's reading of the ten collocates. The sooner they guess, the more points they get but if they guess wrong, they lose the chance of getting any points.

This is a good activity to get students focused on the type of collocations that go with certain words. Those words can be from the course materials or they can be from one of the lists in the appendices of this handout. You can decide if you want to make it easier for students by writing a list of key words on the board. You can also use this activity to review vocabulary recently taught, in which case, you might want to have students rely on their memories rather than give them a list of possible key words.

The screenshot shows the COCA interface with the search string 'campaign'. The results table lists the following collocates and their frequencies:

Rank	Collocate	TOT
1	ELECTION	678
2	AD	534
3	AIR	367
4	ADVERTISING	355
5	BOMBING	322
6	RE-ELECTION	317
7	SENATE	217
8	MARKETING	203

The interface also shows a 'KEYWORD IN CONTEXT DISPLAY' section with a table of context examples:

Rank	Year	Source	Context
1	2010	MAG USAToday	political process. For instance, in the last four days of the 2008 elec
2	2010	NEWS NYT	the United States after the 2003 invasion. # Although rivals disparag
3	2010	NEWS NYT	's Labour Party has begun to reconstruct itself from the wreckage of
4	2010	NEWS NYT	# One thing all three men appeared to have accepted was that the t
5	2010	NEWS NYT	." The polls had us third for a significant part of the election camp
6	2010	NEWS SFC	, 50, didn't in Massachusetts. # Sprinting through a five-week-long s

Materials Required

- Teacher's sheet(s) of top ten lists
- Strips of paper
- Markers (board and paper)

Preparation

Follow exactly the same steps as in the Collocations Guessing Game except for copying the sheets and cutting them into cards (step 16). You will only need one copy of the top ten lists for yourself. Note that in the example above, noun.-PROP is used to eliminate proper nouns from the list.

- Procedure**
1. Put students in teams of 2 to 4. Give each team a strip of paper and a marker.
 2. If you are providing a list of key words, write them on the board. Provide a few extra key words that you do not have collocations for to make it more challenging for students to guess when most of the key words have already been dealt with.
 3. Explain to the teams that you will be reading a list of collocations for ONE certain key word. Let them know the source of the key words (board, review, academic word list, etc.). Explain that you will be reading the list from the 10th most frequent collocation to the most frequent and you'll be saying the numbers. At any point they can write their guess on a strip of paper together with the number of the collocate clue. For example, using the list shown in the corpora above, students who guessed “campaign” when they heard advertising, would write down “4 Campaign”, which could get them four points. If they end up being correct, they will get that number of points. If they are incorrect, they will get nothing. Tell them they must hold up their guess for all to see as soon as they've written it but you will not let them know if it is correct until the end of the round.
 4. Choose one of the collocation lists. Start at the bottom, read the number 10 and the collocation. Read the rest at a slow and steady pace making sure students have enough time to write down and hold up their guesses.
 5. After you've read all of the collocations, ask students what they think the key word is. Confirm what it was and ask students to hold up their guesses again. For every correct guess, award them the number of points based on the number on their strip. Write points for each team on the board or have them keep track of their own points.
 6. Hand out another strip to each group and play another round. At the end total the points to declare a winner.

Guess the Missing Word

This game provides students with sections of concordance sheets where the key word has been removed. They are required to examine the other words near the missing key word to try to guess what the missing word is. The activity is really useful for getting students to notice how words work together in collocations and expressions. It is also useful for helping students learn common collocations and expressions based on certain key words. The key words should be words that are likely to be featured in numerous lexical chunks, i.e., ‘people’ is going to be featured in a lot more chunks than ‘inhabitants’. The key words can be taken from course materials or the word lists in the appendices. For lower level students, you might want to list the possible key words on the board and include a few distracters to make it more challenging.

Materials Required

- Concordance sheets sliced into strips of 10 lines so that there is a different strip for each pair of students.

Preparation

1. Choose a key word.
2. Go to the Lextutor Concordancer at http://www.lex tutor.ca/concordancers/concord_e.html
3. In the “Keyword(s)” box choose one of the following.
 - equals: produces exact keyword, e.g., **offer**
 - starts: produces words that starts with the keyword, e.g., **offering**
 - ends: ends with the keyword, e.g., counter**offer**
 - contains: keyword is contained in the word, e.g., counter**offers** your key
 - family: produces derivatives, e.g., **offering**, **offered**, **offers**, etc.
4. Type your keyword into the next box to the right.
5. In the next box, use the pull-down menu to choose your corpus. Note that for lower level classes you can choose “1k Graded Corpus (consisting of only 1000 different words) or the 2k Graded Corpus (2000 words).
6. Under “Controls”, set the second box to “keyword only”.
7. At the right, set “Gapped” at “Yes”.
8. Click on the yellow “Get CONCORDANCE” button.
9. Highlight the concordance lines that you want to copy. Hit Ctrl+C or use another method to prepare to copy.
10. Open up a Word document and set the margins of the page as narrow as possible.
11. Click on “Paste Special” and select “unformatted text” and then paste the concordance into the Word document.
12. OPTIONAL: If your gaps are all the same size and you want to change the size, highlight one of the gaps with and then select “Replace” from the menu and type in a different size line. The click on “Replace All”.
11. Repeat this procedure for other concordance sheets from the same word (choose a different source).
12. Print the concordance sheets.
13. Cut each concordance sheet into sections of about 10 lines each. (see below)



001. being reduced, as the peripheral areas manage to _____ sites that are as competitive as those of th
 002. arly recognised the advantages which such systems _____. They have done so in the first place becaus
 003. e very limited facilities which such premises can _____ and the initiation of a co-ordinated attack
 004. ided and relied upon in these circumstances would _____ adequate assistance. Electronic aids, perhap
 005. ws of ALT The ALT constructor allows a process to _____ a choice of possible communication options t
 006. ation WQXR. The brief notes introducing each work _____ salient historical or technical points, and
 007. e program's variables. (iii) An occam process can _____ its environment a choice of communications:
 008. those represented by X) that the environment can _____ which one process can deadlock on but not th
 009. re in some sense complementary. Each has a lot to _____ to the other. Nevertheless, there are a numb
 010. f Georgia's congressmen specifically asked him to _____ the resolution. The resolution, which Barber
 011. courses; a further 8 per cent had received a job _____ and would be starting work shortly; polytech
 012. further 8 per cent had received an acceptable job _____ and would be commencing work shortly after t
 013. rses. While most students not in receipt of a job _____ were making applications and attending inter
 014. to start work, having received an acceptable job _____. Nineteen per cent were looking for employe
 015. roach. Online catalogue systems at present do not _____ any opportunity for a contextual or open app
 016. mited value. Alphabetical listings of LCSH do not _____ an overview of related subjects and looking
 017. ssel clumps; in New England, fucoids and crevices _____ the necessary shade. At Woods Hole in Massac
 018. it is conceivable that aggregation behaviour may _____ protection from those birds. The aggregated
 019. ble for overwintering are identical to those that _____ the best conditions for hatching success. Wi
 020. heltered shores and, except where furoid seaweeds _____ shelter (Menge, 1976), desiccation may be si
 021. I not attempt this analysis here but instead will _____ an intuitive (and practical) argument for wh
 022. cream pots, enquiring, "Fräulein Baum, may I _____ you a soft-boiled egg?" "That would be nice,
 023. affe over tea made it impossible for Elisabeth to _____ any excuse when Mitzi Baum accosted her on t
 024. hey had enough material for a book and decided to _____ it for publication under the title Mø
 025. ulnerability: something he could defend. He could _____ her financial security; a home -- on M&oslas
 026. my routine I risk overbalancing. So please don't _____ alternatives. I intend to keep on going as I
 027. am sorry, Joan -- for you and your loss. But the _____ of your coming here to us still stands. The
 028. English Catholics, especially when these Irishmen _____ to remind their Christian brethren of this g
 029. on the edge of an abyss... "I have naught to _____ you," the youth was saying and there was sor
 030. lace from now Before de confusion. Cut de crap Yu _____ me a pension But I know yu intention Yu high

Procedure

1. Put students into pairs. Give each pair a different strip. They try to guess the missing key word by looking at other words which could give them clues to what it is. Tell them that once they have made a guess, they are to select and write down two or three chunks (collocations, phrases, expressions) including their keyword guess, which would validate their answer. So, from the first 10 in the example above, the three could be "to offer (adequate) assistance", "offer a choice" and "a lot to offer". There are other possibilities also.
3. When students have finished, ask each group for their guesses and their chunks. Award points for each correctly guessed key word and for each chunk. Write some of the more useful chunks on the board and provide explanation, where needed.
4. Once you have the chunks on the board, you can do some controlled practice activity with them, e.g., students use them in writing or speaking. Note that you could also use multiple key words for this activity so that some pairs would have different words.

Find the Chunk

This activity provides students with useful practice in noticing lexical chunks and raises their awareness of the structure of those chunks. Aside from giving students practice in noticing chunks of useful language, it also provides students with useful structures based on key words that they have studied. Key words can be taken from class materials or from word lists in the appendixes.

Materials Required

- Concordance sheets each with a different key word. Each sheet sliced into strips of 10 lines.

Preparation

Decide on which key word(s) you'd like to feature and follow the instructions for **Guess the Missing Word** but don't gap the text. For this activity you will need one 10-line extract for each student in the class and they all should be different.

001. ectual lover and proclaims her emancipation do we GET much which makes worthwhile the series of boor
002. company. "We won't know the full amount until we GET a full report", Wagner said. "We can claim on
003. FILIPINOS._ Two noted troupes from overseas will GET the fall dance season off to a sparkling start
004. art the East and West. Major to this effort is to GET all world powers to withdraw to their own terr
005. university's football stadium in Minneapolis ("We GET a rumble on every touchdown"), blocky, grey-ha
006. re commonly, thinks Keys) the deposits themselves GET so big that they choke off the artery's flow t
007. until long after the war- 1950, in fact- did they GET a hint of the reason. That year, Sweden's Haq
008. t the board would cooperate so far as possible to GET the children to where the parents wanted them
009. e youngsters were told to express their fears, to GET them out in the open where they could talk abo
010. running from one physician to another, largely to GET a willing ear who will listen to their parade

Procedure

1. Put students in pairs and hand each student one of the concordance extracts. Emphasize that students are not allowed to write anything on the front of that paper.
2. Explain that each student is to find a useful structure on their concordance strip. The structure must feature the keyword. Tell them that even though they have their own sheet they should work with their partner to find them. Note: For lower level students you could find the chunks yourself before the class and write them on the back (see step 3).
3. Once they have found a useful structure, they should determine what it means. You should be monitoring this stage so they can ask for help, if they need it. Once they determine the meaning they should write on the back of their concordance strip a clue based on the meaning. You can also ask them to include a form-based clue such as "Find **FOUR** words which mean..." Here is a sample clue for the expression "GET a full report" in the sample above:

Find 4 words for when someone gives you all information about something that happened.

4. When all students have written their clues on the back, tell them to write theirs and their partner's structures in their notebooks.
5. Tell students that they are going to race to see who can find all the structures that their classmates have provided clues for. After they find each one, they have to write it down in their notebooks.
6. Start the game. Students find new partners, show their strip to their partner and they each try to guess the structure the clue refer to. When they have done that, they find new partners. Tell students that when they finish, they are to write their names on the board in the order they finish.
7. End the game when three or four students have finished. Elicit their finished list of structures and write them on the board so other students can add whatever ones they missed.
8. Provide any explanation where needed and point out how some structures can be varied, if you'd like.
9. You can then get students to do a controlled practice activity such as using the chunks in speaking or writing.

Jeopardy

This is obviously based on the famous game show but the categories are key words and the answers in each category are collocations. The game is very student-centred as the students write the clues for each dollar amount and they have to choose which collocations to feature. Each team will be responsible for writing clues for certain key words and consequently when they play the game, they will not be able to choose any of their own questions. The easiest way to prepare this game is to have three questions in each category, \$100, \$200 and \$300 but you could also go to four or five per category.

Materials Required

- One top ten list for every Jeopardy category you use. If you have 12 students, you could have four teams of three and give each team two categories, producing eight categories in total.
- Dictionaries (optional).

CORPUS OF CONTEMPORARY AMERICAN ENGLISH
410 MILLION WORDS, 1990-2010

COMPARE RESULTS: COCA COHA TIME BNC

DISPLAY: LIST (selected) CHART KWIC COMPARE

SEARCH STRING: WORD(S) year

COLLOCATES: [j*] 1 0

POS LIST: adj.ALL

SECTIONS: SHOW

SORTING AND LIMITS: SORTING FREQUENCY MINIMUM FREQUENCY 10

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT]

		CONTEXT
1	<input type="checkbox"/>	NEW
2	<input type="checkbox"/>	PAST
3	<input type="checkbox"/>	FISCAL
4	<input type="checkbox"/>	FOLLOWING
5	<input type="checkbox"/>	SENIOR
6	<input type="checkbox"/>	PREVIOUS
7	<input type="checkbox"/>	ACADEMIC
8	<input type="checkbox"/>	JUNIOR

SECTION: NO LIMITS

1	2010	MAG	USAToday	A	B	C political process. For instance, in the last four da
2	2010	NEWS	NYT	A	B	C the United States after the 2003 invasion. # Alth

Preparation

1. Choose a group of key words that you want to find collocations for. The words can be from the students' coursebooks, other texts or from the word lists in the appendixes.
2. Go to <http://corpus.byu.edu/> and choose either 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.
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 before the key word.
6. 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.
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. Choose the top 10 displayed words by placing the cursor at the bottom right and select by moving the mouse diagonally up to the top left.
10. Hit Ctrl + C to copy.
11. Open up a Word document, set narrow margins and 3 columns.
12. Hit Ctrl + V to paste the words.
13. Use the cursor to select the 2nd column (the one with the boxes). Go to

TABLE or LAYOUT on the toolbar and then delete the column. Enter a space after what you've just pasted.

14. Use steps 3 to 9 to paste other sets of words on the page.

15. Print the pages. Cut them up so each group of ten is separate.

Procedure

1. Put students in teams of two or three and ask them to choose team names. You should try to keep it to a total of four or five teams. If you have more than 15 students, you could go to four per team.

2. Give each team their papers with the top ten collocations. Explain that they will be playing a game where they will be answering questions about the collocations in three levels of difficulty. Tell them to choose an easy collocation from each list and write a clue for it. Then tell them to prepare a difficult one and one in between. You may provide them with dictionaries.

Sample questions for collocations of "year" (see above)

\$100: What you call the thing that begins on January 1st (new year)

\$200: Another word for last year (past or previous year)

\$300: What you call a year in a university (academic year)

3. While students are writing the questions put the game grid on the board. When you are finished monitor students to help them with their questions.

people	family	life	home	house	school	country	business
\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300

Sample game board using common nouns from the General Service List (see appendixes)

4. When students are finished writing their questions, start the game. Explain that one team will go first and choose a category and difficulty level. Erase the dollar value in that square to show that it's been taken. The team who wrote the question reads it to them and they can confer before answering. If they are correct, award them the points and write it on the board beside their team name. Then fill in the square with the collocation. If they are wrong, you can open the question up to another team for half the points. If you have more than one other team (besides the team who wrote it) establish an order in which they must give their guesses for ones other teams got wrong. The order could just be clockwise.

5. Continue in this way until all or most questions have been answered and announce the winner.

Final Jeopardy Guessing Game

This is a very simple game based on the final phase in Jeopardy where all the contestants have to write down their answers and reveal them at the same time. In this version students are given a list of key words which they write on strips of paper. When the teacher reads them a collocate, they have to guess which key word it goes with and hold that one up. This is a good activity for getting students to think about what would collocate with certain key words.

Materials Required

- Teacher's sheet(s) of top ten lists
- Strips of paper
- Paper markers
- Board markers

Preparation

Follow exactly the same steps as in the **Collocations Guessing Game** except for copying the sheets and cutting them into cards (step 16). You only need one copy of the top ten lists for yourself.

Procedure

1. Put students into teams of two or three. Give each team a marker and enough strips of paper to write all the key words down. List the key words on the board.
2. Explain to students that you are going to say one, two or three collocations (your choice) from one of the key words. They will have a minute or so to confer with their teammates and write down the key word they think goes with the collocations. Then when you say "Go" they will all have to hold up the key word that they think it is. Only those students who hold it up at that moment will get a point if they are correct.
3. Using your sheet of top ten lists, call out the collocations. Give students a minute or so to discuss it, then say, "Go". When they hold up the answers, say which one is correct. Award the teams who got it right a point. You can total the points on the board or let them keep track of their own totals.
4. Continue in this way with the other words. If you'd like, write some of the important collocations on the board and after the game. Students use them in a productive activity (speaking or writing).

Collecting Collocations from Concordances

This game focuses on groups of collocations for certain key words. The students compete to find the most collocations which they are unfamiliar with. Essentially they will be producing the target language for use later in the lesson. However, the teacher has some control over what they choose. They will be looking through concordance sheets and when they find a collocation they don't know, they write in on the board, but the teacher has the option to erase it if he/she feels it's not worth dealing with. After this stage the students create gap fills to quiz each other on the collocations they found. This is a good activity for students to learn meanings of new

words and new collocations and if you follow this game with a productive activity, it essentially is a plan for an entire lesson.

Materials Required

- Concordance sheets (at least one per team of two or three students).
- Strips of paper
- Different coloured board markers (one marker for each team)

CORPUS OF CONTEMPORARY AMERICAN ENGLISH
410 MILLION WORDS, 1990-2010

COMPARE RESULTS: COCA COHA TIME BNC

DISPLAY: LIST CHART KWIC COMPARE

SEARCH STRING: WORD(S) point COLLOCATES [*] POS LIST adj.ALL

SECTIONS: FIC:Movies, MAG:News/Opin, MAG:Financial, MAG:Sci/Tech, MAG:Soc/Arts, MAG:Religion, IGNORE, SPOKEN, FICTION, MAGAZINE, NEWSPAPER, ACADEMIC

SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT]

1	<input checked="" type="checkbox"/>	CONTEXT
2	<input checked="" type="checkbox"/>	TURNING
3	<input checked="" type="checkbox"/>	FOCAL
4	<input checked="" type="checkbox"/>	HIGH
5	<input checked="" type="checkbox"/>	CERTAIN
6	<input checked="" type="checkbox"/>	WHOLE
7	<input checked="" type="checkbox"/>	IMPORTANT
8	<input checked="" type="checkbox"/>	LOW
9	<input checked="" type="checkbox"/>	MAIN

KEYWORD IN CONTEXT DISPLAY

SECTION: MAG:News/Opin

1	2010	MAG	AmericanSpectator	A	B	C	a hierarchy more sensitive to the victims. We do, but a more fundamental point is
2	2010	MAG	AmericanSpectator	A	B	C	disputes and ambiguities about what actually happened on March 20. But on the bro
3	2010	MAG	AmericanSpectator	A	B	C	influence elections. How, you might ask, did we reach this new low point so quickly?
4	2010	MAG	AmericanSpectator	A	B	C	about " arrogance. " A different kind, nonetheless, coming from a different point
5	2010	MAG	MotherJones	A	B	C	what you're doing in conducting is this accelerating your arm to just a fixed point .
6	2010	MAG	MotherJones	A	B	C	over the country, even out East, and making some herds " a focal point for publicity

Preparation

1. Decide which key words you want to find collocations for. They can be from the coursebook, other texts or from the word lists in the appendixes of this handout.
2. Go to <http://corpus.byu.edu/> and choose either 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., “admitted”, “admitting”, etc. or use square brackets [] around your word.
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 before the key word. For adjectives before a key word which is a noun, such as “point”, you’ll want to set the number for one space before (the first box) which will reveal adjectives such as “good”.
6. 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 (all adjectives).
7. If you want to limit the sources of the word patterns you are looking for, in the box labeled SECTION, select the source. Limiting the source will limit the number of concordance pages you end up with but still give you a good random mix of all the collocations. Notice in the example above the setting is MAG: News/Opinion. 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. If you want to get more than 100 collocations, go to the OPTIONS section below the MIN FREQ boxes and click on the blue bar that says OPTIONS (in the sample above it says HIDE OPTIONS). Then set #HITS at some other number than 100 (default). In the example above, it is set at 200.

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 all the collocations and then hit COLLOCATES. You will get a concordance featuring all of those words.

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. Set the page orientation to "Landscape" if needed 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. Then, if you'd like, centre all the text. Then enter a space after the text before pasting the next page.

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.

13. Print the pages.

Procedure

1. Put students into teams of two or three. Give each team a different coloured board marker.
2. Write the list of key words in a top corner of the board. Tell students that they will be looking for collocations of those key words in the concordance sheets. Explain that they are to only choose collocations that they are unfamiliar with especially using words that they don't know the meaning of. When they find a collocation, they write it on the board with their coloured marker. Point out that if you don't feel that the collocation is worth dealing with (e.g., too easy/common or too obscure or not really a collocation), you will erase it from the board.
3. Tell students it's a competition to write the most collocations on the board and start the game.
4. Erase any collocations you don't want to deal with as the students write them on the board. Then stop the activity when you have a list of 10 – 20 (your choice). Tell students to total up the collocations on the board in their colour to determine a winner.
5. Spend some time clarifying the collocations on the board. Once you have dealt with the meaning of them, you could do a quick concept check by asking a question like, "Which one would you use for...?"
6. Select some of the important collocations and number them on the board. You'll want the number of collocations to be divisible by the number of teams, i.e., if you have 5 teams you can choose 10 or 15 collocations. Number some strips of paper to correspond to the numbers on the board.
7. Divide the strips of paper up among the teams. Tell the students they are to write a sentence using the collocation from the board that has the

same number as on the strip of paper. Monitor while they are doing this to make sure their sentences make sense.

8. Get each team to read their sentence but they should substitute the name of the part of speech for the collocate that goes with the key word. Using the list of collocates above, a sample sentence might be “The meeting did not have an ADJECTIVE point” where ADJECTIVE stands for “focal”. When the sentence has been read, other students call out what they think the missing word is. First student to get it gets a point for his/her team. Get students to keep track of their own points. Continue in this way for the rest of the collocates.

9. Find out who got the most points, both in the last activity and with the two activities combined. Then have students use the collocates in a productive activity (speaking or writing).

Word Form Family Feud

This game is based on the TV game show Family Feud. The show featured two teams (families) who competed to see who could guess the most items on a list determined by audience surveys, e.g., things found in a toolbox, fruit beginning with the letter “a”, etc.

In this version of the game teams of 3 – 6 students compete to guess the top ten most common words formed from a particular root word, e.g., invite, invited, invitation, uninvited, etc. It would be a good idea to precede this game with some instruction on affixation (using prefixes and suffixes).

Materials Required

- Answer sheet (see below for preparation instructions)
- Board markers

Preparation

1. Go to <http://corpus.byu.edu/> and choose either the British or American corpus.
2. Login with your username and password (top right).
3. Under SEARCH STRING type your root word in the WORD(S) box and an asterisk after it. If you want to include variations of your root word, then put an asterisk before your word also. For example, ***invite*** will produce **invitation** as well as **uninvited**.

Note: Sometimes you will need to put in a partial root word to get all the common forms of it, i.e., **invite*** will pull up **invitation** where **invite*** will not.

4. Click on SEARCH.
5. Choose the top ten relevant variations of the root word and write them down. If there are less than ten, then just write down whatever number of relevant ones there are.

Right column shows words that were written down from the corpus display.

1	<u>INVITED</u>	<u>13325</u>	invited
2	<u>INVITE</u>	<u>5178</u>	
3	<u>INVITATION</u>	<u>4992</u>	invitation
4	<u>INVITING</u>	<u>3717</u>	inviting
5	<u>INVITES</u>	<u>2003</u>	invites
6	<u>INVITATIONS</u>	<u>1481</u>	invitations
7	<u>INVITATIONAL</u>	<u>948</u>	invitational
8	<u>UNINVITED</u>	<u>396</u>	uninvited
9	<u>UNINVITING</u>	<u>89</u>	uninviting
10	<u>INVITINGLY</u>	<u>77</u>	invitingly
11	<u>INVITATION-ONLY</u>	<u>77</u>	
12	<u>INVITEES</u>	<u>68</u>	invitees

Procedure

1. Arrange students into teams of 3 – 6 students. Two teams is best but up to four teams can play. Ask each team to choose a team name.
2. Write the list of root words (from the page printed from the corpus search) on the board.
3. Decide the order that teams will take their turns.
4. Explain that the object is to think of the ten most common words formed from the root words and although it will be one team guessing, the other teams should pay close attention because they will be given a chance to guess the ones the initial team misses. Each correct guess is worth one point.
5. Ask the first team to choose a root word. Cross off that word in the list. Write the numbers 1 to 10 on the board and indicate what the part of speech is for each word on the root word list.

Teacher's List

1	invited
2	invitation
3	inviting
4	invites
5	invitations
6	invitational
7	uninvited
8	uninviting
9	invitingly
10	invitees

Board with answer for #2

1.	V/Adj
2.	N invitation
3.	V/Adj.
4.	V
5.	N
6.	Adj.
7.	Adj.
8.	Adj.
9.	Adv.
10.	N

6. One member of the team goes first and tries to guess one of the top 10. If they guess it correctly, write the correct word after the part of speech on the board and award them a point which is marked on the board next to

their team name. Play then shifts to the next person on the team who tries to guess another one. Every time a team member guesses incorrectly, mark an 'X' on the board. When the team has accumulated 3 'X's, their turn is over. Note: If a student guesses a valid form of the word which doesn't happen to be in the top, e.g., 'uninvited', make sure you let the class know that it is a good guess and a valid word which just isn't in the top 10.

7. When a team's turn ends because they got 3 'X's, the other team(s) have a chance to guess the ones they missed. If you have one other team, allow them to confer on three guesses. When they say them, give them a point for each one that is correct. If you have more than one other team, allow each team to confer on one guess and elicit them in the order of play.

8. After each round, make sure the students understand the meaning and use of all the words formed from the root word. You can provide or elicit some sample sentences with some of them.

9. When you decide to end the game check the points on the board to determine a winner.

Scavenger Hunt

This game is ideal for words which have more than one meaning. Students are supplied with a list of dictionary definitions of a certain word and each different definition has a different point value, depending on how common that use of the word is. Students work together and go over concordance sheets to see how many of the different uses of the word they can find.

Students not only become aware of the different meanings of particular words but the meaning is reinforced by the act of having to search a concordance for a use that matches the particular meaning.

Materials Required

- List of dictionary definitions of the target word
- Concordance printouts

Preparation

1. Choose a target word which has multiple meanings, e.g., "ring"
2. Go to an online dictionary (*Cambridge Advanced Learner's Dictionary* <http://dictionary.cambridge.org/>) and select the definitions of your word and copy and paste them into a word document. Alternatively, you can use a paper dictionary and just write/type the definitions onto a page.
3. Convert the text into a table or simply draw a table to separate the definitions and allow a column to the right for examples from the concordance and another column for the point totals (see sample below).
4. Go to <http://corpus.byu.edu/> and choose British or American corpus.
5. Login with your username and password (top right).
6. Under SEARCH STRING type your keyword in the WORD(S) box and put square brackets [] around it to get other forms, e.g., ring, rang, rung, ringing, etc.
7. Hit the SEARCH button to get your word patterns.
8. Above the list of collocations that appear, you see a button labeled COLLOCATES. Use this to select the forms of the words that you want in the concordance (e.g, ring, rang, rung, ringing).

9. 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.
10. 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 text before pasting more pages.
11. 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.
12. Print the pages.

Procedure

1. Put students into pairs or small groups.
2. Give each pair/group the scavenger hunt sheet and give them time to read it to make sure they understand the definitions.
3. Give each pair/group the concordance sheets and explain that they should go over those sheets trying to find an example of each meaning and/or use of the target word mentioned on the scavenger hunt sheet. Tell them that when they find an example they should write it in next to the definition and then they will get the points for that definition.
4. When you stop the activity, get students to count up how many points they got to determine the winner.

Note: You can print out concordance sheets for two different words with multiple meanings. Then divide the class into two groups and have each group prepare a scavenger hunt sheet for their word. They can use whatever dictionaries they have access to, either paper or electronic. They can check the concordances to see how frequent a use is to determine the point total. When each team has finished have them exchange papers and complete the scavenger hunt.

Meaning	Sample	Points
[C] a circle of any material, or any group of things or people in a circular shape or arrangement <i>The game involved throwing metal rings over a stick.</i> <i>The children sat in a ring around the teacher.</i>		10
[C] a circular piece of jewellery worn especially on your finger <i>He bought her a diamond/emerald/etc. ring</i>		5
[C] a group of people who help each other, often secretly and in a way which is to their advantage <i>a drug ring or a spy ring</i>		20
[C] (US USUALLY element) a circular piece of material often made of metal that can be heated in order to be used for cooking <i>a gas ring or an electric ring</i>		25
[C] a special area where people perform or compete <i>a boxing ring</i> <i>The horses trotted round the ring</i>		30
[C] the sound a bell makes <i>There was a ring at the door.</i> <i>He gave a ring at the door.</i>		10

Appendix I: Common words from FCE

able	accept	accommodate	accurate	act	active
actual	adequate	admire	advertise	advise	affect
agent	agree	allow	ambition	appear	apply
aquaint	arrange	arrive	attract	authority	base
beauty	behave	believe	bore	breath	build
care	centre	certain	champion	change	child
choose	collect	commerce	common	compete	concentrate
confident	consider	construct	contribute	convenient	convince
correct	cost	courage	cure	danger	dark
day	decide	defend	deport	depressed	design
desire	detect	develop	difficult	direct	discover
distant	drama	early	educate	else	employ
engage	enjoy	entertain	enthusiastic	equal	excite
exhibit	exist	expect	expense	explain	extend
fail	fair	famous	fault	finance	fit
fortunate	fortune	free	frequent	friend	full
generate	grand	harm	heavy	help	hide
high	honest	hope	imagine	important	impress
improve	increase	influence	inhabit	injure	intelligent
intend	invite	judge	know	legal	like
likely	literate	live	logic	lonely	long
luck	manage	marry	mature	medicine	member
memory	migrate	miss	modern	move	nature
necessary	notice	occasion	operate	oppose	organise
origin	paint	patient	perfect	permit	please
polite	politic	popular	possible	praise	predict
prefer	prepare	press	pride	probable	produce
profession	pronounce	protect	publish	qualify	rain
rare	rational	react	real	reason	recognise
relate	relation	religion	remark	remove	require
repute	research	responsible	ripe	risk	round
sad	safe	scarce	science	secure	select
sell	sense	settle	shock	short	shy
sign	similar	skill	slip	sociable	solve
south	speak	special	spell	state	steady
strong	stubborn	success	sufficient	sure	surprise
suspect	tact	tradition	train	treat	true
upset	use	usual	value	various	warn
wide	will	win	wise	wonder	worth

Appendix II: General Service List Top 500

Note: Words are in order of frequency horizontally, left to right.

the	be	of	and	a	to	in	he	have	it
that	for	they	I	with	as	not	on	she	at
by	this	we	you	do	but	from	or	which	one
would	all	will	there	say	who	make	when	can	more
if	no	man	out	other	so	what	time	up	go
about	than	into	could	state	only	new	year	some	take
come	these	know	see	use	get	like	then	first	any
work	now	may	such	give	over	think	most	even	find
day	also	after	way	many	must	look	before	great	back
through	long	where	much	should	well	people	down	own	just
because	good	each	those	feel	seem	how	high	too	place
little	world	very	still	nation	hand	old	life	tell	write
become	here	show	house	both	between	need	mean	call	develop
under	last	right	move	thing	general	school	never	same	another
begin	while	number	part	turn	real	leave	might	want	point
form	off	child	few	small	since	against	ask	late	home
interest	large	person	end	open	public	follow	during	present	without
again	hold	govern	around	possible	head	consider	word	program	problem
however	lead	system	set	order	eye	plan	run	keep	face
fact	group	play	stand	increase	early	course	change	help	line
city	put	close	case	force	meet	once	water	upon	war
build	hear	light	unite	live	every	country	bring	center	let
side	try	provide	continue	name	certain	power	pay	result	question
study	woman	member	until	far	night	always	service	away	report
something	company	week	church	toward	start	social	room	figure	nature
though	young	less	enough	almost	read	include	president	nothing	yet
better	big	boy	cost	business	value	second	why	clear	expect
family	complete	act	sense	mind	experience	art	next	near	direct
car	law	industry	important	girl	god	several	matter	usual	rather
per	often	kind	among	white	reason	action	return	foot	care
simple	within	love	human	along	appear	doctor	believe	speak	active
student	month	drive	concern	best	door	hope	example	inform	body
ever	least	probable	understand	reach	effect	different	idea	whole	control
condition	field	pass	fall	note	special	talk	particular	today	measure
walk	teach	low	hour	type	carry	rate	remain	full	street
easy	although	record	sit	determine	level	local	sure	receive	thus
moment	spirit	train	college	religion	perhaps	music	grow	free	cause
serve	age	book	board	recent	sound	office	cut	step	class
true	history	position	above	strong	friend	necessary	add	court	deal
tax	support	party	whether	either	land	material	happen	education	death
agree	arm	mother	across	quite	anything	town	past	view	society
manage	answer	break	organize	half	fire	lose	money	stop	actual
already	effort	wait	department	able	political	learn	voice	air	together
shall	cover	common	subject	draw	short	wife	treat	limit	road
letter	color	behind	produce	send	term	total	university	rise	century
success	minute	remember	purpose	test	fight	watch	situation	south	ago
difference	stage	father	table	rest	bear	entire	market	prepare	explain
offer	plant	charge	ground	west	picture	hard	front	lie	modern
dark	surface	rule	regard	dance	peace	observe	future	wall	farm
claim	firm	operation	further	pressure	property	morning	amount	top	outside

Appendix III: Academic Word List

academic	access	achieve	acquisition	adequate	adjustment	administration	affect
alter	alternative	amendment	analysis	annual	apparent	approach	appropriate
approximated	area	aspects	assessment	assistance	assume	attitudes	attributed
authority	available	aware	benefit	capacity	categories	challenge	chapter
circumstances	civil	clause	code	comments	commission	commitment	communication
community	compensation	complex	components	compounds	computer	concentration	concept
conclusion	conduct	conference	conflict	consent	consequences	considerable	consistent
constant	constitutional	constraints	construction	consultation	consumer	contact	context
contract	contrast	contribution	convention	coordination	core	corporate	corresponding
create	credit	criteria	cultural	cycle	data	debate	decline
deduction	definition	demonstrate	derived	design	despite	dimensions	discretion
distinction	distribution	document	domestic	dominant	draft	economic	elements
emerged	emphasis	enable	energy	enforcement	ensure	entities	environment
equation	equivalent	error	established	estimate	ethnic	evaluation	evidence
evolution	excluded	expansion	export	exposure	external	facilitate	factors
features	final	financial	focus	formula	framework	function	fundamental
funds	generated	generation	goals	granted	hence	hypothesis	identified
illustrated	image	immigration	impact	implementation	implications	implies	imposed
income	indicate	individual	initial	injury	instance	institute	integration
interaction	internal	interpretation	investigation	investment	involved	issues	items
job	journal	justification	label	labour	layer	legal	legislation
liberal	licence	link	location	logic	maintenance	major	marginal
maximum	mechanism	medical	mental	method	minorities	modified	monitoring
negative	network	normal	notion	objective	obtained	obvious	occupational
occur	option	orientation	outcomes	output	overall	parallel	parameters
participation	partnership	perceived	perspective	phase	philosophy	physical	positive
potential	precise	predicted	previous	primary	prime	principal	prior
professional	project	promote	proportion	psychology	published	purchase	pursue
range	ratio	reaction	regime	region	registered	regulations	rejected
relevant	reliance	removed	resident	resolution	resources	restricted	retained
revenue	scheme	security	select	sequence	series	sex	shift
site	sought	specified	stability	statistics	status	strategies	stress
styles	subsequent	substitution	sufficient	sum	summary	survey	sustainable
symbolic	target	task	technical	techniques	technology	text	traditional
transfer	transition	trend	undertaken	validity	version	volume	welfare
whereas							

Appendix IV: Multiple Meaning Words

act	cover	friction	mouse	recall	space
angle	crack	front	name	report	spell
atmosphere	crash	fuse	negative	report	spring
attack	credit	grave	notice	respect	spy
back	crop	gravity	nursery	review	staff
bank	crowd	grin	odd	right	stamp
bark	crown	guard	oil	ring	stand
base	cry	guess	operation	roast	staple
bass	cure	gum	order	rock	star
bat	current	hammer	organ	roll	state
beach	cut	hand	pack	rose	station
bend	cycle	harm	paint	rub	stick
bend	dance	head	paper	ruler	stop
bitter	degree	help	park	run	store
block	depression	hit	party	safe	story
blossom	diet	hold	past	salt	string
board	digest	hope	patch	saw	stuff
bomb	direction	inch	paw	scale	swing
border	disguises	interest	pay	scare	table
bound	display	iron	period	school	talk
bowl	division	issue	pet	screen	taste
box	doctor	jerk	picture	seal	tense
break	draft	joke	pin	season	thunder
bright	draw	judge	pitch	second	tip
brush	dread	junk	pitcher	sense	tire
burn	dream	key	place	set	tissue
camp	dress	kind	plan	settle	top
can	drill	lean	plane	shake	touch
cap	drug	letter	play	shape	track
capital	due	lie	plot	share	trade
cast	edge	light	point	shell	trap
chain	even	line	point	shine	trick
chance	face	list	pole	ship	trip
change	fall	lounge	police	shock	trust
channel	farm	love	post	shop	turn
character	fence	map	power	shot	value
charge	field	mark	present	shout	view
check	fight	market	process	shovel	volume
checker	film	master	produce	side	wage
clear	fire	match	product	signal	walk
coast	fish	matter	program	skate	wash
color	fit	mean	property	smell	waste
constitution	float	might	pump	snack	watch
content	flood	mind	punch	snap	wave
corner	fool	minor	quarters	snow	whisper
count	foot	mission	racket	soil	whistle
country	force	mistake	raise	solid	wiggle
course	formula	model	rate	solution	wish
ourt	freeze	motion	reason	source	work

