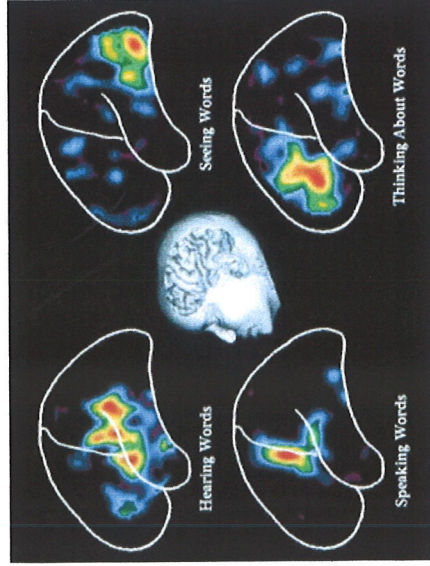
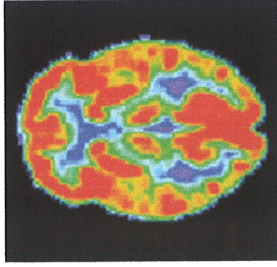


# Teaching Vocabulary Efficiently



## Functional Divisions of the Cerebral Cortex

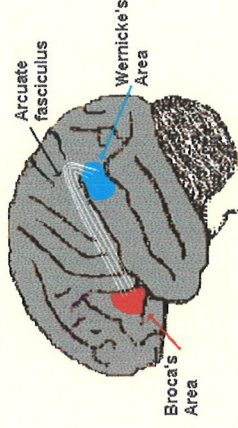
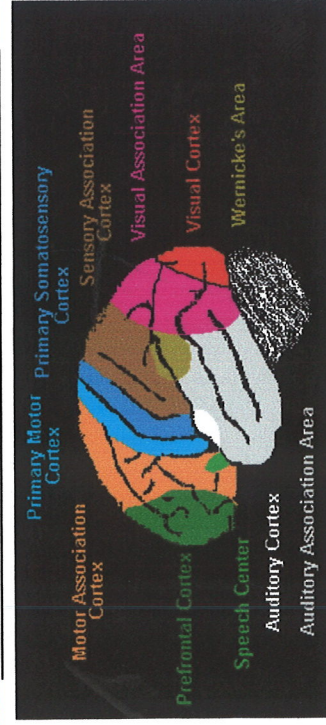
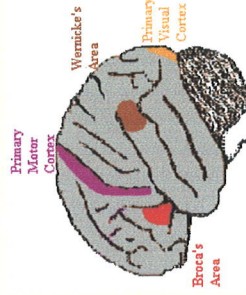
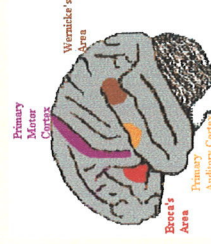


Diagram of pathways involved with language

Speaking the Written Word



Speaking the Heard Word



1. Using the whole brain to teach new vocabulary

2. The lexical approach: The role of collocations in language learning

3. Activities based on the above findings

# 1.

## How Can Research on the Brain Inform Education?

In recent years educators have explored links between classroom teaching and emerging theories about how people learn. Exciting discoveries in neuroscience and continued developments in cognitive psychology have presented new ways of thinking about the brain—the human neurological structure and the attendant perceptions and emotions that contribute to learning. Explanations of how the brain works have used metaphors that vary from the computer (an information processor, creating, storing, and manipulating data) to a jungle (a somewhat chaotic, layered world of interwoven, interdependent neurological connections).



### Implications for Teaching

Recent Research Suggests	Teaching Suggestions
The brain performs many functions simultaneously. Learning is enhanced by a rich environment with a variety of stimuli.	Present content through a variety of teaching strategies, such as physical activities, individual learning times, group interactions, artistic variations, and musical interpretations to help orchestrate student experiences.
Learning engages the entire physiology. Physical development, personal comfort, and emotional state affect the ability to learn.	Be aware that children mature at different rates; chronological age may not reflect the student's readiness to learn. Incorporate facets of health (stress management, nutrition, exercise) into the learning process.
The search for meaning is innate. The mind's natural curiosity can be engaged by complex and meaningful challenges.	Strive to present lessons and activities that arouse the mind's search for meaning.
The brain is designed to perceive and generate patterns.	Present information in context (real life science, thematic instruction) so the learner can identify patterns and connect with previous experiences.
Emotions and cognition cannot be separated. Emotions can be crucial to the storage and recall of information.	Help build a classroom environment that promotes positive attitudes among students and teachers and about their work. Encourage students to be aware of their feelings and how the emotional climate affects their learning.

Every brain simultaneously perceives and creates parts and wholes.	Try to avoid isolating information from its context. This isolation makes learning more difficult. Design activities that require full brain interaction and communication.
Learning involves both focused attention and peripheral perception.	Place materials (posters, art, bulletin boards, music) outside the learner's immediate focus to influence learning. Be aware that the teacher's enthusiasm, modeling, and coaching present important signals about the value of what is being learned.
Learning always involves conscious and unconscious processes.	Use "hooks" or other motivational techniques to encourage personal connections. Encourage "active processing" through reflection and metacognition to help students consciously review their learning.
We have at least two types of memory: spatial, which registers our daily experience, and rote learning, which deals with facts and skills in isolation.	Separating information and skills from prior experience forces the learner to depend on rote memory. Try to avoid an emphasis on rote learning; it ignores the learner's personal side and probably interferes with subsequent development of understanding.
The brain understands best when facts and skills are embedded in natural spatial memory.	Use techniques that create or mimic real world experiences and use varied senses. Examples include demonstrations, projects, metaphor, and integration of content areas that embed ideas in genuine experience.
Learning is enhanced by challenge and inhibited by threat.	Try to create an atmosphere of "relaxed alertness" that is low in threat and high in challenge.
Each brain is unique. The brain's structure is actually changed by learning.	Use multifaceted teaching strategies to attract individual interests and let students express their auditory, visual, tactile, or emotional preferences.

extracts from <http://www.sedl.org/scimath/compass/v03n02/1.html>



# Whole Brain Vocabulary Practice Session

Work with a partner (no big groups, please)

- VMI:** Choose 10 difficult phrases from your vocab-collection and find fitting voice-movement-icons for them. Play with these VMIs. Make the moves, your partner says the words, find a rhythm...
- Doodling:** Open your vocab collection on the first page, start with the first phrase of student A. Read out the phrase and imagine a scene around it. Try to visualize it, see a clear picture or situation. Then draw a quick and simple doodle/symbol/logo that somehow represents your phrase. Explain your doodles to each other. Do they have anything in common?  
Now it's student B's turn. Role a die and land on a new phrase on your first vocab page. Design new doodles for this phrase...

**3. Colors:** Keep rolling the die to select random phrases.

For the next 10 phrases (5 of student A, 5 of student B) choose a typical color that reminds you of the phrase. Again try to visualize as much as possible. Explain your choice of color to each other.

**4. Sounds:** For the next 10 phrases try to "listen" to your phrases. What do you hear? Can you hear any background noises (e.g. For the phrase "Black Americans were discriminated against." You might hear shouting, gunfire, rioting, sighs, crying...) Be creative and list all the sounds and noises you can imagine "around" your phrase.

**5. Opposites:** Find opposites or "diagonal opposites" for 10 recent phrases in your collection.

**6. Usage -- Find a second example:** Choose 10 new phrases from the texts we have recently read. Find a second example of the word's usage in your MLD (or freesearch.co.uk) and add these to your collection.

**7. Lexical Furniture:** Find suitable places for 10 new phrases in your home and discuss them with your partner(s)**Lexical Furniture:**

Imagine your phrases are pieces of furniture. Where would you put them in your house? E.g.: I'd put the "scientist" into my bathroom, because it is white and sterile like a lab.

I'd put the phrase "the amount of water vapor will increase..." in my kitchen or bathroom. When I take a shower, there is a lot of water vapor in the air, when I boil water for pasta, the water vapor or steam rises from the pot.

## 2. The Lexical Approach

Words are like people, surrounded by friends.....

When assembling the toys of a Kinder surprise egg, would you rather have:

- 15 pieces but no instructions
- 15 pieces with verbal instructions
- fewer pieces pre-assembled into recognizable chunks,



What is the difference between a **wound** and an **injury**?

What is a **point**?

### The most important rules of vocab-teaching

#### Dos and Don'ts

• always present words in context	• never use single words
• use phrases rather than individual words	• discourage learners from writing vocab lists in the traditional 2-column vocab-books
• practice collocations	
• use all the senses	
• make learners say the new phrases out loud several times	
• use lots of space for each new item so learners can add collocations, sample sentences, doodles etc.	
• translating a phrase is often more helpful than long and complex definitions in the target language	
• explore collocations of keywords for an assignment before the learners write the text. (earthquakes)	

# Vocab Books and Vocab Cards

Color/Picture/Doodle
Word:
Sentence I found in my reading:
Second example sentence from my dictionary:
Useful collocations:

Picture/Color/Doodle
Word:
Sentence I found in my reading:
Second example sentence from my dictionary:
Useful collocations:

Color/Picture/Doodle
Word: provide
Sentence I found in my reading: Monsanto provides the seeds for 90% of the world's genetically modified crops.
Second example sentence from Collins Cobuild : The Red Cross provides food and shelter for the refugees.
Useful collocations: to provide accommodation, services, the website provides answers to... dinner is kindly provided by the club He provided us with a lot of useful information

Color/Picture/Doodle
Word: sizzling
Sentence I found in my reading: Witches hate children with sizzling and red-hot hatred
Second example sentence from Oxford Collocations Dictionary: The sausages and burgers sizzled on the barbecue
Useful collocations: sizzling hot a frying pan of sizzling oil

Picture/Color/Doodle
Word: criticism
Sentence I found in my reading: The government has received a lot of criticism for increasing taxes.
Second example sentence from Oxford Collocations Dictionary: Scientists have raised strong criticisms of creationist ideas.
Useful collocations: receive criticism express criticism provoke criticism respond to criticism avoid criticism heavy criticism constructive criticism severe criticism fierce criticism bitter criticism

Read the following text and collect 10 useful collocations  
Then prepare vocabulary cards for 5 of them.

## The World According to Monsanto' - Exposing One of the Most Evil Corporations on Earth

- **The Real News Network, June 23, 2008**  
[Straight to the Source](#)

Monsanto is a world leader in industrial agriculture, providing the seeds for 90 percent of the world's genetically modified crops. In an interview with The Real News Network, filmmaker Marie-Monique Robin discussed her recent film 'The World According to Monsanto' in which she exposes many of Monsanto's controversial practices, from concealing knowledge of toxicity of PCBs to producing genetically modified seeds and related herbicides.

Monsanto has a long history of manufacturing dangerous products. In 1949, an explosion in Nitro, a Monsanto factory in the US, caused 228 workers to develop an extremely disfiguring illness caused by dioxin, a highly toxic by-product of 2,4,5-T, a powerful herbicide manufactured in the factory.

Monsanto's product Roundup, an herbicide which Monsanto advertised as biodegradable, is still sprayed on crops by unprotected farmers in Paraguay even though Monsanto has already been convicted twice of false advertising for the product.

Robin also denounces Monsanto for not only denying that it ever heard of Agent Orange, a herbicide sprayed by the US Army on crops during the Vietnam war and which Monsanto had in fact manufactured, but also for manipulating scientific studies to hide links between Agent Orange and cancer.

According to Robin, Monsanto has bought fifty seed companies in the last ten years. In a clip from Robin's film, physicist and ecologist Dr. Vandana Shiva warns: "Once [Monsanto has] established the norm that seed can be owned as their property, we will depend on them. If they control seed they control food. It's more powerful than bombs. This is the best way to control the populations of the world."

In a Monsanto declassified file is found the sentence, "we can't afford to lose one dollar of business" even as toxicity of PCBs was discussed. This, Robin says, sums Monsanto's philosophy rather well.

Watch the full interview here: "[The World According to Monsanto](#)"

**CONTACT:** The Real News Network Alain Latour, 416-916-5202  
[smcommunications@therealnews.com](mailto:smcommunications@therealnews.com)



Read the following text and collect 5 useful collocations for lower intermediate learners.  
Then prepare vocabulary cards for them.

## A Note about Witches

from Roald Dahl, *The Witches*

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks. But this is not a fairy-tale. This is about **REAL WITCHES**.

The most important thing you should know about **REAL WITCHES** is this. Listen very carefully. Never forget what is coming next.

**REAL WITCHES** dress in *ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS.*

That is why they are so hard to catch.

A **REAL WITCH** hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

A **REAL WITCH** spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them, one by one. It is all she thinks about the whole day long. Even if she is working as a cashier in a supermarket or typing letters for a businessman or driving round in a fancy car (and she could be doing any of these things), her mind will always be plotting and scheming and churning and burning and whizzing and phizzing with murderous bloodthirsty thoughts.



## More Vocab Activities for groups:

### Synonyms:

- Three essays, each pair gets one only
- Work with a partner. With the help of your dictionary find suitable synonyms for 10 words or phrases in the text.
  - Write a list of these synonyms on a sheet in random order.
  - Pass your text and the list of synonyms on to another group. Ask them to find the matching phrases in the text and write them next to your synonyms on the list
  - Then work on the lists you get from the other two groups.

### Oral Gaps:

Work with a partner. First read through one of the essays very carefully and make sure you know all the words. Use your dictionary. Together underline all the fancy expressions that you might not be able to use actively yourself.

Now take turns. Read a paragraph to your partner and stop before each underlined word. Ask your partner to supply the word...

### Whole Class Games:

- Bingo
- Domino-Race
- Find your partner

### Group Games and Activities:

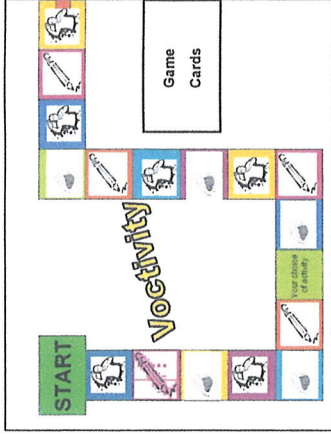
#### Boardgames

- Voctivity
- The House Game
- Stare
- Personality Traits
- Animals that begin with...

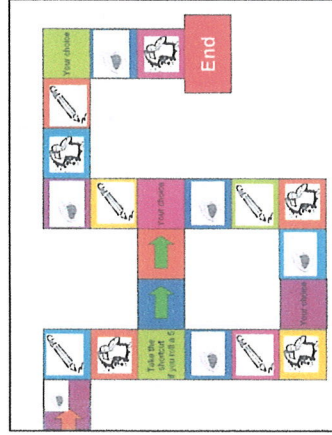
#### Card games

- Triangles
- Speed Matching
- Pairs
- Happy Families
- Twins

More examples from useful books: see following pages



**Rules of Game:**  
Write or choose 5 new vocab cards per person. Put them in the center. Each player rolls the dice and moves their counter.  
Then act, draw or paraphrase your word. The others guess. The person who guesses correctly can go next.  
If possible: play lexical furniture before voctivity – using the same cards.

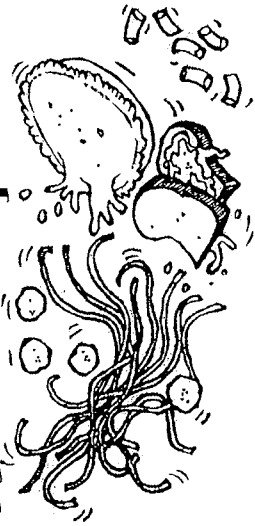


Name \_\_\_\_\_



Finish Me!  
Story

# Appetite for April Fools



Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

- ADVERB \_\_\_\_\_
- YOUR TEACHER'S NAME \_\_\_\_\_
- ADVERB \_\_\_\_\_
- FRIEND'S NAME \_\_\_\_\_
- NOUN \_\_\_\_\_
- YOUR PRINCIPAL'S NAME \_\_\_\_\_
- NOUN \_\_\_\_\_
- ADJECTIVE \_\_\_\_\_
- PLURAL FRUIT \_\_\_\_\_
- PLURAL NOUN \_\_\_\_\_
- PLURAL NOUN \_\_\_\_\_
- FEMALE MOVIE STAR \_\_\_\_\_
- PAST-TENSE VERB \_\_\_\_\_
- ADJECTIVE \_\_\_\_\_

All morning on April 1st, we tried to play tricks on our teacher, who only said \_\_\_\_\_<sup>1</sup>, "Just you wait."

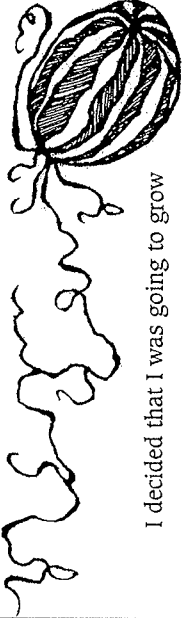
At lunchtime, \_\_\_\_\_<sup>2</sup> yelled, "Food fight!" \_\_\_\_\_<sup>3</sup>, \_\_\_\_\_<sup>4</sup> threw a \_\_\_\_\_<sup>5</sup> cream pie that way. The teacher ducked, and the pie hit \_\_\_\_\_<sup>6</sup> in the face! "Yee ha!" the principal yelled and threw a tray of spaghetti and \_\_\_\_\_<sup>7</sup> balls! Before long, \_\_\_\_\_<sup>8</sup> eggs and ham were flying! The janitor started throwing very ripe \_\_\_\_\_<sup>9</sup>. Soon, we were covered with macaroni and \_\_\_\_\_<sup>10</sup> or had peanut butter and \_\_\_\_\_<sup>11</sup> coming out of our ears. Finally, \_\_\_\_\_<sup>12</sup>, our principal's mom, \_\_\_\_\_<sup>13</sup> in. When \_\_\_\_\_<sup>14</sup> sauce hit her in the nose, she hollered, "ENOUGH!" The fight was over. Even principals have to listen to their mothers.

Name \_\_\_\_\_



Finish Me!  
Story

# Attack of the Massive Melon!



I decided that I was going to grow the \_\_\_\_\_<sup>1</sup> garden in the world. I used a \_\_\_\_\_<sup>2</sup> to dig holes in the backyard, then I spread seeds and \_\_\_\_\_<sup>3</sup> all around. Pretty soon, my garden started looking \_\_\_\_\_<sup>4</sup>. I had planted \_\_\_\_\_<sup>5</sup> seeds, but a watermelon started \_\_\_\_\_<sup>6</sup> out of the ground! It grew and grew. This watermelon became bigger than \_\_\_\_\_<sup>7</sup>! Mom said we should eat it before it turned \_\_\_\_\_<sup>8</sup>. So every day I climbed \_\_\_\_\_<sup>9</sup> up a \_\_\_\_\_<sup>10</sup>, then leaped to the top of the melon and cut off huge pieces. We made watermelon shakes, peanut butter and watermelon sandwiches, and \_\_\_\_\_<sup>11</sup> with watermelon sauce. I've eaten almost nothing but melon for the last \_\_\_\_\_<sup>12</sup> months! Mom said, "Don't look a gift horse in the \_\_\_\_\_<sup>13</sup>." I sure learned a lesson: Don't bite off more than you can \_\_\_\_\_<sup>14</sup>!

Don't read this story yet! Give it to a partner and ask him or her to tell you the parts of speech under the blanks below. You give a word for each part of speech, and your partner writes it in the blank. Then he or she writes the words in the story and reads the story aloud.

- ADJECTIVE ENDING IN EST \_\_\_\_\_
- NOUN \_\_\_\_\_
- PLURAL NOUN \_\_\_\_\_
- ADJECTIVE \_\_\_\_\_
- NOUN \_\_\_\_\_
- VERB ENDING IN /ING \_\_\_\_\_
- FAMOUS PERSON \_\_\_\_\_
- ADJECTIVE \_\_\_\_\_
- ADVERB \_\_\_\_\_
- NOUN \_\_\_\_\_
- FAVORITE FOOD \_\_\_\_\_
- NUMBER \_\_\_\_\_
- BODY PART \_\_\_\_\_
- VERB \_\_\_\_\_

Name .....



Synonyms and Antonyms

Vocabulary

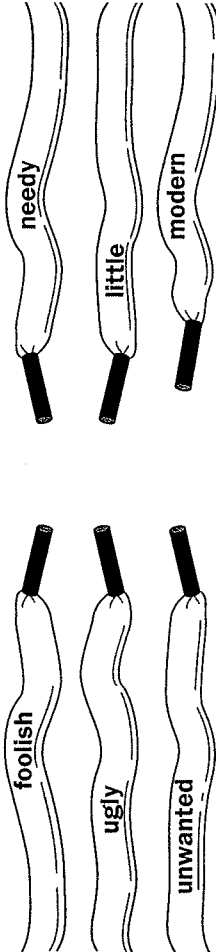


# Two Left Feet

These shoes are all mixed up! You can pair them off. Each shoe contains a word that is a synonym for a word on another shoe. Synonyms are words that have the same or almost the same meaning. Put each pair of shoes together by coloring them the same color. Use a different color for each pair.



Lace up those synonym shoes! Each of the shoelaces has a word that is an antonym for a pair of shoes above. Antonyms are words that have the opposite meanings. Color each lace the same color as the pair of shoes that is its opposite.

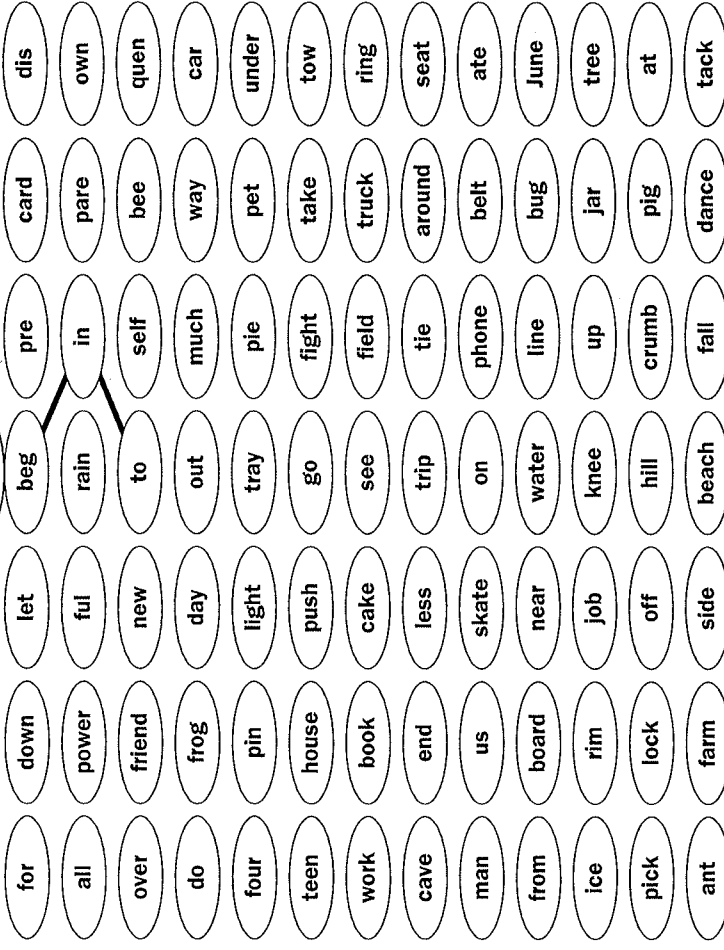


**BONUS:** Create antonym socks. Challenge a friend to match them to the shoes.

Name .....

# Catch a Word Worm

Are you an early bird? Catch this worm! Starting from the top—the worm's head—connect the worm's body parts until you reach its tail. Don't leave any spaces. You can connect only parts that form words when snuck together. You can move left, right, down, or diagonally. The first two are done for you.



**BONUS:** Make a list of all the other words you can find by connecting two body parts.

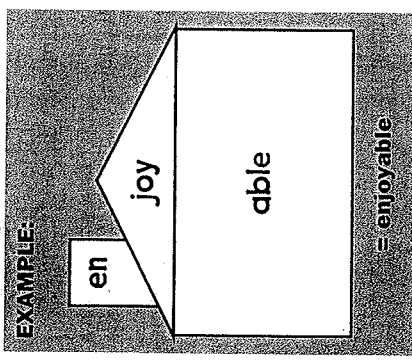
Name \_\_\_\_\_



Prefixes and Suffixes

# Be a World Builder

The shapes below are building blocks. Cut out the shapes and build as many houses as you can. There is one rule: Each house must spell a word, using a base word (roof). But not every house has to look like the example. Some houses have two floors or no chimney. Keep a list of all the words you build.



The chimneys are prefixes:

- un
- dis
- pre
- re
- en

The roofs are base words:

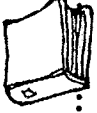
- joy
- courage
- view
- play
- kind
- like

Each floor is a suffix:

ly	able	ment
ous	er	ness

**BONUS:** Use at least five of your words to write a story about one of the houses you built. For example, you could write about what happens in the house called enjoyable.

Name \_\_\_\_\_



Prefixes and Suffixes

# Tasty Word Treats

After a long night of trick or treating, it's fun to unload your sack and see what's inside. The three candies below are full of prefixes, base words, and suffixes. Take one part from each candy to make a new word. Write the six words in the blanks.

**Prefixes**

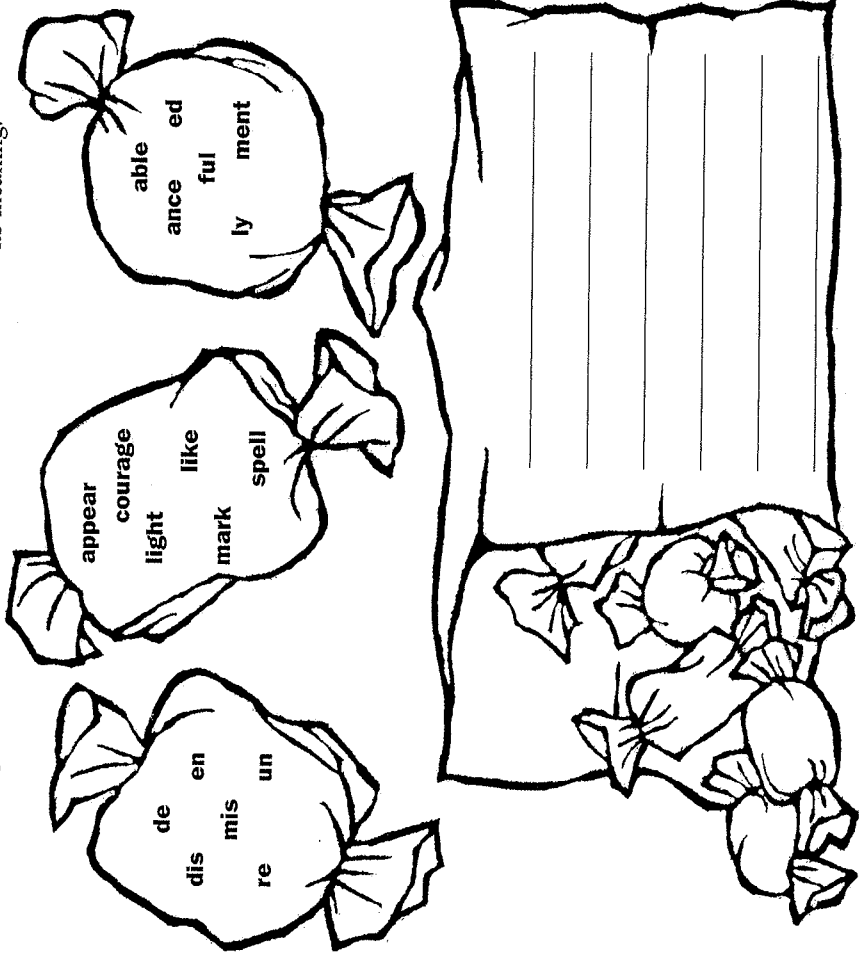
Prefixes attach to the front of a word and give it a new meaning.

**Base words**

Base words can stand on their own.

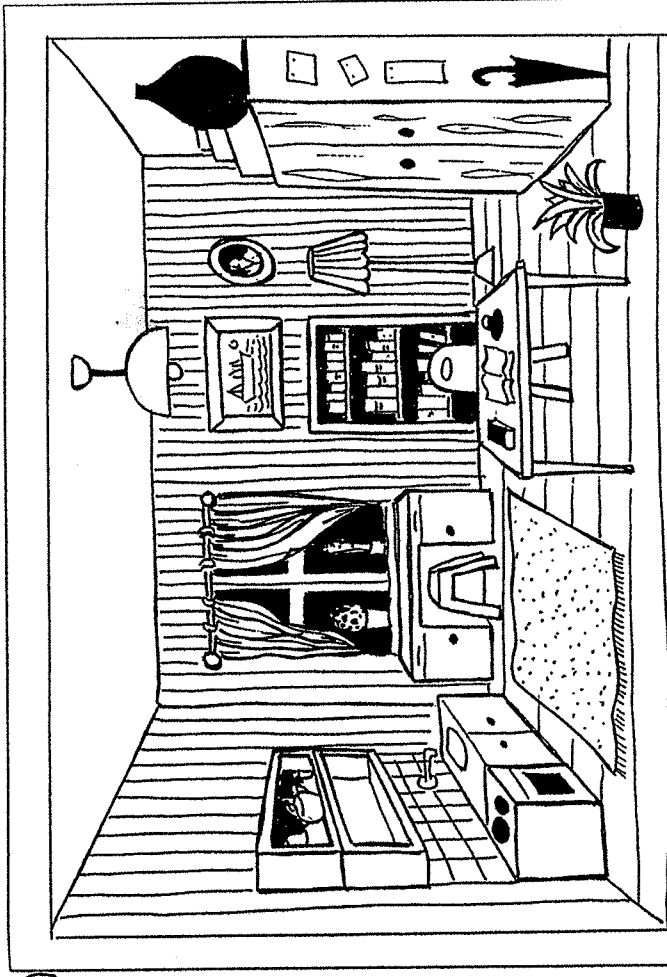
**Suffixes**

Suffixes attach to the end of a word to change its meaning.

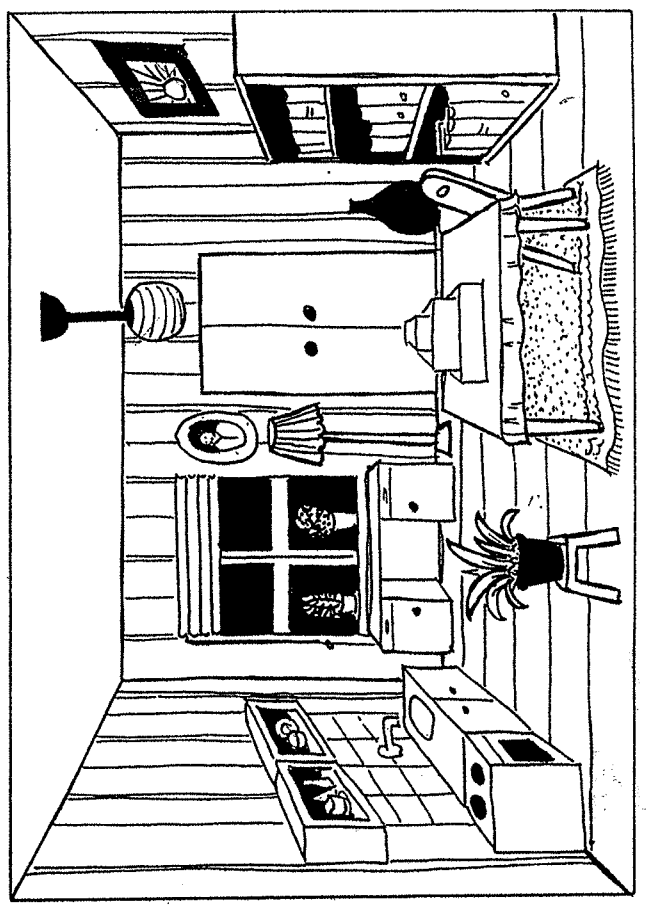




# Find the Differences



(A)



(B)

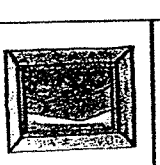
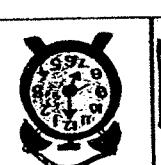
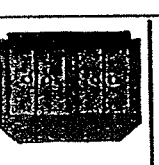
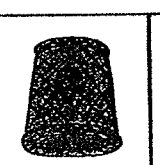
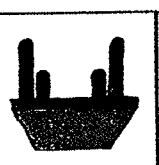
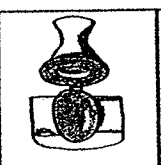
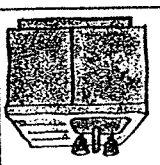


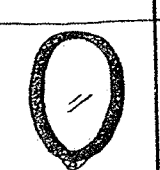
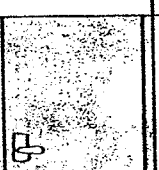

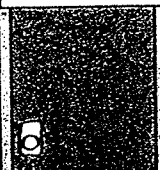
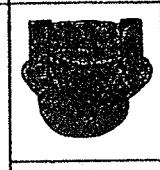
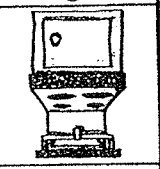

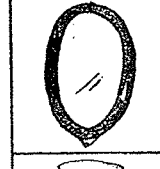

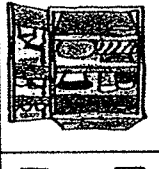
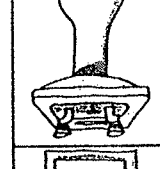


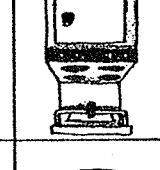
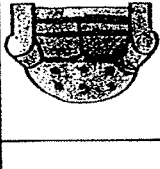
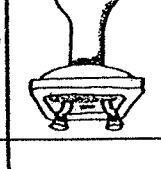

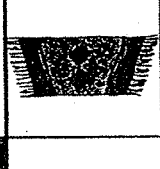
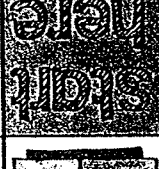
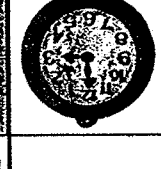

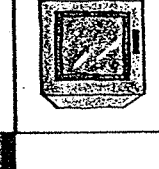
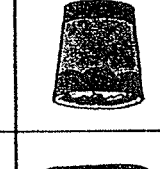
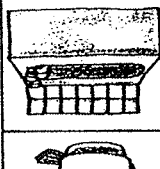

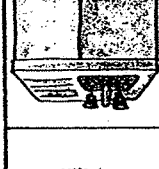
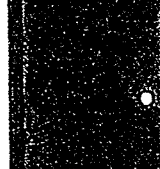

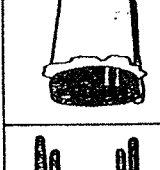

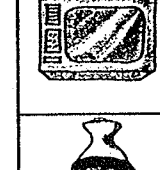

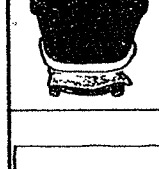
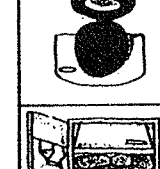
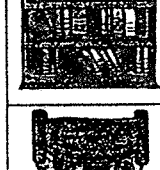









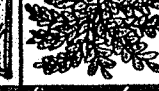

# Vocabulary

Where do you sleep?	Through the front door.
Where do you work on the computer?	In the hall.
What room is at the very top of the house?	The toilet.
Where do you go to reach the basement?	Upstairs.
Where do you have a bath or shower?	In the dining-room.

Where do you have dinner with guests?	In the kitchen.
Where do you watch TV with the family?	In the study or office.
What room is at the very bottom of the house?	The attic.
Where do you park the car?	In the bathroom.
Where do you have to go when you've had a lot to drink?	In the garden.

Where do you hang up your coat?	In the garage.
Where do you go to reach the attic?	The basement or cellar.
Where do you play with the dog?	In the living-room.
How do you enter the house?	Downstairs.
Where do you do the cooking?	In the bedroom.

# The House Game

									
									
									
	<b>Kitchen</b>								
									
									
									
	<b>Bathroom</b>								
									
									
									

## The House Game

- a This is a dice game to be played in groups of four, using counters, a dice and one book for each group.
- b Quickly revise the names of all the items in the game. Say 'Point to a sofa. Point to a clock. Point to a cooker,' etc. Pupils must point to the appropriate picture on the board. Then ask some questions regarding which rooms the objects are usually found in, e.g. 'Do you get sofas in the bathroom?'
- c Each player chooses one of the four rooms (bathroom, bedroom, kitchen or living room). All players place their counters on the centre square.
- d Players take turns to throw the dice and move around the board the appropriate number of squares. Players may move in any direction. The aim is to collect items of furniture that can be found in their room. Each time pupils land on a square the group must decide if this *object/item of furniture* is ever located in their room. If 'yes' then they write the name of the object in their exercise books. Each item may only be written once.  
a) he's the winner
- e When a player has collected six different items they must return to their room on the board. They must enter through the door. The first player to do so is the winner.

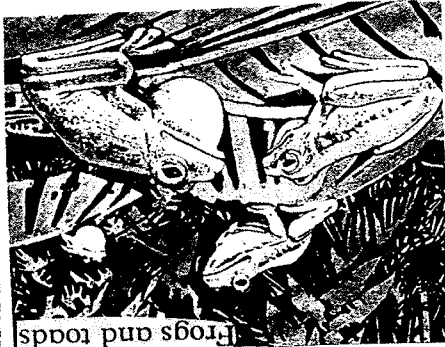
Your partner has pictures of the same animals but they are doing different things.  
Only two pictures are exactly the same.

**TWINS** Which pictures are the same?

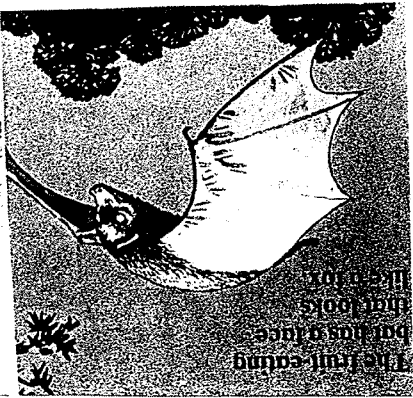
**B**



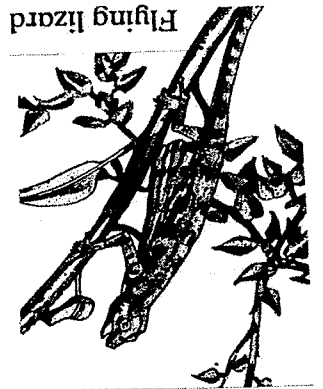
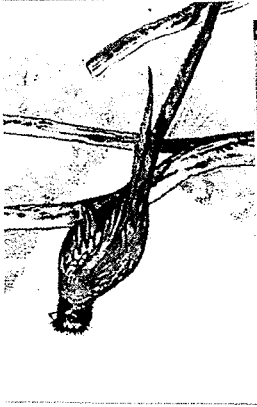
Harpy eagle



Frogs and loads



The fruit-eating bat looks like a fox



Flying lizard



hummingbird



Flying lemur



Spider monkey

Your partner has pictures of the same animals but they are doing different things.  
Only two pictures are exactly the same.

**TWINS** Which pictures are the same?

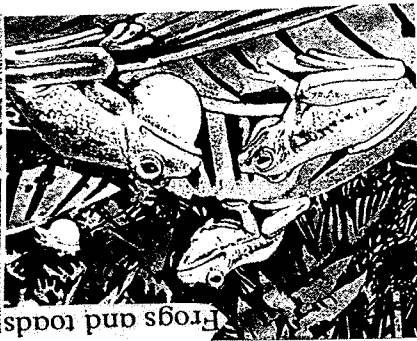
**A**



Flying lemur



Spider monkey



Frogs and loads



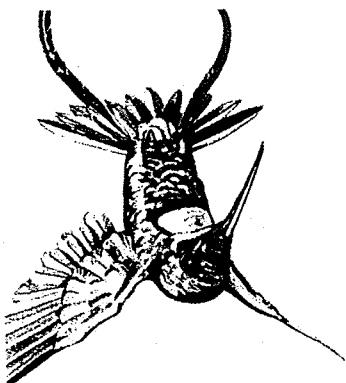
Harpy eagle



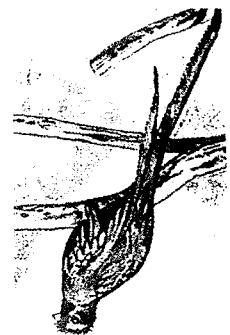
Fruit-eating bats



Flying lizard



Hummingbird



## WEATHER FORECAST

EXERCISE 109.

### Purposes:

Affective—

To encourage students to be aware of their feelings in various situations

Linguistic—

To practice the vocabulary associated with the weather

Levels: Beginning and intermediate

Size of groups: About three or four

Materials needed: Dittored handouts with a series of questions to be answered in groups

*Procedures:* Divide the class into groups. Then say that in every situation we are in, we have a number of feelings. Explain to the students that this activity will help them become aware of how they feel in different types of circumstances. Tell the students that they are going to respond to a number of situations by describing how they would feel in each through the use of weather terms. For each question, the students are to include at least one temperature rating, that is, "hot," "warm," "cool," "chilly," "cold," "freezing," etc., and one weather term. Examples might be: "I am hot and stormy. I am thunder." For languages where it is not possible to use such terms with the first person, have the students give their responses as a weather forecast: "It is hot and stormy."

Tell the students to use a variety of terms in their responses. Some useful expressions for students to know for this exercise are: hot, warm, cool, chilly, freezing, bright, dark, quiet, windy, cloudy, sunny, foggy, clear, rain, snow, ice,

wind, sun, cloud, fog, thunder, lightning.

Here are some sample questions to put on the dittored handout for students to take turns answering in small groups:

How do you feel:

1. when you see a good movie?
2. when someone compliments you?
3. when you have to get up early in the morning?
4. when you're talking to someone of the opposite sex whom you like?
5. when you come to class prepared with the assignment?
6. when you come to class unprepared?
7. right before an important test?
8. when you've done well on an important test?
9. when you're with your best friends?
10. when you see two of your friends arguing with each other?
11. when you return home from school?
12. when you don't understand something explained in class?
13. when others say you're wrong, but you know you're right?
14. when you have a lot of homework?
15. when you earn a lot of money?
16. when you're alone?
17. when a teacher scolds you?
18. when you do a good deed for a stranger in need of help?

Larry R. Sauppe, teacher of German

# job

<b>Verb + job</b> apply for a job get a job hold down a job look for a job lose your job	<b>Adjective + job</b> a challenging job a boring job a rewarding job a responsible job a stressful job	<b>Noun + preposition + job</b> the perks of the job the pressures of the job qualifications for the job
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1. **Verb + job**  
Complete the sentences with the correct form of the above verbs:
- Max had better be careful. If he's late for work again, he might ..... his job.
  - I've been ..... for a job for 3 months, but I haven't had much success so far.
  - I've ..... for a job with a company in Berlin. The interview is next week.
  - Brian left after only a week. He never manages to ..... down a job for long.
  - I finally ..... a temporary job, washing dishes in a hotel, but it's only for a month.

2. **Adjective + job**  
Choose the correct collocation:
- I don't think doctors are paid enough for doing such a high / responsible job.
  - Pilots are well-paid, but it's a very stressful / nervous job. I'd rather have my health.
  - Helping sick people is very satisfying. For me, it's a very rewarding / thankful job.
  - My job is so routine that I hate it. Filing papers all day is such a boring / flat job.
  - The job isn't difficult / challenging enough for me - I want something more creative.

3. **Noun + preposition + job**  
Complete the sentences with the above nouns:
- I get five free flights a year. It's one of the ..... of the job.
  - Well, there's no doubt that you've got the right ..... for the job, but your lack of experience might count against you.
  - He resigned when he realised that the ..... of the job were making him ill.

- Notes
- We talk about 'full-time' and 'part-time' jobs, 'temporary' and 'permanent' jobs: While studying at university I also had a part-time job in a supermarket. After years of temporary employment he landed a permanent job with a local newspaper.
  - Note the different verbs that we use to describe jobs: What exactly does the job entail? Does it involve a lot of paperwork?
  - Note the way we describe the qualities needed for a job: This job requires good mental skills. The job demands good eyesight and a high level of concentration.
  - Note these job + noun phrases: Lots of people are more interested in job satisfaction than in earning high salaries. There's hardly any job security in acting. You are only employed for short periods of time.

# career

<b>Verb + career</b> begin a career choose a career pursue a career further your career wreck your career	<b>Adjective + career</b> a brilliant career a promising career a worthwhile career	<b>Noun + preposition + career</b> a change of career a turning point in your career your choice of career the height / pinnacle of your career the greatest performance of your ...
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1. **Verb + career**  
Complete the sentences with the correct form of the above verbs:
- This scandal has ..... his career as a politician. It's now in ruins.
  - He's the owner of a chain of hotels, but he ..... his career as a porter.
  - Getting more qualifications is probably the best way to ..... your career.
  - I think money is a big factor for most people when it comes to ..... a career.
  - I graduate from university soon and I'm hoping to ..... a career in business.
2. **Adjective + career**  
Complete the sentences below with the above adjectives:
- She considers teaching a ..... career. It is very satisfying to feel that you are helping people to develop.
  - He had a ..... career in politics, becoming Prime Minister at the young age of 46.
  - He had a ..... career ahead of him in football until a knee injury put him out of the game at the age of 21.

3. **Noun + preposition + career**  
Match the two halves:
- She is now the managing director of the organisation.
  - At 50 he felt like a change of career.
  - Parents should advise and support their children in their choice of career.
  - At a concert in front of 40,000 people,
  - Moving to a new company marked a turning point in my career.
  - Gabrielle gave the greatest performance of her career so far.
  - So he gave up his job as a lawyer and went into teaching.
  - I'm much happier in my new job.
  - However, it's important that they don't try to influence their choice.
  - At the age of only thirty, she has reached the height of her career.

- Notes
- Note the following career + verb collocations: Her singing career took off after her appearance on the Chris Evans Show. (became successful) George Mackay played more than 700 games in a career spanning 20 years.
  - Note these expressions: Most working women manage to successfully combine family life with a career. She wants to get ahead in her career. She's eager to climb the career ladder.
  - Note these two ways of saying the same thing: Have you ever thought of teaching as a career / a career in teaching?

# staff and duty

<b>Verb + staff</b> employ staff recruit / take on staff train staff lay off staff	<b>Noun + prep + staff</b> the dedication of the staff a member of staff the turnover of staff vacancies for staff	<b>Verb + duty</b> carry out your duties fail in your duties report for duty be suspended from duty your duties include (tasks)
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## 1. Verb + staff

Choose the correct collocation:

- Because of falling orders, the company has been forced to decrease / lay off staff.
- At least 50 will have to go.
- All our sales staff are educated / trained to handle difficult customers.
- Our embassy in Paris employs / uses around twenty full-time staff.
- I hear the bank is recruiting / starting staff at the moment. I believe they are taking on about a hundred people.

## 2. Noun + preposition + staff

Complete the sentences with the above nouns:

- There are always plenty of ..... for staff in bars and hotels.
- This project has been a great success, thanks to the ..... of the staff. I'd like to thank you for all the hard work you've put into it.
- There is a high ..... of staff in the catering trade. Most restaurants find it difficult to hold on to staff.
- The police suspect that a ..... of staff tipped off the thieves who stole the computers last night.

## 3. Verb + duty

Complete the sentences with the correct form of the above verbs:

- You should ..... for duty at seven o'clock on Monday morning.
- She is a hard-working employee who ..... out all her duties conscientiously.
- The police officer has been ..... from duty until the claims of corruption against him have been investigated.
- Your duties will ..... opening and answering the mail every morning.
- The social worker is accused of ..... in her professional duties and she is facing dismissal as a result.

## Notes

- Note these adjective collocations with 'staff':  
The company has a large workforce of permanent and temporary staff.  
Our hard-working and dedicated staff provide an excellent service to our customers.  
We only have a skeleton staff over the Christmas period so service will be slower than usual.
- Note these expressions with 'duty':  
What time are you on duty / off duty? (when do you start work / when do you finish work?)  
Firefighters worked above and beyond the call of duty during the disaster.  
Two police officers were killed in the line of duty. (while doing their job)

# qualification and interview

<b>Verb + qualification</b> have a qualification get / obtain a qualification study for a qualification courses lead to a qualification	<b>Verb + interview</b> be invited to an interview have an interview attend the interview prepare for the interview hold an interview
<b>Adjective + qualification</b> an academic qualification a further qualification a recognised qualification	<b>Expressions with interview</b> make a good impression at the interview don't do yourself justice at the interview come across badly at the interview

## 1. Verb + qualification

Complete the sentences with the correct form of the above verbs:

- The course ..... to a professional qualification in business administration.
- Sadly, some children leave without ..... a single qualification.
- You'll never get a good job if you don't ..... any qualifications.
- ..... for further qualifications is one way of getting promotion.

## 2. Adjective + qualification

Complete the sentences below with the above adjectives:

- For employers, practical experience is as important as ..... qualifications.
- You must have a university degree or a ..... qualification of equal status.
- Some graduates go on to take ..... qualifications – e.g. a master's degree.

## 3. Verb + interview

Complete these sentences with the above verbs:

- I've ..... a lot of job interviews since I graduated, but not one job offer yet.
- Candidates who are successful in the written test will be ..... to an interview.
- The best way to ..... for an interview is to find out all you can about the job.
- Interviews will be ..... in London next week.
- I'm ..... my interview later today. I'm already a bundle of nerves.

## 4. Expressions with interview

Match the halves:

- He made a good impression at the interview. a. He never looked at them!
- He came across very badly in the interview. b. They want to interview him again.
- He didn't do himself justice in the interview. c. They offered him a job straightaway!

## Notes

- Note that 'qualification' is often followed by 'in':  
She has qualifications in mathematics and chemistry.
- Note these expressions with 'interview':  
Initial interviews will be conducted by telephone.  
They gave me a really hard time at the interview.  
My whole future is riding on this interview.  
I blew my chances of getting the job by arriving late for the interview.

You've been to this hotel. It was truly awful. Rewrite this text, so others don't fall into the same trap.

The Taj Mahal is a hotel in Bombay, the "Gateway to India". There are two parts: the Old Taj which has 48 rooms on two floors situated around a courtyard; and the New Taj with 112 rooms on 15 floors with balconies and views over the River Ganges. There are three restaurants and five bars.

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Rewrite this text for a travel brochure, praise the beauty and splendor of the hotel.

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For teacher: Both groups are asked to expand the text as much as possible. BUT silently one group is told to rewrite the text for a travel brochure, praise the hotel as much as possible, the other group is told to rewrite this after they have been to this awful place and warn others not to go there. Then groups compare their texts