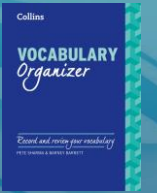


**Collins**  
POWERED BY COBUILD

The Vocabulary Organizer:  
a new way to record lexis

Pete Sharma  
IATEFL, Harrogate  
April 2014



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## Overview

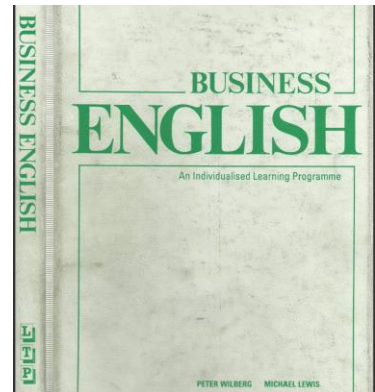
- 1) A brief history of Lexical Notebooks
- 2) The **Vocabulary Organizer**
- 3) Practical ideas
- 4) Questions

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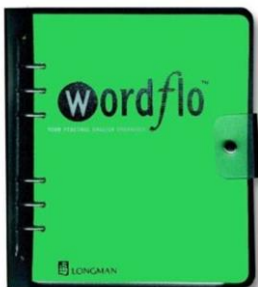
“What do your students **do** with the new words they meet in each lesson, in order to **remember** them?”

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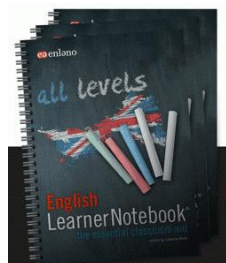


1990

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1998



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John Sinclair  
Collins and University of Birmingham

1980's – one of the first electronic corpora

**Collins** Birmingham **University**  
International **L**anguage **D**atabase  
(COBUILD)

Collins COBUILD  
based on corpus evidence

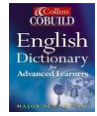


# WORD FREQUENCY

|   |   |   |   |   |
|---|---|---|---|---|
| Red***<br>Red**<br>Red*<br>Black  | A1, A2, B1, B2<br>(CEFR)  | Oxford3000™   | S1 / W3   | 000<br>00<br>0<br>0<br>No diamond   |
|  |  |  |  |  |

# Word Frequency

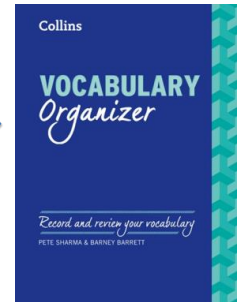
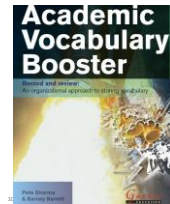
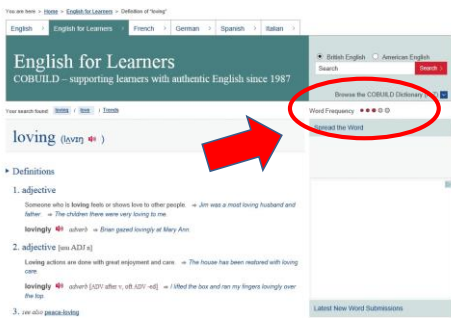
Band 5 – just over 700     ◇ ◇ ◇  
 Band 4 – just over 1000     ◇ ◇  
 Band 3 – just over 1500     ◇



Band 2 – just over 3000  
 Band 1 – just over 8000

No frequency tag – c. 17,900

## Collins online dictionary

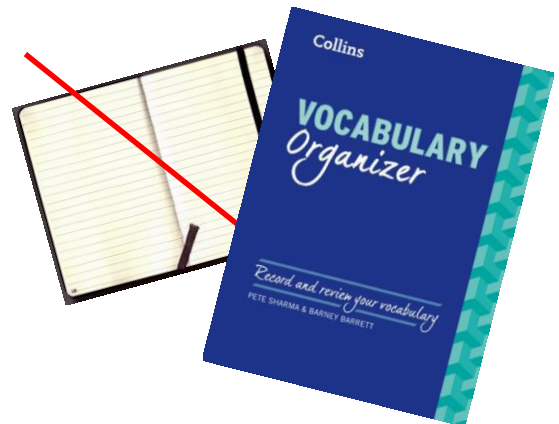


“Write it in your lexical notebook!”

Pre sessionals



“What’s that?”





TWO PARTS

- Vocabulary to use
- Vocabulary to recognise



PART ONE

- Word maps templates
- Key words
- Phrasal verbs / collocations / idioms



PART TWO

- A-Z



(1) Vocabulary game

Issue **cards** with a new word on it to each student

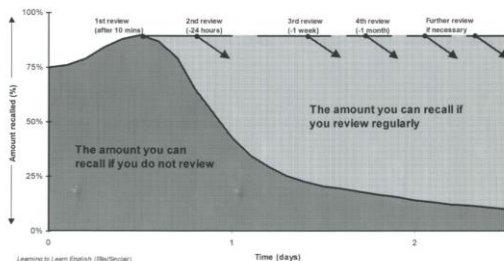
Student has to get the others in the class to say their word

**Rules:** cannot use the word / no derivatives

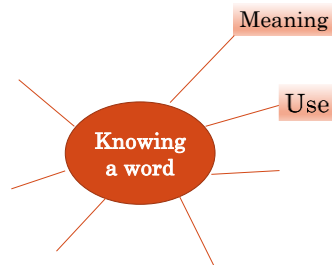
mime / explain / give a definition / synonym or antonym / Socratic method / sentence + 'blank'

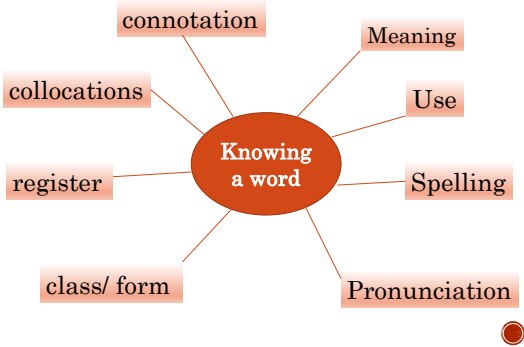


REVIEWING LANGUAGE



(2) "What's in a word?"





Students complete their own **key word page**



(3) “How do you store your new words?”

Writing down a word with the **translation**

**Alphabetically**, as in a dictionary

In a **diagram**, e.g. a ‘word tree’ / ‘mind-map’

In **lexical sets** i.e. in groups of related words

On **index-cards** (translation on back)



**Electronically** e.g. spread-sheet

In a **Vocabulary notebook**

In an **app**, like Quizlet

**(4) “Word frequency quiz”**

Explain a ‘frequency system’ ◇ ◇ ◇

Students decide which frequency several words have

Worksheet - Task

Answer

|                         |                       |                              |
|-------------------------|-----------------------|------------------------------|
| ◇ ◇ ◇                   | ◇ ◇                   | ◇                            |
| help<br>action<br>month | lunch<br>card<br>bomb | abandoned<br>lovely<br>lucky |

### (5) Dictionary comparison sheet

Dictionary comparison sheet

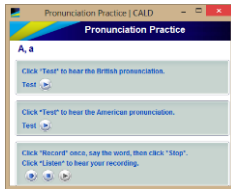
|   |  |
|---|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Establish some criteria for evaluating print dictionaries

e.g.  
 use of **colour**  
**frequency system**  
 mid-matter

### (6) Dictionary types – pros and cons

| Bi-lingual dictionary / translator             |      |
|--|------|
| Pros   | Cons |
| English-English learner's Dictionary Paperback |      |
| Pros   | Cons |
| CD-ROM   |      |
| Pros   | Cons |
| Internet                                       |      |
| Pros   | Cons |



CD-ROM

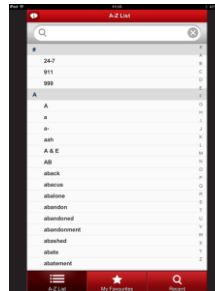


Oxford Learner's Dictionary of Academic English



Cambridge Advanced Learner's Dictionary

Dictionary apps



Collins Advanced Learner's Dictionary



Collins COBUILD English Learner's DioDict

### (7) Collocation

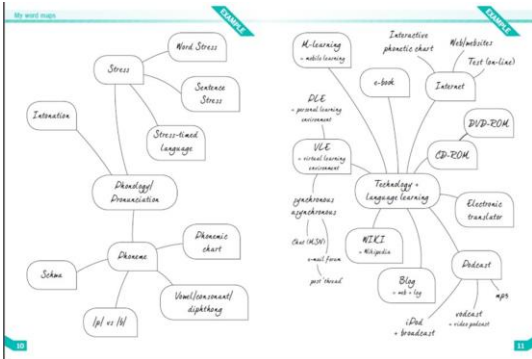
|            |            |
|------------|------------|
| gases      | heat       |
| Kyoto      | wave       |
| change     | model      |
| greenhouse | scientific |
| Protocol   | climate    |

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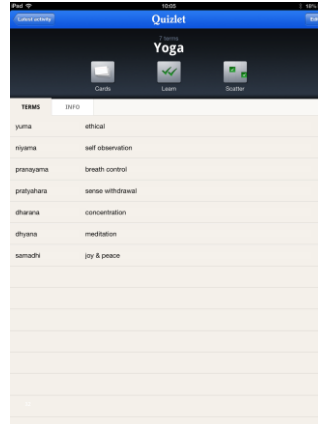
My new collocations

| Collocations           | Meaning/Explanation   | My example   | Collocations | Meaning/Explanation | My example |
|------------------------|---|--|--------------|---------------------|------------|
| research <i>follow</i> | Ranker of an academic institution whose job is to do research | I met the principal here at the university             |              |                     |            |
| reliable <i>data</i>   | She was trust this data, like reliable information            | It is difficult to get reliable data on climate change |              |                     |            |
|                        |   |  |              |                     |            |
|                        |   |  |              |                     |            |
|                        |   |  |              |                     |            |
|                        |   |  |              |                     |            |

### (8) Building word maps



### (9) 'Appiness



### (10) 'Playing' words in-class



To conclude...

Decide how you wish to use the Organizer with your groups

One-per-student

Introduce it with learner training



No single 'best way' to record and review – all students are different

'A' system is better than 'no system'

Using the Vocabulary Organizer encourages good practice!



### Bibliography and further reading

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- English Collocations in Use Advanced (CUP: 2008) Felicity O'Dell & Michael McCarthy
- English LearnerNotebook (Enlano) Ken Gomez
- From corpus to classroom (CUP: 2007) Anne O'Keefe, Michael McCarthy and Ronald Carter
- Learning to Learn English (CUP: 2009) Gail Ellis and Barbara Sinclair
- Vocabulary Study Book (Garnet Education: 2007) Colin Campbell
- Vocabulary Matrix (Heinle Cengage Teaching: 2010) Michael McCarthy, Anne O'Keefe, Steve Walsh
- Word Knowledge (OUP: 2009) Cheryl Boyd Zimmerman
- Wordflo (Longman: 1998) Ellis, G. Acklam, R. Sinclair, B. Smith, S. & Smith, J.