

Collecting vocabulary about a topic

Introduction

One important feature in the digital versions of *Oxford Advanced Learner's Dictionary, 10th edition* (app and website) is the Collocations boxes that users will find at some entries. This feature enables upper-intermediate- and advanced-level learners to check their knowledge of appropriate combinations of parts of speech, for example verb + noun, and to expand this knowledge by collecting and memorizing new collocations. By learning to use the Collocations boxes, learners will be able to become more appropriate, more natural and more specific in their use of the English language.

Procedure

Aim: to help students learn how to use the Collocations boxes in the dictionary in order to expand their vocabulary on a topic

Timing: approximately 1 hour

Resources: copies of the worksheet (one per student)
Access to a digital version of *Oxford Advanced Learner's Dictionary, 10th edition* (app or website)

Preparation

- Make a photocopy of the worksheet for each student.
- Ensure that each student can see either *Oxford Advanced Learner's Dictionary* online or the OALD10 app.

Activities

Lead-in (5 mins)

- Write the word **art** on the board. Put students in pairs or threes to make a list or mind map of anything they consider to be art. If necessary, elicit one or two ideas from the class to get them started (*painting, photography, etc.*).
- Explain that the students are going to learn how to use the Collocations boxes in the digital version of the dictionary to collect vocabulary on a topic. Tell students that by the end of the lesson they will have learned some new vocabulary and also discovered how the dictionary can help them to expand and perfect their vocabulary, particularly in terms of phrases rather than single words.

Activity A (10 mins)

- Ask students to look up the entry for the word **art** in the dictionary and direct them to the Collocations box. Give them a moment to scroll through the information it contains.
- Distribute a copy of the worksheet to each student.
- Working individually or in pairs, students fill in as many answers as they can, using the Collocations box to help them.
- Go through the answers, making sure that students have used the correct grammatical forms. Discuss how they used the Collocations box to inform their answers.

Key

1 depicts 2 are on 3 etched 4 sculpt 5 hung 6 do 7 used
8 carved

Activity B (10 mins)

In this activity, students learn to how to use the Collocations box to expand their vocabulary and develop a wider repertoire of verbs to collocate with familiar nouns.

- Using the same Collocations box at **art**, students work individually to answer the questions.
- Elicit answers and discuss how students can keep a record of collocations such as these in their vocabulary notebooks (by writing example sentences or translations, for example).

Key

1 display 2 make, produce, draw

Activity C (10 mins)

This activity ensures that students focus on the correct collocation for a specific context.

- Students work individually, using the Collocations box and the individual entries to choose the correct word for the context.
- Put students in pairs to compare and discuss their answers. Then go through the answers with the class. Encourage students to explain why one word is more appropriate than the other, and use the notes below to clarify if necessary.

Key

- 1 **restored** (You **restore** something that has been damaged and make it look like it did originally. When you **preserve** something you keep it in good condition.)
- 2 **unveil** (**Erect** means to put something in position so that it stands upright, but **unveil** means to remove a cover from a work of art that is already in place so that it can be seen in public for the first time.)
- 3 **display** (**Hang** means to attach something at the top so that the lower part is free or loose, so it doesn't collocate with **sculpture**.)

Activity D (15–20 mins)

The final activity is an amalgamation of tasks to consolidate students' understanding of collocations and how to use the Collocations boxes.

- Students work in pairs or individually to complete questions 1 and 2 *without* using the dictionary.
- When they have done as much as they can, ask students to look up **music** in the dictionary. Tell students to use the Collocations box to check their answers.
- Go through the answers together as a class, giving clarification where necessary.
- Finally, ask students to complete question 3 individually using the Collocations box.
- Check the answers together. Encourage students to make accurate and sufficiently detailed notes of vocabulary and phrases that were new to them today.

Key

- 1 listen to, enjoy, love, be into, put on, play, turn down, turn up, copy, burn, rip, download, stream
- 2 a When they were at college they wanted to **form** a band. (We use **form a band** or **start a band**, but not **do a band**.)
b They **gave** a great performance last night. (You **give a performance**. The verb **play** collocates with many other nouns, as is shown in the Collocations box, but not **performance**.)
c Their latest release went **straight** in at number one. (The collocation is **go straight in at**. **Top** in the context of music means 'number one', so it wouldn't make sense to say 'went top in'. We would say *Their latest release is top of the charts*.)
- 3 a accompanied b streamed c doing/playing d hum e wrote/composed

Extension activity (5–10 mins)

- Write the following extension activity on the board:
How many different kinds of music can you think of?
- Put students in pairs to make a list of compounds (adjective/noun + **music**). For example *world music*, *gospel music*, etc.
- When students have written their lists, ask them to refer to the 'See also' section at the entry **music** to check what they've written and learn some further collocations.

Key

absolute music, chamber music, classical music, country music, dance music, early music, folk music, gospel music, house music, indie music, mood music, piped music, pop music, programme music, rock music, soul music, theme music, world music

Worksheet

Collecting vocabulary about a topic

- A** Look up the keyword **art** in the dictionary. There is a Collocations box related to art which can help you decide how to use the following verbs to complete the sentences. (You may need to change the form of the verbs to fit grammatically.)

sculpt carve depict do hang be on use etch

- 1 This work _____ a Dutch interior with a woman reading a letter.
 - 2 Michelangelo's early drawings _____ exhibition at the Central Gallery until Friday.
 - 3 You can see that the pattern has been _____ into the glass.
 - 4 The artist was paid to _____ busts of wealthy patrons.
 - 5 She has _____ the painting in the hall so that everyone sees it as soon as they arrive.
 - 6 Before starting on any painting, most artists _____ a series of rough sketches in preparation.
 - 7 I love the way the artist has _____ acrylics in vibrant colours to paint this market scene.
 - 8 When he _____ this altarpiece, Gibbons used just one piece of wood.
- B** There may be different verbs which collocate with a noun and have a similar meaning.
- 1 In the 'Showing and selling art' section of the Collocations box, find another verb that collocates with the noun **painting** which could complete sentence number 5 in **A** above.
 - 2 Look again at sentence number 6 in **A** above. In the 'Creating art' section, find three other verbs that collocate with the noun **sketch**.

- C** Sometimes different verbs collocate with a noun and we have to be careful to select the one with the correct meaning. Look up individual entries to help you choose the best word in the following sentences.

- 1 The painting was badly damaged but a team of six specialists have **restored** / **preserved** it and it looks exactly as it did before the fire.
- 2 The mayor gave a short speech saying he was proud to **erect** / **unveil** the new statue.
- 3 The curator decided to **hang** / **display** the sculpture in the entrance hall.

- D** The collocations at the entry **art** relate to fine arts. There is also a Collocations box for one of the performing arts – music – at the entry **music**. Before you look up this entry, try questions 1 and 2.

- 1 How many verbs can you think of which collocate with **music**? Make a list. For example, *listen to music*, *turn down the music*, etc.
- 2 Choose the best word in the following sentences.
 - a When they were at college they wanted to **form** / **do** a band.
 - b They **played** / **gave** a great performance last night.
 - c Their latest release went **straight** / **top** in at number one.

Now look up **music** and use the Collocations box to check your answers to questions 1 and 2. Remember, the aim is to collect vocabulary about a topic, so make a note of any collocations which are new to you and look up individual entries to check what they mean.

- 3 Use the Collocations box to complete the following sentences. (You may need to change the form of the verbs.)
 - a Jenny sang and I _____ her on the piano.
 - b There was free Wi-Fi so we put our headphones on and _____ music on our phones.
 - c Coldplay are _____ a gig at Wembley next year.
 - d I can't sing it because I don't know the words but I can _____ the tune.
 - e Beethoven _____ the *Moonlight Sonata* in 1801.