

### Sample Lexical Phrase Activities

(N.B. these activities would be used with language in context, not in isolation.)

#### 1. Completing (adapted from Powell, 2004)

**could—got**

**wouldn't—were**

**might—let**

1. A: I'm going to go on the Cookie Diet, and stay away from the Tofu Loaf .  
B: I \_\_\_\_\_ do that if I \_\_\_\_\_ you.
2. A: I don't know how to give Andy such bad news.  
B: No, it \_\_\_\_\_ be better if you \_\_\_\_\_ me do it.
3. A: Can you clean up this room by yourself?  
B: Well, as a matter of fact, I \_\_\_\_\_ do with some help, if you've \_\_\_\_\_ a minute.

#### 2. Deleting—Cross out one word from each row that does not form a STRONG word partnership with the given word. (adapted from Lewis, 2002)

HEAVY	smoker	rain	accent	problem	breathing
PLAY	pool	bowling	soccer	music	a role

#### 3. Polywords (Lewis, 2002)

Draw a line connecting the Fixed expressions and their meaning.

Fixed...	...expressions	MEANING
1. by and	end	a. immediately (now)
2. every now and	run	b. occasionally
3. once in a blue	then	c. repeatedly
4. in the long	again	d. ultimately
5. in the	away	e. (very) rarely
6. straight	now	f. eventually
7. there and	moon	g. immediately (past)
8. time and	large	h. previously
9. up to	again	i. generally

**4. Collocation—Delexicalized Verbs** (Powell, 2004).

Match the verbs to a noun

pay	a bill a debt a service a presentation a lunch
make	a calculation costs a message a mistake an invoice expenses
give	money a discount a deal a promise

**5. L2 > L1 > L2 Translation**—On a separate sheet of paper translate these sentences into your L1.

--I'd love to stay and chat, but I've got to run a few errands.

--I'm beat! How about taking a little study break?

Only looking at your L2 sentences, try to translate back into English.

**6. Sentence heads**—The first part of each sentence in List 1 can be completed with *ALL* the examples in one of the groups of endings in List 2. (Lewis, 2002)

List 1	List 2
1. I'm wondering	to concentrate. to understand it but I can't. to remember where I put them.
2. I'm trying	quite pleased with myself. a bit under the weather. more confident than I did before.
3. I'm feeling	what I can about. nothing yet! the best (that) I can.
4. I'm doing	what we can do about it. if it will make any difference. if anyone else knows yet.

**7. Open Slot Variations**—Use each of these 3 scenarios below and write a dialogue using the frame: I'm (*really/so*) (*very*) sorry to hear (*that/about*) X

- a party
- more serious (like an illness)
- very unfortunate situation (like a death in the family or personal tragedy)

1. *I'm sorry to hear that you can't come to the party.*

2. *I'm very sorry to hear that you had the flu.*

3. *I'm really very sorry to hear that there was a death in your family.*

(Nattinger, 1992)

**8. Examine a word/chunk in a concordance** ([www.americancorpus.org](http://www.americancorpus.org))

01 less is more. A few details can tell you. Real people seldom **spend time** noticing their surroundings if they are familiar with them anyway. Domestic chores are

34 every week or every month at a local mentoring organization to read, tutor or **spend time** with kids and teens. That bit of time will change their lives.

35 wheels through an original score and electric pinks, greens, and blues hourly. **Spend time** in the galleries, and then peruse the gift shop full of creative and

36 is more likely to occur if students are properly led. By encouraging students to **spend time** alone with poems and paintings and problems, teachers help each student to drink

37 that it is hard to learn to perform. I went to New Zealand to **spend time** with the two very inventive fellows who developed this very elegant surgical technique.

38 weekend routines by limiting extracurricular activities to, say, one per child, and **spend time** together going on walks, hitting a tennis ball in the backyard or at

39 be there to listen. " As adults, we tend to choose how we **spend time** with the kids. But they have their own interests, " says Ragan

40 allow your children to dictate what's right for you. Amanda: When I **spend time** with your kids, I see what kind of mother you are. They

41 care of chores, occasionally have lunch with a friend in another room, or **spend time** focusing on my girls, whom I've really missed during all this,

1. What patterns and generalizations can you describe? (*I.e. spend time is followed by verb+ing*)

2. Write # of your own sentences using these patterns.

**9. Noticing chunks and fixedness**—Scan the text and fill in the chart with missing pieces of the chunks. How fixed are the chunks? For less fixed chunks, give examples of other high-frequency collocations. For example:

A. *blah, blah, blah.* Very fixed.

B. *beat the traffic.* Less fixed. Beat: the heat, the opponent, the eggs, up

*Evelyn: Because when your brother's marriage ended... Yes, I know Alan... blah, blah, blah... [to Charlie] and he chose to move in here, your coldness towards your mother became more than just the behaviour of an ungrateful son. It's now an obstacle to my spending time with my beloved grandchild.*

*Jake: Are you coming to Disneyland with us, Grandma?*

*Evelyn: Oh darling, Grandma doesn't do Anaheim.*

*Alan: Well, uh, we'd better hit the road. Try to beat the traffic. Thanks for dropping by, Mom. Come on, let's go Jake. Race you to the car. (from "Two and a Half Men")*

Chunks		Meaning/use	Fixedness
	the	road	to leave
spend		with	
XXXXXX		Anaheim	

### Bibliography

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