

## Truly loving collocations

**Level:** Intermediate

**Age:** Teenagers

**Time needed:** 25 minutes

**Lesson aim:** To help students become confident at learning and collocations.

**Skills:** Study skills, speaking, writing

**Materials needed:** Worksheet, Macmillan online dictionary

### Warmer

Ask your students how they like their coffee. Their answers will commonly be adjectives (black, dark, strong, weak, white, etc.). These are all collocations with coffee. Ask them if they prefer *black*, *brown* or *white* coffee. *Brown* will sound strange to them and this is because it is not a collocation with coffee (even though technically, a white coffee is more brown than white!).

### Activity 1

Ask students to think of as many adverbs as possible that are frequently used (collocations) before the adjective *interested*. You can point out that there is a screenshot from the Macmillan online dictionary on the worksheet but encourage them to think of more.

#### Key:

**Adverbs frequently used with *interested***  
deeply, extremely, genuinely, keenly, mainly, particularly, primarily, principally, really, seriously

### Activity 2

Ask students to read the questions in **a–c** and circle the correct words.

Ask them to check their answers by looking at the *Collocation* box under the Macmillan online dictionary entry for the words *love*, *memory* and *negotiate*.

#### Key:

**a** dearly, passionately, truly   **b** painful, fond, vivid  
**c** contract, price, deal

### Activity 3

Ask students to list three words that they think typically occur with each of the words (**a–f**).

When the students are ready, ask them to check in the *Collocation* box under the Macmillan online dictionary entry for each word.

#### Key:

- a** accept, authorize, delay, demand, keep up, make, meet, receive, request, stop, withhold
- b** belief, misconception, myth, opinion, perception
- c** affectionate, big, gentle, passionate, quick, sloppy, tender
- d** acceptance, confidence, experience, ideas, information, insight, popularity, recognition, understanding
- e** bend, cross, kick, lift, raise, straighten, stretch, swing
- f** material, personal, precious, prized, treasured, valued, worldly

### Follow up

Here are some ways to get your students thinking about words that typically occur together:

1. Ask students to find examples of words that often occur together in their main language.
2. Ask students to find examples of words that typically occur together in the texts you are using in your lesson.
3. When learning a new word, try to place the word in the context of another word that it might occur with. Check with the dictionary to find possibilities.
4. Invite students to find the *Collocations* section in the Macmillan online dictionary entries and to make sentences using the words listed. Discuss the meaning of the sentences and encourage them to refer to this section in dictionary entries when writing compositions, stories or letters.

# VOCABULARY BUILDERS

## Hints and tips

1. Remember to do the activities yourself first in order to understand some of the difficulties your students may face.
2. Ask students to talk about problems they find when using the dictionary and invite them to suggest and try out solutions.
3. Ask students what else they might have noticed at random while using the dictionary, and encourage such 'random noticing' as another benefit of dictionary use.