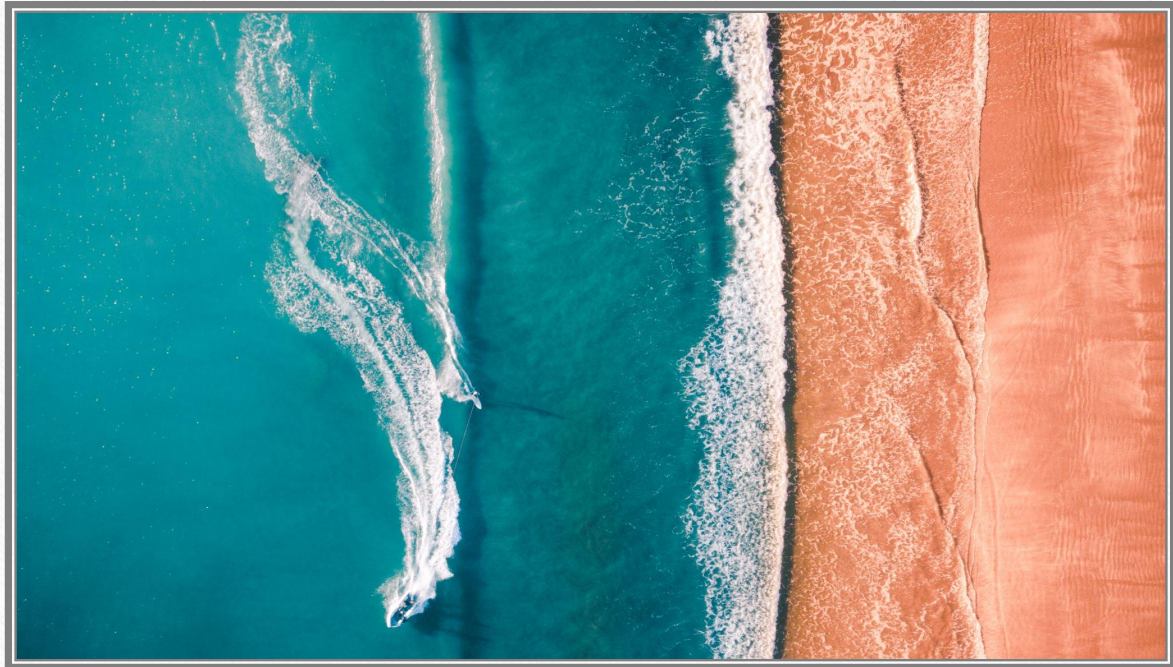


Collocations

Week 7

Lesson 4

Unit 5e



Lesson objectives

By the end of the lesson students will have

- Become familiar with collocations
- been encouraged to notice some collocational usages of the words
- practiced using these collocations in context

What is a collocation? How do you understand this term?



- **Collocation** refers to the patterns of words which typically go together, for example make a decision and key factors. These collocations may involve different combinations of nouns, verbs, adjectives, adverbs, or grammatical words such as prepositions.

Why should you learn collocations?

- First of all, your language will be more natural and more easily understood.
- Secondly, you will have alternative and richer ways of expressing yourself.
- Finally, it is easier for our brains to remember and use language in chunks or blocks rather than as single words.

Collocation categories and examples

Categories	Examples
Noun+verb	The results suggest, the research shows
Verb+noun	Provides an explanation, discuss the problem
Adjective+noun	Concrete example, potential problem
Verb+particle	Point out, carry out
Adverb+verb	Clearly differs, thoroughly examine

TASK 1 Creating adjective + noun collocations

- 1 Decide which nouns below collocate with *all* the adjectives in each line 1-4. If necessary, check the meaning of the adjectives in your dictionary or refer to the *Oxford Collocations Dictionary* to help you.

ability feedback idea difference

- 1 clever / stimulating / innovative / original / absurd / interesting
- 2 exceptional / outstanding / creative / intellectual / innate / limited
- 3 favourable / positive / instant / verbal / written / helpful / useful
- 4 big / great / major / basic / clear / minor / significant / important

Answers

1 idea 2 ability 3 feedback 4 difference

TASK 2 Using verb + noun collocations

1 Match the verbs below with the appropriate nouns 1–5 from this unit.

develop do have make put

- 1 a link / a contribution / an impact / an analogy / an investment / an assumption
- 2 research
- 3 the capacity / an impact
- 4 intelligence / a theory / a concept / a link
- 5 an emphasis

Answers

1 make 2 do 3 have 4 develop 5 put

2 Complete the text with nouns from 1. Add any articles and prepositions as appropriate.

Companies involved in selling electronic products such as 'Brain Gym' try to
¹make *a link between* the use of their product and a person's IQ. It is however
questionable whether doing such activities actually ²develops While
they may ³have a person's ability to play a particular word or number
game, the companies' message ⁴makes a person's ability to transfer
their skills developed in doing an abstract electronic activity to a real-life situation. One
issue is the fact that the electronic games ⁵put a great performing
the task at speed, but real-life situations may not require such strict time pressures.
Researchers have ⁶developed an alternative of 'context-specific'
performance, which states that a person's performance in a particular task does
not always translate into similar performance in a different context. They argue
that there is insufficient evidence to ⁷make a person sitting
in their armchair doing a particular numerical task and the same person in a
busy office doing a similar task under stressful conditions. It is uncertain whether
people ⁸have make this link. This research should
⁹make an important the current debate, but it seems likely
that more ¹⁰ this important area needs to be done.

Answers

- 2 intelligence
- 3 an impact on
- 4 an assumption about
- 5 emphasis on
- 6 concept
- 7 a link between
- 8 the capacity to
- 9 contribution to(wards)
- 10 research into

Lesson reflection



What's the most important thing you learned today?



How did you participate in the lesson?



Can you summarise the lesson?



What did you find difficult?



Do you have any questions?

-
- Thank you for participating

