

## *Sex, drugs, and rock 'n' roll!!!!*

### a. Activity 1 Blankety blank

- Tall, dark and \_\_\_\_\_
- Ready, willing and \_\_\_\_\_
- Black and \_\_\_\_\_
- Salt and \_\_\_\_\_
- Over the \_\_\_\_\_
- In the \_\_\_\_\_

*Get a point for those which coincide with the teacher's!!*

### How did you do it?

Reflect on the knowledge that you had that allowed you to identify the lexis in the previous activities – what helped you? *e.g. knowledge of*

- *the meaning of the words of a lexical set of places / people etc*
- *the parts of speech*
- *collocations*
- *the correct pronunciation of the lexis*
- *syntactic features such as affixation, morphemes, etc*
- *shared cultural / contextual knowledge*

### b. How can we categorise lexis according to their system?

**-homonymy** - homophone, homograph, homonym

**-meaning** - connotation, hyponymy, synonymy, antonymy, polysemy, cognates/false friends, idiomacy

**-morphology** – affixation, word families, part of speech, spelling

**-phonology** –sounds, connected speech, stress and intonation,

**-appropriacy** – register, dialect, euphemism, genre, oral versus written

**-co-text** – expressions, collocation, verb patterns word grammar, binominals and trinominals

### c. What activities could you do to get students to recognise homophones?

- Dominoes – two homophones,
- Memory game – either pairs or threes – the third card could have the phonetic script
- Wordsearch – the students find the pair
- Crosswords – write the definition for their half, the other partner has homophones to also define
- Definition game...it's a person who / place where/ thing which etc  
*<http://www.discoveryeducation.com/free-puzzlemaker>*

d) **Kahoot** - <https://getkahoot.com/> a great programme for creating quizzes and other activities to use in your classes – the students use their mobiles to play on

e) **Sentences – first and last words**

- Divide the class into As and Bs
- You dictate a number of sentences (up to six) The As write down the first word of each sentence on the left hand side of their paper; the Bs write down the last word on the right hand side of the paper
- They then pair up and try to reconstruct the sentences, which include lexis you want to introduce or revise

e.g.

1. *Living in the city has many advantages*
2. *Employment prospects are often better*
3. *There are many amenities close at hand*
4. *You are never short of something to do*
5. *Despite these things, many people often find city life stressful*

Or

- Complete the sentence – the teacher dictates the first part of the sentence and the students finish it off – they then compare and we look at which are possible / which not / how to re-phrase

e.g

- Would you mind passing the salt and **pepper?** (*bi-nominal*)
- *Have you seen Mary's new boyfriend? Just her type, tall, dark and handsome* (*trinominal*)
- *"How do you like your tea?"*  
*"Strong and sweet" (more variables)*

g) **Exploiting cloze texts:**

Start with the answers:

- *What's the difference between...? What's the odd one out? Complete the phrase*

Look at the title

*brainstorm any related lexis , discuss questions / share knowledge*

Do the cloze

- *Try to 'invent' the missing word,*
- *Try to select the correct word*
- *Try to paraphrase using one of the other options*

**Thank you!!**

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