

Teaching Vocabulary Efficiently

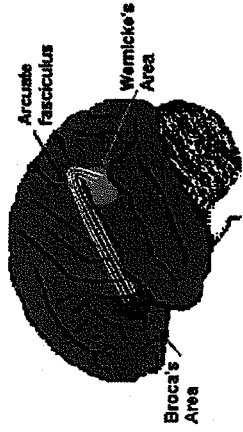
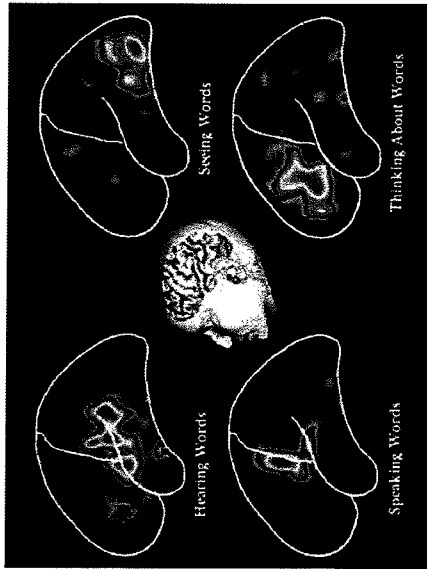
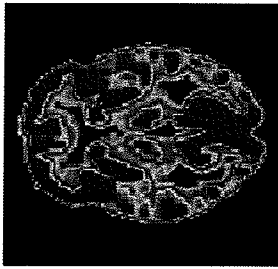
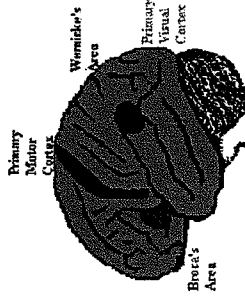
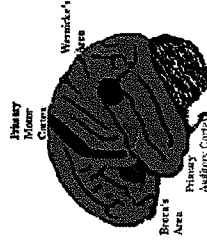


Diagram of pathways involved with language

Speaking the Written Word



Speaking the Heard Word



Functional Divisions of the Cerebral Cortex



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

THE KINESTHETIC INTELLIGENCE

This objection still persists today, and in fact is addressed by Howard Gardner in his delineation of the Bodily-Kinesthetic Intelligence:

A description of use of the body as a form of intelligence may at first jar. There has been a radical disjunction in our recent cultural tradition between the activities of reasoning, on the one hand, and the activities of the manifestly physical part of our nature, as epitomized by our bodies, on the other. This divorce between the "mental" and the "physical" has not infrequently been coupled with a notion that what we do with our bodies is somehow less privileged, less special, than those problem-solving routines carried out chiefly through the use of language, logic, or some other relatively abstract symbolic system.²

In addition to many other pertinent observations, Gardner points out that rather than considering motor activity as subservient to "pure" thought, we might follow neuroscientist Roger Sperry in reversing our perspective and consider thinking as an instrument directed to the end of executing actions. "Rather than motor activity as a subsidiary form designed to satisfy the demands of the higher centers, one should instead conceptualize cerebration as a means of bringing into motor behavior additional refinement, increased direction toward distant, future goals and greater overall adaptiveness and survival value."³

Learning involves the building of skills, and skills of every manner are built through the movement of muscles — not just the physical skills of athletes, dancers and artisans, but also the intellectual skills used in classrooms and workplaces. Storytellers entertain, teachers teach, politicians lead through the complex muscular expressions of language, speech and gesture. Medicine, art, music, science: competence in these and other professions develops through an intricate internal networking among thought, muscles, and emotions. Skills are all of a piece, muscles are no less important to skill development than any other component.

MOVEMENT ANCHORS THOUGHT

To "pin down" a thought, there must be movement. A person may sit quietly to think, but to remember a thought an action must be

used to anchor it. We must materialize it with words. When I write, I'm making connections with thought by moving my hand. I may never need to read what I wrote, but the movement is necessary to gain the thought — build the nerve networks.

Most people find that talking anchors their thinking. Talking is very much a sensory-motor skill, requiring fine motor coordination of millions of facial, tongue, vocal fold and eye muscles, as well as all the proprioceptors in the face. Talking allows us to organize and elaborate our thoughts. When we talk about what we've learned, the physical movements internalize and solidify it in nerve networks. That is why, after presenting new material to a class, I ask them to grab someone and share verbally how the information relates to them personally. Acetylcholine, a neurotransmitter, is released across synapses of activated neurons to stimulate muscle function during talking. Increased and consistent release of acetylcholine at these nerve endings stimulates and attracts dendritic growth in the area, thus increasing nerve networks.

Many of us have a distinct tendency to think better and more freely while engaged in a repetitive, low concentration physical task. I've heard people say they think best when they are swimming laps in a pool, taking a walk, or while shaving. An older woman student in one of my classes spent a whole semester knitting through my lectures, never so much as lifting a pencil to take a note, and finished the course with an A as well as nine sweaters. I myself like to chew, especially crunchy things like carrots, when I'm deep in thought. I realize that movement is actually helping my thinking.

Neuroscientists have sought for some time to find an actual neural link between areas in the brain involved with movement and those involved with cognitive activity. If found, it would explain, for example, why some people with Parkinson's Disease show signs of mental deterioration along with physical degeneration. Only recently, research has shown that two areas of the brain that were associated solely with control of muscle movement, the basal ganglia and the cerebellum, are also important in coordinating thought. These areas are connected to the frontal lobe area where planning the order and timing of future behaviors occurs.⁴

HOW MOVEMENT LEADS TO LEARNING

To understand the basis of this movement-thought link, we must return to our earliest brain development. The baby undergoes a miraculous feat of strength and coordination as it goes from inert

Carle Houna Ford

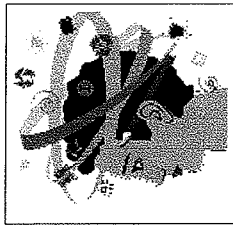
Swart Hoves

1) Fastreading
2) Words that don't fit

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.

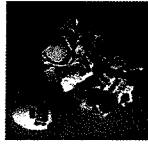
extracts from <http://www.sedl.org/scimath/compass/v03n02/1.html>

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)	

Vocabulary Practice Session

Work with a partner (no big groups, please)

- VMIs:** 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....
Do this for 5 phrases each.
- 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.
- 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.
- Opposites:** Find opposites or "diagonal opposites" for 10 recent phrases in your collection.
- 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.
- 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.

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



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 phuzzing with murderous bloodthirsty thoughts.

Vocab Books and Vocab Cards

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

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

Word: provide	Color/Picture/Doodle
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	

Word: sizzling	Color/Picture/Doodle
Sentence I found in my reading: Whitehete 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	

Word: criticism	Picture/Color/Doodle
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

Teaching and Revising Vocabulary

1. Active Vocabulary versus Passive Vocabulary: Making inferences and reducing anxiety

We all understand a lot more words than we will ever use! Ss should be aware of this fact. They need not know every single word in a text. Language is very redundant -- we can guess the meaning of unknown words by making inferences.

Practice making inferences by asking Ss to guess the meaning of unknown words (with the help of context clues, using their knowledge of word roots, pre- and suffixes, other languages....)

Fast-reading helps lower Ss anxiety of new and unknown words!!! There is no time to worry about them.

Cloze texts and C-tests also show the Ss that you need only part of the text to reconstruct the meaning.

2. Studying New Vocabulary

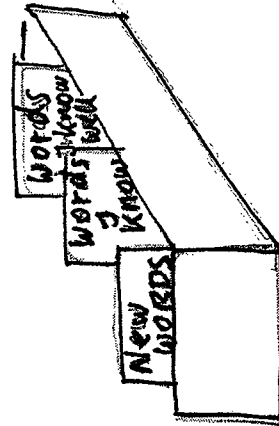
• Vocabulary box:

Pro: By working with the vocab. box Ss regularly revise difficult words rather than going through endless lists of known words as they do with vocab. books. They use their hands and "manipulate" each expression

Con: Cardfiles may be messy, they are hard to check. Tip: Ss write the new words on cards and keep this new set in the very front of the box for the teacher to check. Only then can the cards be moved back! Also ask willing parents to help check the box!

Procedure:

Students write their new words on cards (A8) . The cards only contain one expression! The nicer they are the better!!! (Depending on the level of your students, encourage them to use some of the techniques below: drawing words, write yourself in, shapes, calligraphy, collocations, synonyms, antonyms...) SS then put the cards in the first category:



1. New Words I Want to Learn.

front of card: German translation and/or drawing/doodle of the word
back of card: English word (always used in a short personalized sentence or a collocation:

e.g. "I've never been to Greece." "Our English teacher is very strict")
When studying vocab, the students work with the cards and are allowed to move them into the next category if they know the item and can spell it correctly. The following categories are titled:

2. Recent words I know

3. Words I know well (eventually stored in a shoe-box when vocab. box is full).

Working with the box:

Important: Practice this in class several times. Then students will do it at home.

Step 1: Walk and Talk

Students take a selection of new cards and walk up and down the hallway speaking the new phrases out loud. They try to find a rhythm for each phrase and repeat it many times until it sounds natural to them. For difficult phrases they also find a voice-movement-icon (VMI) that they associate with the word.

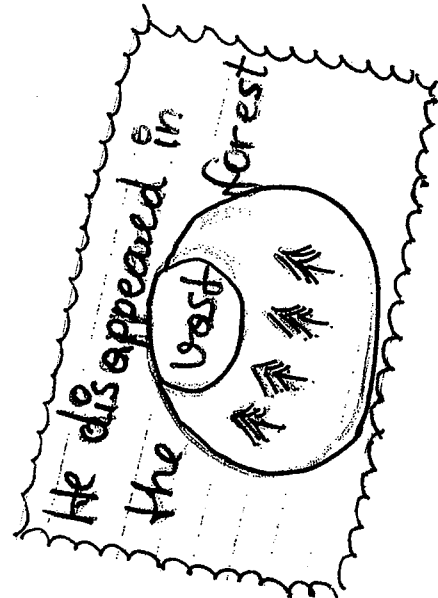
Step 2: Write and check

Students read the German phrase on a card and write the English translation into their vocab-practice books. Then turn over the card and check + correct if necessary.

The teacher can easily check the work by collecting the vocab-practice books from time to time.

In class: Ss test each other (e.g. 10 min vocab work as a task in a workshop)

Or do exercises below:



Tips for writing vocabulary cards

- Only write down sentences that make sense and that you want to use. If you choose your phrases, do not choose any "exotic" ones like for example "Quaffle"! You won't use those.
- Only write phrases on your vocabulary cards, it's much easier to remember a word, if there is a connection! E.g.: Write "Spilling salt is bad luck", instead of "to spill". You'll see that it is a lot easier with a whole phrase (at least 3 words).
- Do not write more than about 7 words, more won't go into your brain.
- Use colours on both sides, it can be very helpful if you have a personal memory linked to the colour and the word, or if you just feel that for example "knight" sounds black. You may also underline or highlight the whole phrase (if you can still see the writing).
- It also helps to draw little pictures. E.g.: Draw a check for Super! if you want to remember the word "superstitions".

By Helena Hagauer,
36

G/5 Lexical furniture

Elementary to Advanced

15-20 minutes

- 1 Ask each student to draw a ground plan of his or her house/flat/home/room.
- 2 Put up on the blackboard a set of twenty or so words for revision.
- 3 Working on their own, the students should then place the words in appropriate positions in their living place.
- 4 In pairs, they look at each other's placings and discuss them.

In one class, a girl put *perplexed* in the garage because her mother could never understand why her car would not start; *furious* outside the house because her parents would not allow expressions of anger inside; *do an experiment* in the kitchen . . .

Placing words or ideas to be remembered in your house or along your high street is one of the oldest memory techniques known. It was this that was used by Shereshevskii, the prodigious memory man studied in *The Mind of a Memorist*, by A. R. Luria (Penguin 1975).

1 Each student draws a clockface: the words to be reviewed are placed on the clockface according to temporal associations.

2 Ask the students to write down twenty times of day when regular things happen, e.g.

8.15 *Wife leaves for work.*

8.30 *Postman comes.*

9.10 *I finish washing up the breakfast dishes.*

They should then write the words to be reviewed alongside the times, as they think appropriate.

3 Ask each student to draw a map of their district, and to mark on it one or more of the routes they regularly follow (e.g. to work, to school, to a friend's house). On this map they should then place the words to be reviewed.

LEVEL

TIME

IN CLASS

EXAMPLE

NOTE

VARIATIONS

It's ~~undoubtedly~~ the strangest thing.

Whole Class Vocab Activities

As Easy as Possible: (from *Teaching Collocation*, Michael Lewis, Ed. Heine, 2000, p.104)

Two teams are competing against another. You will need one collocation dictionary per group. Give each team a list of 10 nouns which are headwords in the collocation dictionary. Choose nouns that are appropriate to the level and interests of the learners. Groups get 10 minutes to prepare: They list 5 common collocations from the dictionary for each noun. Team A then slowly read out their collocations while team B try to guess the noun. Team B may write down the collocations as they are being read out. If they guess correctly after one collocate, Team A scores 5 points, if they need 2 collocates team A scores 4 points and so on. Teams A and B take turns guessing and reading their lists.

The Collocation Game:

adapted from Lewis, p.104

Prepare a list of nouns with lots of verb or adjective collocates. Tell the learners that all the words in one list collocate with the same noun. They have to guess that noun. When they think they know the noun, they stand up/or say "Bingo" and write the noun on their sheet. This game can be played in teams or as a whole class. Learners collect points for their teams or for themselves.

Odd verb out

One verb in each line does not collocate with the noun. Cross out the one which does not fit.

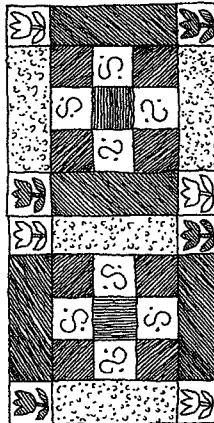
1. accept, act on, disregard, follow, ignore, make, solicit, take **ADVICE**
2. come up with, do, expect, get, require, supply **AN ANSWER**
3. build up, close down, set up, put off, take over, wind up **A BUSINESS**
4. deal with, do, examine, ignore, reject, respond to **A COMPLAINT**
5. accept, answer, come in for, give rise to, make, reject **CRITICISM**
6. describe, do, enjoy, have, recall, share **AN EXPERIENCE**
7. crash, finish, hire, park, repair, run, service, start, write off **A CAR**
8. arrange, do, gatecrash, go to, have, throw **A PARTY**

Vocabulary Quilt

Choose one of your favorite new expressions from your book and write it on a piece of colored paper. Write a short, typical sentence and decorate the paper in a suitable way. Your paper must include:

1. the new word written in big letters
2. a typical sentence
3. a drawing that will help you remember the new phrase.

We will put all our word cards together to make a Vocabulary Quilt. Please design your cards nicely.



Older students can also add a few collocates.

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:

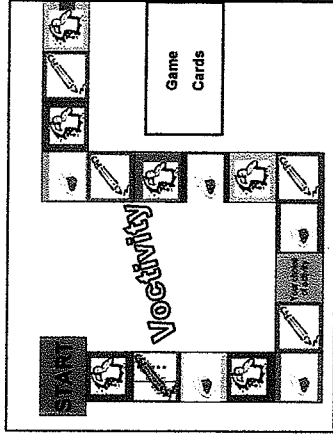
Boardgames

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

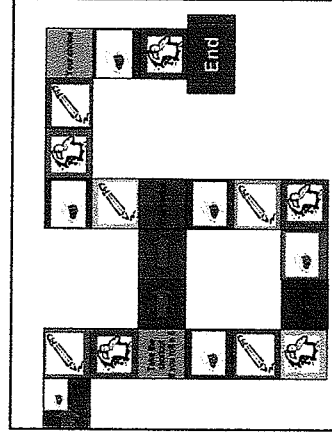
Card games

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

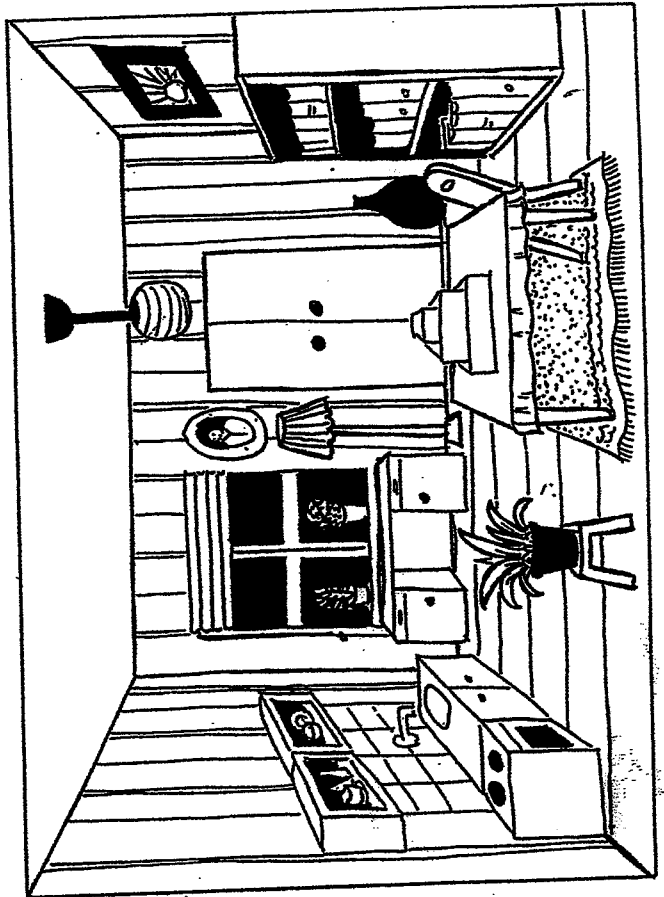
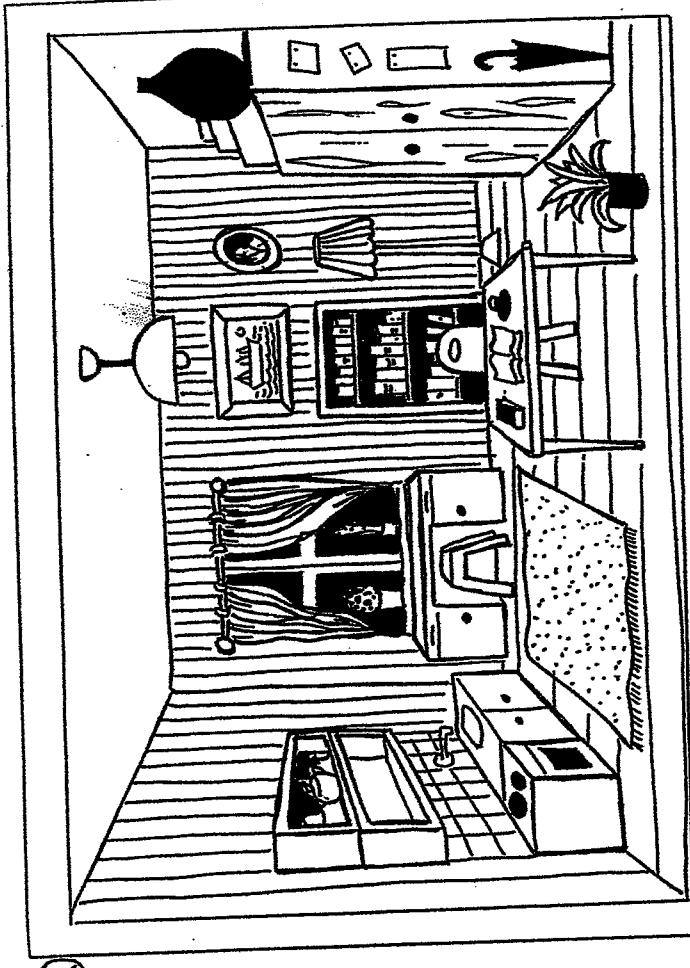
More examples from useful books: see following pages



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.



Find the Differences



Vocabulary Threes

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.

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

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

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.

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

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.

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.

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.

job

Verb + job apply for a job get a job hold down a job look for a job lose your job	Adjective + job a challenging job a boring job a rewarding job a responsible job a stressful job	Noun + preposition + job the perks of the job the pressures of the job qualifications for the job
---	--	---

1. Verb + job

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

1. Max had better be careful. If he's late for work again, he might his job.
2. I've been for a job for 3 months, but I haven't had much success so far.
3. I've for a job with a company in Berlin. The interview is next week.
4. Brian left after only a week. He never manages to down a job for long.
5. I finally a temporary job, washing dishes in a hotel, but it's only for a month.



"It's very well-paid, but it's also a very stressful job."

2. Adjective + job

Choose the correct collocation:

1. I don't think doctors are paid enough for doing such a high / responsible job.
2. Pilots are well-paid, but it's a very stressful / nervous job. I'd rather have my health.
3. Helping sick people is very satisfying. For me, it's a very rewarding / thankful job.
4. My job is so routine that I hate it. Filing papers all day is such a boring / flat job.
5. 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:

1. I get five free flights a year. It's one of the of the job.
2. Well, there's no doubt that you've got the right for the job, but your lack of experience might count against you.
3. He resigned when he realised that the of the job were making him ill.

Notes

1. 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.*
2. Note the different verbs that we use to describe jobs: *What exactly does the job entail? Does it involve a lot of paperwork? This job requires good mental skills.*
3. Note the way we describe the qualities needed for a job: *The job demands good eyesight and a high level of concentration.*
4. 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

Verb + career begin a career choose a career pursue a career further your career wreck your career	Adjective + career a brilliant career a promising career a worthwhile career	Noun + preposition + career a change of career a turning point in your career your choice of career the heights / pinnacle of your career the greatest performance of your
--	--	--

1. Verb + career

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

1. This scandal has his career as a politician. It's now in ruins.
2. He's the owner of a chain of hotels, but he his career as a porter.
3. Getting more qualifications is probably the best way to your career.
4. I think money is a big factor for most people when it comes to a career.
5. 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:

1. She considers teaching a career. It is very satisfying to feel that you are helping people to develop.
2. He had a career in politics, becoming Prime Minister at the young age of 46.
3. 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:

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

Notes

1. 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.*
2. 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.*
3. 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

Verb + staff

employ staff
recruit / take on staff
train staff
lay off staff

Noun + prep. + staff

the dedication of the staff
a member of staff
the turnover of staff
vacancies for staff

Verb + duty

carry out your duties
fall in your duties
report for duty
be suspended from duty
your duties include (tasks)

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

Verb + qualification

have a qualification
get / obtain a qualification
study for a qualification
courses lead to a qualification

Adjective + qualification

an academic qualification
a further qualification
a recognised qualification

Verb + interview

be invited to an interview
have an interview
attend the interview
prepare for the interview
hold an interview

Expressions with interview

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

Notes

- Note that 'qualification' is often followed by 'in':
She has qualifications in mathematics and chemistry.
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.