

# Session 2 Material Design

Aim: PWBAT

- Get informed with the ways of material design;
- have a practice on some of them;
- share their ways of MD

## Collocation Pelmanism

It is often necessary to recycle new words several times in class before they become part of learners' active vocabulary, and the same is true of collocations.

**Author**

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Whether the collocations are introduced through a text, as described in the article, or explicitly taught, the memory game Pelmanism can provide a useful review activity in a later lesson.

This activity follows on from the article *Lexical exploitation of texts*:

<https://www.teachingenglish.org.uk/article/lexical-exploitation-texts>

**Preparation**

Cut up a set of cards per group of 3-4 students. Three example sets are downloadable below. I have found that about twelve collocations (i.e. 24 cards to match in pairs) works well.

- Verb-noun collocations for daily routines: For elementary level learners, L1 interference can often lead to incorrect verb-noun collocations such as 'take a cup of coffee'. This set of cards practises common verb-noun collocations for routines.
- Phrasal verbs collocations: Advanced level learners may be aware of the meanings of many phrasal verbs, but are not always able to use them appropriately. This is partly because phrasal verbs often have very specific connotations and much narrower collocational fields than the 'synonyms' we use to help learners understand their meaning. For example, if we tell learners that 'turn up' means 'arrive', this can lead to inappropriate utterances like 'What time did you turn up?', implying criticism where this may not be the intention. For this reason it's a

good idea to introduce phrasal verbs in context, e.g. through a text, with their common collocates. This set of cards gives an example of how to revise such collocations in a subsequent lesson.

- Business English collocations: In the business world, there are a huge number of collocations which express specific ideas very succinctly, for example, 'customer service' and 'quality control'. If learners are not familiar with these collocations, they will be forced to explain the concept, which is likely to lead to errors and puts a strain on the listener. This set focuses on business-related noun-noun collocations, which can be particularly problematic for learners.
- When producing your own sets of cards, make sure there are not too many possible collocations other than the ones you intend to practise. It can be very difficult to include only one possible way of combining words, so tell students to look for common collocations, or specifically those covered in the previous class.

## Procedure

- Give students, in groups of 3-4, a set of cut-up cards, and instruct them to place all the cards face-down and spread them out on the table.
- The first student turns over two cards. If the two cards form a strong collocation, he or she keeps the pair and has another go.
- If the cards do not collocate, he or she turns them over again, leaving them in the same position on the table, and the next student has a turn.
- The winner is the person who has most pairs at the end.

In order to collect pairs, learners need to remember the position of the cards as well as the collocations, so it's important that they do not move the cards around too much. It's also a good idea to demonstrate the game with a strong student the first time you use it in class. If you later use the same activity again, you'll probably find that learners remember what to do.

# Quick revision games

Divide the class in two teams. Give each team a set of slips with five (or three or two, depending on their level) things they have to name.



## Author

Marcelo Elias

Examples:

- Name five things that move
- Name five drinks
- Name five things you would be doing if you weren't here
- Name five ways to get rich
- Name five animals

A member of the team reads the category of things they have to name and the whole team shouts the words.

While team A is doing this, team B have to remain in silence. Then it's team B's turn.

Time each team. The faster team is the winner.

### **Category game**

This activity can be used as a review. Students usually get very excited.

The teacher chooses a category (animals, colors, school objects, kitchen gadgets...) and each student has to say a word that belongs to that category.

If a student doesn't know, he / she stands up. Then, the teacher chooses another category the following student starts again. In the following round, the student who's standing will have another chance. If he / she can say a word that belongs to the new category, he / she can sit down.

It's a great game for revision and to get students tuned into the lesson topic. It may also be used to elicit from the student what they already know about a certain topic.

**Language Level**

Pre-intermediate: A2

## **Stop the bus**

This is a great game to revise vocabulary and you can use it with any age group and any level by changing the category headings.

**Author**

Jo Budden

It really gets students focused and working on tasks as a team and can be a saviour to fill the last ten minutes of a class when you have run out of ideas!

**Procedure**

- Put the students into teams of three or four.
- Draw on the board a table like the ones below and get each team to copy it onto a piece of paper.
- Students simply have to think of one item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group.
- The first team to finish shouts 'Stop the bus!'
- Check their answers and write them up on the board and if they are all OK, that team wins a point. If there are any mistakes in their words, let the game continue for another few minutes.
- If it gets too difficult with certain letters (and you can't think of one for each category), reduce the amount of words they have to get. You can say 'OK, for this round you can stop the bus with four columns.'

## Examples

|   | animals | colours   | food | clothes  | countries | sports |
|---|---------|-----------|------|----------|-----------|--------|
| T | tiger   | turquoise | tuna | trousers | Tunisia   | tennis |
|   |         |           |      |          |           |        |
|   |         |           |      |          |           |        |
|   |         |           |      |          |           |        |
|   |         |           |      |          |           |        |

For higher levels change the category headings. For example:

|   | something in the kitchen | something in the living room | something in the bedroom | something in the bathroom | something in the office | something in the garden |
|---|--------------------------|------------------------------|--------------------------|---------------------------|-------------------------|-------------------------|
| S | spices                   | sofa                         | sheet                    | soap                      | staples                 | seat                    |
|   |                          |                              |                          |                           |                         |                         |
|   |                          |                              |                          |                           |                         |                         |
|   |                          |                              |                          |                           |                         |                         |
|   |                          |                              |                          |                           |                         |                         |

Or, for even higher levels:

|   | something made of metal | something made of glass | something made of plastic | something made of wood | something made of material |
|---|-------------------------|-------------------------|---------------------------|------------------------|----------------------------|
| B | bike                    | bottle                  | bin                       | bench                  | belt                       |
|   |                         |                         |                           |                        |                            |
|   |                         |                         |                           |                        |                            |
|   |                         |                         |                           |                        |                            |
|   |                         |                         |                           |                        |                            |

Language Level

Beginner: A1

# The memory game

This is an adaptation of the popular children's game where you have to pick up matching pictures, but in this activity we use the two parts of collocations.



**Author**  
Shaun Dowling

### **Preparation**

During regular classes, note down the word combinations that come up. Then put each part of the collocations on two separate pieces of paper. Here is an example I had when we were talking about the environment. The word combinations were:

|                        |                              |
|------------------------|------------------------------|
| <b>ozone</b>           | <b><i>layer</i></b>          |
| <b>oil</b>             | <b><i>spills</i></b>         |
| <b>environmentally</b> | <b><i>friendly</i></b>       |
| <b>cut down</b>        | <b><i>trees</i></b>          |
| <b>greenhouse</b>      | <b><i>effect</i></b>         |
| <b>animal</b>          | <b><i>poaching</i></b>       |
| <b>endangered</b>      | <b><i>species</i></b>        |
| <b>melting</b>         | <b><i>polar ice caps</i></b> |
| <b>recycle</b>         | <b><i>waste</i></b>          |

The first part of each phrase (e.g. *ozone*) should be written on one colour sheet of paper or, if you haven't got coloured paper, in a different coloured pen. Then with a different colour piece of paper or pen, write the second part of the phrase (e.g. *layer*).

### **Procedure**

- Put all of the first parts of each phrase together, face down on the floor. Then mix up the second parts and put them face down in a separate group.

- Students take turns to pick up one piece of paper from each group, trying to find the correct collocation. If they are wrong, they should put them back in the same place.
- As the students match them up incorrectly, they start to recall the correct collocation or phrase.
- For larger groups, you can either make several sets so students can play in pairs or small groups, or students can work as teams and each team takes turns.
- The activity is fun which also aids efficient memorising of the target language. The more opportunities we allow our students to see the words the more likely they are to actually have them 'stuck in their heads' for easy access at a later stage.

**Language Level**

Beginner: A1

# Same, opposite or different dictation

This is an activity for advanced or, at least, upper intermediate students.



Author

Ana Paola Reginatto

Dictate to the students pairs of words (e.g. hold/embrace, high/tall) and ask them to classify the pairs as Same, Opposite or Different. Once you have finished dictating the pairs of words, the students should compare their choices with their partner and explain their reasons, especially the pairs classified as different (why are they different?) or same (are they always synonyms? Are there slight differences in meaning and connotation? Are there differences in collocation). If you wanted, students could use dictionaries to check ideas.

After the students have discussed the words, elicit the pairs to the board and deal with spelling, pronunciation and meaning.

This activity can be done to introduce vocabulary that will be found in a text, listening activity or song lyrics, but also for reviews. So, you find words in the text, and think of partners for them for the S.O.D. dictation.

The activity is demanding but it is an excellent way to explore vocabulary and shades of meaning.

**Language Level**

[Advanced: C1](#)

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/advanced-c1/same-opposite-or-different-dictation>

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## Vocabulary activities

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