

SHADOW WORDS:

Connecting Grammar and Vocabulary

Alice Savage & Colin Ward

A. Put a check (✓) next to words that look easy to teach. Discuss your answers with a partner.

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|------------------|----------------|--------------|
| 1. ___ able | 4. ___ chase | 7. ___ spoon |
| 2. ___ animal | 5. ___ develop | 8. ___ lucky |
| 3. ___ breakfast | 6. ___ figure | 9. ___ thing |

B. As you go through the activities, check the learning strategies in the chart below.

	sensory cues	multiple hits	brief encounters	clusters & chunks	i + one	reiterate
Strange dictation Write with your left hand (or right if you are left-handed)						
Taboo Try to get your partner to guess the words and phrases using context						
Mix & Match Create new phrases by combining and recombining words						
Word forms Build sentences with collocations using pictures as cognitive hooks						
Flow Charts Assemble a meaningful sentence by selecting words in columns						
Assists Use sentence stems to frame new vocabulary in context						
Online 3-2-1 Use your phone to visit http://www.just-the-word.com/ and collect collocations. Use them to write questions and answer them						

C. Read your word list from the Oxford 2000 high-frequency word list. Why are the following words on it? Write *C* for *Content* or *S* for *Shadow* next to each word.

a weather story	an adventure	a wildlife encounter
thunder	wild	insect
distance	ocean	dangerous
scared	lost	notice
cloud	amazing	realize
disappear	explore	escape
bright	bring	seem
lightening	survive	appear
lucky	mountain	animal
hurry	trouble	enormous

D. Create an activity using your word list. Use the questions below to help you.

1. What collocations and chunks will students need to write the assignment? Add any other words or phrases that come to mind. Write them below.

e.g. hear thunder

2. What activity can you make to practice the words? Write your activity below.

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