

## **Delta Module 2**

# **Lesson Plan**

**LSA: 4**

**Title of the BE: Collocation with Delexicalised Verbs (Systems: Lexis)**

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## Group profile

This is a group of seven students studying on a general English training course. All of them are monolingual Thai speakers. It is considered an adult course, although the youngest student is 17. The students range in age from 17 years old to 38 years old. Attendance on the course is voluntary, and some of the students attend irregularly. At the beginning of the course, 4 students attended regularly, and the remaining 3 attended irregularly. However the past two weeks this has gone down to a core of only 3 students who regularly attend. One student is habitually late due to his work schedule.

All of the students cited utilitarian reasons for studying English—either to help them advance in their job, for travelling, for communication with foreign partners, to help them with their school studies, or for immigration reasons.

The students range in ability. The lower 2 students are close to beginner level in terms of speaking (although have declarative knowledge of grammar), and the highest two students are close to a pre-intermediate level. But they are all capable of understanding simple directions. They can understand and use basic vocabulary, and construct simple sentences in writing and speaking. Occasionally the students will have more complex verb phrases or noun phrases, but none of the students produce complex sentences with embedded clauses in either their speech or writing. The students are capable of some basic collocations, but the frequency of these are rare, and there are often collocation errors.

During an all class feedback session, the students expressed a desire to increase their vocabulary. The students were especially interested in useful phrases to talk to foreigners. Two of the students indicated a desire to learn the vocabulary associated with routines.

The class is upper-elementary. It was split off from a larger group of students who were considered general elementary. The general elementary class had run for 2 weeks before being split, and the current upper-elementary course will run for 4 weeks. The total study time is 6 weeks. This is the sixth and final week of total study, and the fourth week of the new upper-elementary course division.

The course meets for roughly 2 hours a day, 5 days a week (Monday through Friday). During the first 2 weeks, it was taught by 6 teachers. It is currently being taught by 5 different teachers, making for a combined total of 12 teachers during the length of the course. The typical format is for two 50 minute lessons to be taught over the course of a 2-hour session. Each lesson is taught by a different teacher, so the students usually are taught by 2 teachers each day.

## Individual profiles

Name, Age, Sex, Occupation	Reasons for Learning English	Language Ability	Learning Preferences
Nan, 20s, F, student	For her work, to speak to foreigners, and to travel	<p>In speaking, Nan primarily communicates by single words or short phrases, although she can produce full sentences if the task calls for it.</p> <p>In writing, Nan shows some limited knowledge of collocation—for example, the phrase “make friends” and “become good friends”. However, when talking about her daily life, she is unaware of other basic collocations like “go travelling” and “do homework”.</p>	Prefers working alone on accuracy related tasks, and in small groups for discussion tasks.
Boy, 26, M, Computer programmer	English is necessary to advance at his job	<p>Boy is a very attentive and ambitious student. His receptive abilities exceeds his productive, but in speaking he struggles to form sentences in speaking, and usually communicates by one word utterances or simple phrases.</p> <p>In writing, he can produce grammatical correct simple sentences, and shows some limited knowledge of collocation with phrases like “good friends”, “looking for”. But in other sentence he does not know the correct collocation, as in “I want friends you with me” instead of “become friends”. Also “kind of type movie” instead of “kind of movie”</p>	Prefers working in groups

Kai, 38, F, Business Owner (online business)	For her business, and to communicate with her partner	Kai is a talkative student. She mostly communicates in simple sentences, but at times is capable of producing complex noun phrases or verb phrases. In writing, Kai demonstrates a knowledge of some collocations “make friends” and “become friends” but also struggles with other common collocations as evident by sentences like “make work” or “I wish you here”	She enjoys working alone, or in pairs, or in groups depending on the task
Tan, 30s, F, Nurse	For her work. Also she wants to immigrate to Canada	In speaking, Tan seldom speaks in full sentences, but she can produce phrases. Her writing shows simple sentences, with very little use of complex sentences or collocation	She enjoys working alone, or in pairs, or in groups depending on the task
Tom, 30, M, Works in online sales	For use in his job, and also wants to be able to use it in his daily life to talk to foreigners	Tom regularly speaks in full sentences, but tends to use very simple noun and verb phrases, and often drops modifiers. In writing, Tom shows some knowledge of collocations, using phrases like “take a photo”, “make friends”, “Thank you for Ving”, “nice to meet you”. However he misses out on other collocations like “do homework” or “take care of”	Prefers to work alone
Tarn, 17, F, Student	To speak to foreigners, for travelling	Tarn has not been present for the last several classes. She is shy, but can speak when prompted, although not always in full sentences. She shows very little knowledge of collocations in either her speaking or writing.	Prefers to work with a partner.

Way, 29, F, Assistant Researcher	She would like to become a police officer, and anticipates having to use English in that capacity	Way is a little shy but she can speak in full sentences if prompted. She uses simple sentences in speech. In writing, Way shows some knowledge of collocations, although not all her attempts are fully correct: "open on my mind" and "love to shopping" (instead of "love to go shopping")	Prefers to work in small groups
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## Aims & Learning outcomes

**Aim:** By the end of the lesson, students will have been exposed to patterns of delexicalised verbs in the context of daily routines, and will be better able to understand the patterns of use for delexicalised verbs.

**Outcome:** Students will recognize some of the common delexicalised verbs in the context of daily routines, be better able to understand some of the patterns of use, and have had some productive practice in the context of talking about daily routines.

## Language analysis

This lesson will focus on multiword verb phrases using the delexicalised verbs: *do*, *get*, *go*, *have*, *make*, and *take*. The context will focus on daily routines, and the following collocations will be presented to the students:

do	work, exercise, the dishes, housework, the laundry, homework
get	up, ready, dressed, to work, started, hungry, home, tired
go	shopping, jogging, swimming, to the gym, to bed
have	a coffee, lunch, a snack, a talk, dinner, a glass of wine
make	the bed, dinner
take	a shower, a taxi, a break, a walk, a nap, a rest

There appears to be some debate in the literature over whether delexicalised verbs are totally empty, and without meaning, (and thus the collocation is random) (Parrott, 2000, p.144-145), or whether there is a base meaning behind so called delexicalised verbs. In the language selected above, it is possible to make either argument. It is possible to argue that there are certain patterns: *do* is used for work or chores, *get* is used with adjectives to mean “become” or to indicate motion. *Go* + present participle is used for activities, *have* is used for eating and drinking, plus activities and experiences, and *make* is arguably used for constructing something.

In several of these collocations, alternative forms are possible. In British English it is also possible to say “*have a shower*” but I have chosen to present “*take a shower*” because it is more natural in my American dialect. Also, we could say “*get a taxi*” instead of “*take a taxi*”, “*get lunch*” or “*take lunch*” instead of “*have lunch*”, “*go to work*” instead of “*get to work*”, et cetera. In some cases, the difference appears to be just personal preference. In other cases, the nuance changes slightly with the different delexicalised verb. (“*Get a taxi*” puts the emphasis on the action of flagging down a passing taxi car, whereas “*take a taxi*” puts the emphasis on the taxi journey). (Swan, 2005, p. 147, 148, 199, 201, 205).

In some cases, the line between collocation and grammar is blurred, as in “*get to work*” “*go to the gym*” and “*go to bed*”. In the case of “*go to the gym*”, this is less of a delexicalised verb than the traditional content meaning of “*go*” (movement towards a place). Although arguably it is a kind of collocation, in the sense that (as Michael Lewis has argued) the line between grammar and collocations is blurred (Lewis, 2002, p.142), and the language item “*go to + place*” could function as a collocation.. It is presented in this lexical set primarily to help students notice the distinction between the structures “*go +*

to + place” and “go + present participle”. However in the case of “go to bed” the meaning seems much more idiomatic, and not an example of movement toward a place.

The delexicalised verb collocations are often verb-noun collocations (e.g. “*take a shower*”) but can also be verb-present participle (e.g. “*go swimming*”) or verb adjective (e.g. “*get ready*”). In some of the verb noun collocations, there is an article before the noun (e.g. “*take a nap*”) and in some cases, there is just the verb and noun (“*have dinner*”). In real life, it would also be possible to modify the nouns further (e.g. “*take a long nap*”). There are some elements of this in today’s lesson (e.g. “do some more housework” is part of language in the model text) but this will not be a key feature in the lesson, or part of the targeted language.

In rapid colloquial speech, elements of connected speech may occur. The final /t/ in “get” may be elided when it is between two consonants. “*Get dressed*” may be pronounced as /gedrest/. The diphthong /əʊ/ in “go” may be reduced, so that “go shopping” is pronounced /gəʊʃɒp.ɪŋ/. Similarly, “do” is often reduced in collocations from /du:/ to /də/. In the case of the article “a” before a consonant, liaison may occur, so that “take a” is pronounced as /teɪkə/. In cases where an article is inserted (e.g. “*take a shower*”) then the verb and noun are equally stressed, but the article is not stressed, so “a” is usually pronounced as /ə/ instead of /eɪ/ (Underhill, 1994, p.60-65). In collocations which contain the preposition “to”, it is likely to appear in its weak form /tə/.

The extension activity will focus on a broader context for delexicalised verbs, and the words given to the students will be:

do	a good job, your best, a report
get	married, lost, better, an email, angry
go	crazy, online, skiing, fishing, dancing
have	a baby, a headache, a fight
make	money, a fortune, a difference, a joke, a phone call, a mistake, a promise, friends
take	a photo, care, a seat

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## Timetable fit

This is the only lesson on lexis that the students will have this week. All the other lessons this week are focused on grammar and speaking. The students will have studied lessons on present perfect, present continuous for future use, and *used to* before this lesson. In the past 5 weeks, the students have had lexis lessons on expressing preferences, adverbs of frequency, participial adjectives, and a lesson on useful classroom phrases.

Since this lesson is only on daily routines, the lesson could be followed up by a lesson dealing with delexicalised phrasal verbs in a wider context. It could also be followed up by lessons examining collocations with particular delexicalised verbs—such as all the collocations using “*get*” or contrasting collocations with “*make*” and “*do*”. The end of the lesson has an activity in which students are encouraged to organize their vocabulary notebook to record future delexicalised verb collocations they encounter. This could be reinforced in subsequent lessons by pointing out various vocabulary encountered in all future reading and listening texts that use delexicalised verb collocations, and encouraging students to put it in their notebooks.

## Assumed knowledge

- \* It is assumed that the learners will be familiar with all of the delexicalised verbs at least in their content meaning sense (e.g. *have* in the sense of possession, *do* in the sense of an action, etc).
- \* It is assumed that the learners will be familiar with at least some of the basic vocabulary in the language presentation (for example: *homework*, *taxi*, *lunch*) but perhaps not the full collocation
- \* It is assumed that the listening abilities of the students will be sufficient to do the gist listening task (check their prediction) without extensive feedback or support from the teacher.
- \* It is assumed that the learners will understand the grammar of a past simple question, and not be confused by the fact that they are being asked to insert the base form of a verb (instead of the past form) in the structure “Did you \_\_\_\_ yesterday?”
- \* It is assumed that the learners will have enough language to produce simple sentences talking about their daily routines.

## Anticipated problems and solutions

Problems	Solutions
There is a lot of vocabulary in this lesson, which could be difficult for students to remember, even with the controlled practice elements built into the lesson.	The goal of the lesson is for students to recognize common patterns with delexicalised verbs, not to memorize every collocation. So it is not necessary for the students to move every collocation into their long term memory. But to the extent that students do have trouble remembering collocations in production, the teacher can aid this by giving hints during the activity (or making himself available to give hints if the students request it), and also highlighting the forms during feedback.

It is possible that the students might not use the target language in the free production at the end.	Encourage the students to use the target language by highlighting it on the board. Also do task repetition on the final task. In between task repetition, highlight to students the possible language that they could be using.
Students may start to guess the collocation before it is presented in the lesson. For example, students may guess that the card “____ up” is supposed to be “get up”	If students are already anticipating the language, don’t wait until the noticing stage to acknowledge it. Tell them that they are correct at the time that they guess it.
One student is habitually late.	This might not be a problem, since I am teaching at a later time this week, and perhaps he will already arrive before I begin. But if he comes late, have him join a group already in progress so that he can observe his groupmates do the task until he feels comfortable joining in. (Or his groupmates can help catch him up). During a monitoring stage, possibly individually check with him to make sure he understands.
Attendance has been inconsistent the past couple weeks. It is possible that the numbers will be low, and another student from a lower-level will be put in the class.	Greet the new student and try to make sure he/she feels comfortable in the class. Put the new student in a pair or a group so they can learn from classmates. Encourage the new student to participate, and be welcoming of their contributions.
Technical Problems with the Equipment—projector, computer, or PowerPoint	It is possible to conduct this lesson without the PowerPoint presentation. All the necessary information is on the handouts and pictures cards. Instead of displaying the information on the PowerPoint, the teacher can simply hold up the paper handouts at a chest level to get the attention of the students.
Given the fact that we have had two power cuts already this week, it is possible that the power might cut out during the lesson.	This is a more serious problem. Although it is possible to do the lesson without computers, projectors, or PowerPoint, a light source of some kind is necessary for the students to see the handouts and do the necessary language work. However students can take out their phones and use these as flashlights if needed during a power cut.



## Commentary

The target language for this lesson was selected for a number of reasons. Collocation is something that is necessary at all levels of English in order to make natural sounding sentences. It is often neglected in favour of teaching grammar, especially in the traditional public school education which is the background of these students. Secondly, the students have received no lessons on collocations yet during this course.

Delexicalised verbs were selected as a focus for the collocation lesson because delexicalised verbs have very high frequency in English, and are therefore a useful language item for an upper-elementary level class to focus on (Juknevičienė, 2008). The number of delexicalised verb collocations is overwhelming, so the decision was made to restrict the context to daily routines. This decision was further strengthened by the fact that the students expressed an interest in studying daily routines last week during an all class feedback session. Focusing on daily routines gives a semi-meaningful context to put all the vocabulary in. The students can listen to a text about the teacher's daily routines, which is mostly true, and then, at the end, produce sentences about their own daily routines. Furthermore, the target delexicalised verbs was shortened from a potential list of 9 (*do, get, give, go, have, make, put, set, take*) to 6 (*do, get, go, have, make, take*). The total number of collocations presented in the context of daily routines 33. It is not expected that the students will commit all 33 collocations to long term memory, but it is expected that they will become aware of the patterns of use with delexicalised verbs. However, that being said, all of these collocations are useful, and it is hoped that the students will learn as many of them as possible. Many of the controlled practice activities are designed to help strengthen the memory of these collocations through repetition. The guessing game is a flexi-time stage (and so there is a high probability of not having time for it), but it is designed to help students practice remembering the vocabulary, and is a modified version of a similar activity from Martinez (2008, p.152).

The model text is in some sense contrived. It was decided that a high number of delexicalised verbs were needed in order to show learners their versatility, and to have sufficient number so that patterns can be visible. It was also thought that it was preferable to put all the target language items in the model text for context, and to simplify the lesson structure. For of these reasons, the number of delexicalised verbs in the model text has been inflated to an unnatural number, and the model text contains some elements that are not reflective of the real-life of the teacher. However using contrived texts to put delexicalised verbs in context has some precedence in the literature. Martinez describes a similar activity in which he invents a story entirely out of *get* collocations (2008, p. 147-152). More broadly, this general technique of intentionally inflating a certain linguistic item in the input is established in the literature as an “input flood”, and the research regarding how it has encouraged learners to notice items has been positive (Lightbown & Spada, 2013, p.162-163). The fact that the model text is not entirely accurate can also be used to advantage, as it helps to set up the “guess the lie” game at the end of the lesson, which is designed to give the students a reason to listen to their partners’ activities during the production stage.

The extension stage, in which students are introduced to more delexicalised verbs outside of the context of daily routines, is designed to increase the challenge of the lesson by pushing students to recognize some more advanced collocations. It also raises student awareness of the versatility of delexicalised verb collocations—they can occur in many contexts, not only that of daily routines. It is not

expected that the learners will put these extension collocations into their long term memory, and there are no further rehearsal activities. The activity is simply to raise their awareness of patterns. The activity in which students contribute their own delexicalised verb collocations is meant to move towards learner autonomy by drawing on what students already know, and has an element of dictionary training so that students will recognize how to look up more collocations in the future.

Word Count: 729

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## Procedure

time— 60 min lesson	stage & stage aims	procedure
8-10 min  set-up: 2 min  Task: 5-6 min  Feedback: 1-2 min	Pre-Teach Vocabulary  * For students to recognize the vocabulary that will be in the model text  * Activate background schemata about the topic	<p>Set-up: Teacher displays “Daily Routines” on the whiteboard using PowerPoint. Teacher asks they know what the words “daily routines” means. Try to elicit from students (or tell them) the routines refer to things that you do every day. Show students picture cards and word cards. “Match the pictures to the words. Don’t write anything. Just match the cards”. Students work in pairs of three. Teacher nominates pairs.</p> <p>Task: Students match the words to the picture cards with their partner. The word cards all have delexicalised verb blanked out (e.g. “_____ ready”). Students may possibly begin speculating the missing word, which could act as prediction for later in the lesson, but this is not essential.</p> <p>Feedback: The feedback is on PowerPoint. The picture is displayed, and the students shout out the answer. The teacher then advances the PowerPoint, and the correct answer appears at the top of all pictures this way.</p>
5-7 min  Prediction: 3-5 min  Listening: 2 min  Total Time: 13-17 min	Introduce Model Text  * For students to be exposed to the target language in the context of a listening text about daily routines	<p><b>Prediction:</b> Set-up: Teacher collects the word cards, and leaves the students with only the picture cards. Teacher tells the students that he is going to tell them about his daily routine. (Briefly check that students still remember daily routine: “What is a daily routine again?”) Teacher tells students to predict his routine by putting the cards in order. Prediction Task: Students work with a partner to put the cards in order.</p> <p><b>Listening Task:</b> Teacher tells students to listen and check. Teacher reads his list of daily routines. Students listen and check their answer with their partner.</p> <p>Feedback: Students self-check their predictions. It is anticipated students should complete this without help from the teacher, but if necessary teacher can confirm the correct answers.</p>
5-7 min  set-up: 1-2 min  Prediction: 2 min  Listening: 1-2 min	Noticing Task  * For students to notice target language in the context of the same listening text	<p>Set-up: Teacher asks students if there were any verbs that they heard repeatedly in the story. Teacher elicits from students: <i>get, make, take, have, do, go</i>, which the teacher will then write up on the board. If the first attempts to elicit fails, possible back-up questions: “What was the first thing I did in the morning? What did that start with? Were there any verbs that started with a g/t/m/d/g? What verb did I use for homework? What verb did I use with swimming?, etc. Once all the delexicalised verbs have been elicited and boarded, the teacher hands out sheet with columns under each delexicalised verb. One student in each pair then hands the pairs the word cards again. The students are told to arrange the word cards in the column that they think they belong in. (e.g. <i>_____ ready</i> would be placed in the “get” column).</p> <p>Prediction: In pairs, students place the word cards in the columns under the delexicalised verbs.</p> <p>Listening Task: Teacher reads out the text again. Students listen and check their prediction.</p> <p>Feedback: In case students are still unsure of the correct answers, students are given a written text about the teacher’s daily routines. They can scan through this full text to find all the phrases with delexicalised verbs, and check their answer.</p>

Feedb ack: 1 min  Total Time: 18-24 min		
15-17 min  Pre-tas k set-up: 3 min  pre-tas k: 3 min  pre-tas k feedba ck: 1-2 min  task set-up: 1-2 min  task: 4 min  Feedb ack: 3 min  Total: 33-41	<p>Extension</p> <ul style="list-style-type: none"> <li>* For students to recognize meaning and form of delexicalised verb patterns</li> <li>* For students to recognize the versatility of the delexicalised verb patterns</li> <li>* To draw upon any pre-existing knowledge students may have of delexicalised verb patterns</li> <li>* For students to share pre-existing knowledge with group</li> <li>* For students to become aware of how dictionary use can aid study of delexicalised verb phrases</li> </ul>	<p>Pre-task set-up: Teacher tells students that there are many phrases with <i>get, make, take, have,</i> etc. Teacher asks students if they know any other phrases. (Wait a couple seconds for response, but not too long because student contribution stage will come later.) Teacher tells students they are going to use extra challenge words, and to arrange them on the grid. Teacher gives students the extra challenge cards. These are words not directly connected with daily routines, but collocating with delexicalised verbs. As with the previous set of word cards, the delexicalised verb has been blanked out (e.g. <i>"mistake"</i>).</p> <p>Pre-Task: With a partner, students arrange the new set of cards on the grid of delexicalised verbs.</p> <p>Pre-Task feedback: Once students have completed their answers, teacher gives them an answer key so they can self-check their predictions.</p> <p>Task set-up: Teacher divides the class into 2 teams. Teacher gives them blank cards with nothing written on them. The students must write challenges for the other group. Students are invited to use their pre-existing knowledge, or to consult their dictionaries, but are encouraged to think of new collocations and not ones already covered in the class.</p> <p>Task: In groups, students write up their words on the paper. They then exchange with the other group. The other group arranges the cards on the grid.</p> <p>Feedback: The groups are invited to check the other group's answers, and tell them if they are correct. If there are no errors, teacher will not intervene. If there are errors, teacher will correct after the task.</p>
3-5 min  Total Time: 38-46 min	<p>Drilling</p> <ul style="list-style-type: none"> <li>* For students to practice the pronunciation of the target language</li> </ul>	<p>Teacher directs students to listen to him (using gestures and language). Pronounces words several times while students listen, and then prompts students to repeat the word. First prompts whole class, then individual students. Teacher drills words in isolation, as well as connected speech (e.g. <i>get up, make a mistake</i>).</p>
Flexi-t ime  9-11 min  Set-up : 2 min	<p>Flexi-time: Human Bingo 1: Gap-Fill</p> <ul style="list-style-type: none"> <li>* For students to practice their knowledge of delexicalised verb collocations without the pressure of real-time speech</li> </ul>	<p><i>Note: This gap-fill activity is flexi-time. An alternate version is also prepared in which the gaps are already filled in, and the lesson can jump straight into the mingle part of the activity if timing is tight.</i></p> <p>Set-up: Teacher displays a version of worksheet on PowerPoint. Teacher directs students to look at the first (top right) question, and prompts them for what answer fills in the gap. Then the teacher gives the worksheet to students.</p> <p>Task: Students complete the worksheet individually.</p> <p>Feedback: After completing, students are directed to check with a partner. Then Feedback is given to the whole class. The class shouts out the answers, and the teacher writes them in on the board.</p>

Task: 4-5 min		(Alternatively: have one of the students come to the front and write in the answers. This will be a set-up, so do this only time-allowing).
Feedb ack: 3-4 min		
8-10 min	Flexi-time: Human Bingo 2: Mingle	<i>Note: This activity is also flexi-time. If the other activities run long, this can be cut and go straight to production</i>
Set-up : 2 min	* For the students to practice saying the target language in a semi-meaningful way.	Set-up: The teacher tells the students how the game is played. “Ask questions to your classmates and say yes, you can write their name in the box.” Teacher demonstrates the game, using the display on the PowerPoint. He asks students some questions. The teacher asks the class: “Can I write your name?” If possible, demonstrate one “yes” and one “no” answer. The teacher asks the class: “Who you win?” (This has not yet been explained to the class, but it is hoped the students will intuitively know that a row is the winner). Either elicit or explain that the students need to get 5 names in a row to win. Teacher tells students to stand up, and talk to their classmates.
Task: 4-5 min		Task: Students walk around and talk to their classmates, writing down names. The game will stop when there is a winner, or after enough time (5 minutes or so) has passed.
Feedb ack: 2-3 min		Feedback: The winner will get a round of applause. Additionally, during the game, the teacher will give feedback for any pronunciation errors, and does feedback on them after the game—possibly with additional practice.
Total: 35-45 min		
Flexi-t ime	Flexi-time: Guessing Game  * For students to further consolidate the target language into their memory	<i>Flexi-time: Only do this if there is extra time in the lesson at this point.</i>  Set-up: The teacher demonstrates the game by showing the students the cards, and making a sentence using the word on the card. The teacher takes the top card from the deck, and then miming the action or describing it until students guess the word. Students are encouraged to say the whole collocation. Possibly repeat 2 or 3 times. Teacher then asks the class: “Now, you have to describe the word for your partner. You can use actions, or you can talk about the word. If you can’t say the word. Students are put into pairs or groups of 3, and each group is given a set of cards.”  Task: Students take turns acting out the cards, and having their partner guess. Teacher monitors and gives feedback. This is flexi-time, so the length of the activity depends on the amount of time available.  Feedback: The teacher gives feedback on any pronunciation errors or collocation errors
12-13 min	Production  * For students to use the target language in meaningful production	Set-up: The teacher reminds the students about the story at the beginning about his daily routines. The teacher asks the students if they think it is true. Students will answer no. Teacher explains that some of it is true and some of it is not. Students are encouraged to guess which parts are true and which parts are not. Teacher then asks the students that they will talk about their daily routines with a partner. Students are encouraged to say some true things to say, and some false things to say. The partner must listen and guess which parts are true and which are false. Students are encouraged to use the delexicalised verbs <i>get, make, take, have</i> which are put on the board as a reminder.  Task: Students talk to a partner about their daily routines. The partner listens, and guesses which parts are true, and which parts are false. The task is then repeated, switching partners. Depending on the number of students present, task is repeated up to 3 times.
Set-up 2-3 min		
Task and Feedbac		



<p>k: 10 min</p> <p>Total: 47-58 min</p>		<p>Feedback: Feedback is given in between each task repetition, and not all at the end. The teacher gives feedback on both good language use, grammar, pronunciation, or vocabulary errors. If possible, students are encouraged to correct grammar and vocabulary errors put on the board.</p>
<p>2-3 min</p> <p>Total: 60 min</p>	<p>Consolidation</p> <p>* For learners to understand how delexicalised verb collocations can help them in the future</p>	<p>Teacher displays columns with delexicalised verbs on the PowerPoint. Teacher tells students: "make a chart like this in your notebook. In English, there are many patterns with these words. When you are reading and listening to English, and you find one of these patterns, you can write it down in your notebook."</p>

## Materials

1. PowerPoint Presentation. Self Created. All Images were sourced through Bing on Microsoft Word. Most of the images are licensed under Creative Commons. The images that are not liscenced under creative commons are listed below. (They were sourced through Bing, but also had links to external websites).

Get Hungry: [http://iamstarving.net/images/hungry\\_guy.png](http://iamstarving.net/images/hungry_guy.png)

Get home:

[https://s3-eu-west-1.amazonaws.com/uploads.playbaamboozle.com/uploads/images/1195/1445309661\\_70\\_go%20home.jpg](https://s3-eu-west-1.amazonaws.com/uploads.playbaamboozle.com/uploads/images/1195/1445309661_70_go%20home.jpg)

Get Tired: <http://worldartsme.com/images/free-tired-emoticons-clipart-1.jpg>

Take a Taxi:

<https://vectortoons.com/wp-content/uploads/2015/03/taking-transportation-collection-tom-005.jpg>

Take a rest: [https://image.freepik.com/free-icon/rest-lying\\_318-29517.jpg](https://image.freepik.com/free-icon/rest-lying_318-29517.jpg)

Have lunch: <http://images.clipartpanda.com/kids-lunch-clipart-lunch.jpg>

Have a snack: <https://clipartix.com/wp-content/uploads/2017/03/Snack-clipart-2.gif>

have dinner:

[https://www.englishexercises.org/makeagame/my\\_documents/my\\_pictures/2011/mar/986\\_dinner.jpg](https://www.englishexercises.org/makeagame/my_documents/my_pictures/2011/mar/986_dinner.jpg)

do the dishes:

<https://agustinprieta.files.wordpress.com/2013/10/clip-art-washing-up.jpg>

go to bed:

[https://classconnection.s3.amazonaws.com/83/flashcards/528083/jpg/cardimage\\_4609718\\_1232985331354174671647.jpg](https://classconnection.s3.amazonaws.com/83/flashcards/528083/jpg/cardimage_4609718_1232985331354174671647.jpg)

2. Picture Cards. Self Created. Using the same images as listed above. Included Below

3. Word Cards. Self-Created. Included Below

4. Grid for delexicalised verbs Handout. Self-Created. Included Below

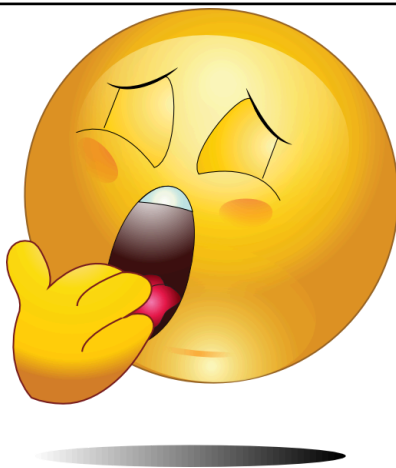
5. Daily Routine Story Handout. Self Created. Included Below.

6. Extension word cards and answer sheet. Self-Created. Included Below.

7. Human Bingo Worksheet. Self Created. Included Below.

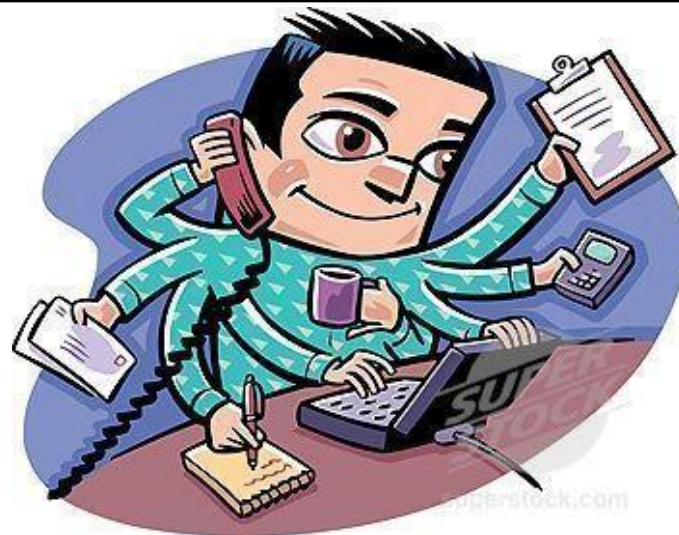
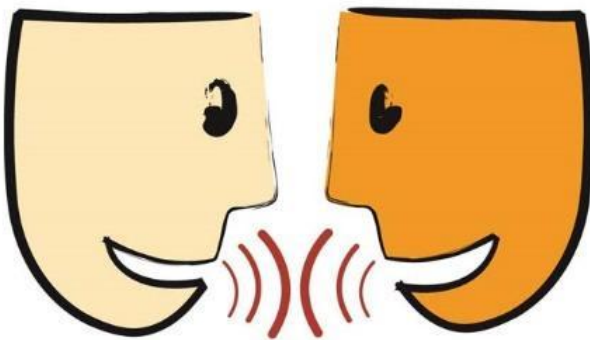
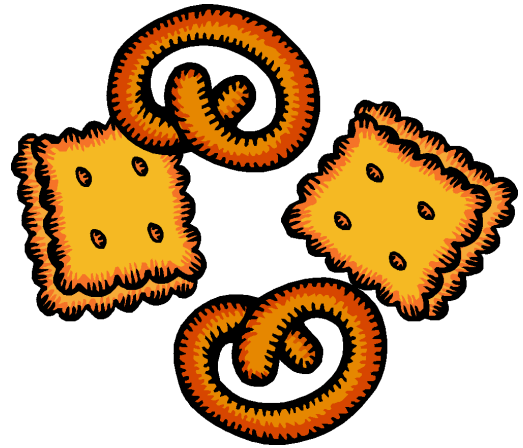
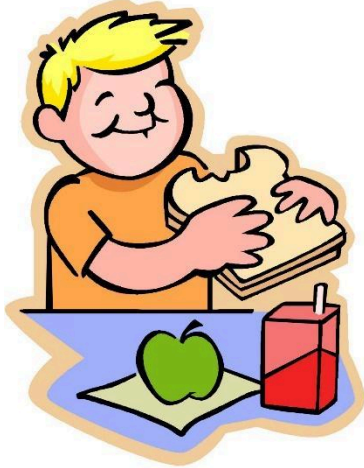
8. Cards for Guessing Game. Self-Created. Included Below.



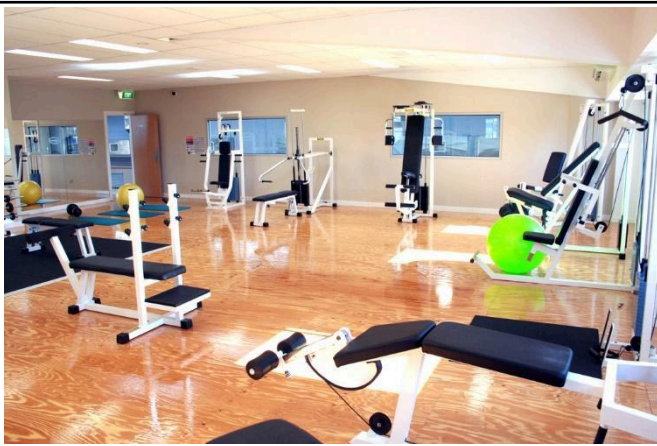












get

make

take

have

do

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Cut up Version

_____ up	_____ the bed	_____ a coffee	_____ the dishes	_____ to
_____ ready	_____ dinner	_____ lunch	_____ housework	
_____ dressed	_____ a shower	_____ a snack	_____ the laundry	
_____ to work	_____ a taxi	_____ a talk	_____ homework	



_____ started	_____ a break	_____ dinner	_____ shopping	
_____ hungry	_____ a walk	_____ a glass of wine	_____ jogging	
_____ home	_____ a nap	_____ work	_____ swimming	
_____ tired	_____ a rest	_____ exercise	_____ to the gym	

Every day, I get up at 6:00 am, and then I get ready for work. I make the bed, take a shower, get dressed, have a coffee, and then take a taxi to work.

I get to work at around 8, and then get started working. I do some work until 12, and then I take a lunch break for one hour. I have lunch, and then sometimes I take a walk, or go shopping during my lunch break.

Then it's back to do some more work. I take a break about 3. If I get hungry, I have a snack. If I'm not hungry, I have a talk with my co-workers. Sometimes, if there's not a lot of work in the afternoon, I take a nap.

I usually get home at about 5 p.m. I do some exercise. I usually go jogging or go swimming. Sometimes I go to the gym. Then I make dinner. After I have dinner, I do the dishes, and then I do some more housework, for example, some days I do the laundry. I do my homework from 7 to 9 pm. Then, usually, I start to get tired. So I take a rest and have a glass of wine. Then I go to bed at 10pm.

Cut up Version

_____ married	_____ money	_____ a baby	_____ skiing	
_____ lost	_____ a fortune	_____ a headache	_____ fishing	
_____ better	_____ a difference	_____ a fight	_____ dancing	
_____ an email	_____ a joke	_____ a baby		
_____ angry	_____ a phone call	_____ a headache		
_____ a mistake	_____ a photo	_____ a fight		
_____ a promise	_____ care	_____ crazy		
_____ friends	_____ a seat	_____ online		

Answer Version

get	make	take	have	do
get married	make money	take a photo	have a baby	do a job
get lost	make a fortune	take care	have a headache	do you

get better	make a difference	take a seat	have a fight	do a re
get an email	make a joke			
get angry	make a phone call			
	make a mistake			
	make a promise			
	make friends			

Fill in the blanks with: *do, get, have, go, and take*

Did you _____ a nap yesterday?	Did you _____ exercise yesterday?	Did you _____ swimming yesterday?	Did you _____ jogging yesterday?	Did you _____ laundry yesterday?
Did you _____ your bed yesterday?	Did you _____ up before 6 a.m. yesterday?	Did you _____ to bed before 10 p.m. yesterday?	Did you _____ shopping yesterday?	Did you _____ coffee yesterday?
Did you _____ homework yesterday?	Did you _____ a snack yesterday?	<b>free</b>	Did you _____ a shower yesterday?	Did you _____ taxi yesterday?
Did you _____ the bus yesterday?	Did you _____ a walk yesterday?		Did you _____ breakfast yesterday?	Did you _____ any work yesterday?

Did you _____ a rest yesterday?	Did you _____ a break at work yesterday?	Did you _____ to the gym yesterday?	Did you _____ the dishes yesterday?	Did you _____ train yesterday?
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Answers:

Did you <u>take</u> a nap yesterday?	Did you <u>do</u> exercise yesterday?	Did you <u>go</u> swimming yesterday?	Did you <u>go</u> jogging yesterday?	Did you <u>do</u> the laundry yesterday?
Did you <u>make</u> your bed yesterday?	Did you <u>get</u> up before 6 a.m. yesterday?	Did you <u>go</u> to bed before 10 p.m. yesterday?	Did you <u>go</u> shopping yesterday?	Did you <u>have</u> coffee yesterday?
Did you <u>do</u> homework yesterday?	Did you <u>have</u> a snack yesterday?	free	Did you <u>take</u> a shower yesterday?	Did you <u>take</u> a t yesterday?
Did you <u>take</u> the bus yesterday?	Did you <u>take</u> a walk yesterday?		Did you <u>have</u> breakfast yesterday?	Did you <u>do</u> an work yesterday?
Did you <u>take</u> a rest yesterday?	Did you <u>take</u> a break at work yesterday?		Did you <u>do</u> the dishes yesterday?	Did you <u>take</u> train yesterday?

get up	make the bed	take a shower	have a coffee	do work	go shop
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ready	make dinner	take a taxi	have lunch	do exercise	go jog
ressed	get hungry	take a break	have a snack	do the dishes	go swim
o work	get home	take a walk	have a talk	do housework	go to gym
tarted	get tired	take a nap	have dinner	do the laundry	go to
a rest	have a glass of wine	do homework	take a rest	have a glass of wine	do homev
a rest	have a glass of wine	do homework	take a rest	have a glass of wine	do homev
a rest	have a glass of wine	do homework	take a rest	have a glass of wine	do homev

