

No Word Is An Island

The importance of word partnerships

Alex Warren, National Geographic Learning
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“You shall know a word by the
company it keeps.”

JR Firth

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| What do we mean by word partnerships?

TYPES OF WORD PARTNERSHIP

1. “When I was younger I was always told that the early bird catches the worm, but I’m not sure I agree.”
2. “The nearest newsagent is just in front of the cinema.”
3. “I’ll have a pint of Guinness, please.”
4. “The wind was bitterly cold as it blew across the open fields.”
5. “Okay, okay. I hear you loud and clear – I need to be cool, calm and collected.”
6. “I’ve never really been interested in the cult of celebrity.”
7. I’ve always looked up to my older brother.

TYPES OF WORD PARTNERSHIP

1. “When I was younger I was always told that the early bird catches the worm, but I’m not sure I agree.”

IDIOM - FIXED EXPRESSION

2. “The nearest newsagent is just in front of the cinema.”

PREPOSITIONAL PHRASE

3. “I’ll have a pint of Guinness, please.”

CHUNK

4. “The wind was bitterly cold as it blew across the open fields.”

COLLOCATION

5. “Okay, okay. I hear you loud and clear – I need to be cool, calm and collected.”

BINOMIAL/TRINOMIAL – FIXED EXPRESSION

6. “I’ve never really been interested in the cult of celebrity.”

DEPENDENT PREPOSITION

7. I’ve always looked up to my older brother.

PHRASAL VERB

“It would not be wrong if we claim that all collocations are idiomatic and all phrasal verbs and idioms are collocations or contain collocations, as all are predictable combinations of different kinds.”

Morgan Lewis, Teaching Collocation, 2000

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| Why is teaching word partnerships
| so important?

“Collocations allow learners to *process* and *produce* language at a much *faster* rate. They are assumed to make up ____% of everything we say, hear, read or write in *real life*.

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Collocation Hunt

A Friday night out here in the summer is quite special, as the sun never sets. I usually start with a light meal – **a little** sushi or something like that – and then around midnight, I'll go and play eighteen holes of golf. I'm normally back around four a.m. Saturday I sleep in till the afternoon and have an early dinner – some puffin or whale. I usually go for a swim in one of the natural hot springs till midnight. It depends on my mood what I do next, but these days I'm a bit past clubbing, so I tend to go for a walk and just enjoy our amazing landscape instead.



Outcomes Intermediate

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[illegible]

Outcomes Intermediate

Benefits of learning 'lexical chunks' of language include:

... they enrich and revitalise existing vocabulary

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business

Carry out	Big		
Attract	Private		
conduct	Sad		
Engage in	International	interests	
Get into	Local	as usual	
Go into	Urgent	dealings	system
Handle	Serious	enterprise	affair
Daily	Complicated	school	sense
Routine	Flourishing	suit	matter
Tedious	Booming	travel	sector
Legitimate	Growing	trip	performance
Sound	Expanding	executive	purpose
Successful	Manage a	rate	contact
Lucrative	Operate a	English	letter
Funny	Run a	centre	studies
Messy	Take over a	meeting	acumen
Entertainment	Transfer	class	
Food	Build up	arrangement	
Family	Do	account	
Open for	Mind your own		

business

The Collocation Iceberg Game

one-parent dysfunctional royal traditional
middle-class modern wealthy
name background life values

FAMILY

ties bonds tree gathering get-together
member history holiday heirloom motto
immediate extended loving close-knit nuclear
car pet home Christmas business
doctor feud emergency traditions outings



A CARNIVAL ATMOSPHERE

VOCABULARY Festivals and carnivals

- Look at the photo above. In pairs, discuss the following questions:
 - Where do you think it was taken?
 - What do you think is going on?
 - What might the event be celebrating?
- Which of these words can you see in the photo?

a band	a costume	a mask
a bonfire	a fireworks display	a parade
confetti	a float	a sound system
- Match the nouns above with the groups of words they go with.
 - make your own ~ / wear a ~ / hide behind a ~
 - build a ~ / ride on a ~ / a ~ in the shape of a fish
 - set up a ~ / a really loud ~ / hire a ~
 - dress up in a ~ / a very ornate ~ / wear national ~
 - make a ~ / sit round a ~ / throw wood on a ~
 - listen to a ~ / form a ~ / play in a ~ / book a ~
 - watch a ~ / a spectacular ~ / cancel a ~ / miss a ~
 - hold a ~ / take part in a ~ / a ~ through town
 - throw ~ / be showered with ~ / sweep up all the ~ afterwards
- Work in pairs. For each of the nouns in Exercise 2 choose one of the collocations in Exercise 3. Think of an example from your own life. Tell your partner your example. Find out if your partner has had similar experiences.

A: I went to a fancy dress party last year and **wore a scary monster mask**.

B: Really? I've never been to a fancy dress party.

READING

- Before you read, think about the things about a carnival that you know.
- Read the email and match the relative clauses with the nouns.
 - which are very colorful
 - during which I had a great time
 - which I hope to go to next year
 - which would be a great idea
 - which can be seen in many parts of the world
 - which are very popular
 - where they have a great time
 - which is great for children
 - who I'm sure will have a great time
 - who used to be a professional dancer
- Decide if the sentences are true (T) or false (F) and underline the correct word.
 - Chiaki, Kyoto is a very famous city.
 - Hotels are very expensive in Kyoto.
 - Chiaki prefers to go to the beach.
 - Carnival celebrations are very popular in Kyoto.
 - Traditionally, people in Kyoto wear kimonos.
 - Chiaki speaks English very well.
 - She was surprised to see a parade in Kyoto.
 - Chiaki plans to go to the festival next year.

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B: Really? I've never been to a fancy dress party.

Word focus *keep*

5 Work in pairs. Complete these phrases from the article with the word *keep*. Discuss what each phrase means.

- 1 **keep each other** (para 4)
- 2 **keeping** (para 5)
- 3 **keep your** (para 5)

6 Look at these other phrases with *keep*. Discuss what each phrase means.

- 1 Please **keep an eye on** the time. We mustn't leave any later than ten thirty.
- 2 Try to **keep your chin up**. I know you must be frustrated with the lack of progress, but I'm sure things will get better.
- 3 I wouldn't tell him your news just yet, if I were you. He's not very good at **keeping a secret**.
- 4 Technology is moving so fast these days. It's difficult to **keep track of** all the changes.
- 5 Sorry, I don't want to **keep you**. I just need to ask you a quick question.
- 6 I always think it's a good idea to **keep a diary** when you are travelling – to look back on later.

Once upon a time ...

At a time there lived in Germany two brothers who told good stories – one with magic and danger, and the other with good villains. At school they met a wise man who showed them to a treasure – a library of old books with more magic and enchanting than any they had ever heard. The brothers began collecting their own stories, and the folktales people told them. Soon they had their own treasure – a book of fairy tales that had been told for millions in faraway lands for generations.

The brothers, Jacob and Wilhelm, named their collection *Children's and Household Tales* and published it in Germany in 1812. The collection has been translated into more than 160 languages, from Inupiat in Alaska to Swahili in Africa. As a global publishing phenomenon, it competes with the Bible. The Japanese have two theme parks devoted to the tales and in the United States the Grimms' collection helped to make Disney a media giant.

The Grimms would have been embarrassed by the popularity of their collection. During their lifetime the collection sold only 1,000 copies in Germany and the early editions were not illustrated. They had no illustrations, and the text took up almost as much space as the pictures. Jacob and Wilhelm Grimm viewed themselves as students of local folklore, who were trying to collect stories of oral storytellers from disappearing. In other countries, storytelling had been popular for centuries. In Germany long before the Grimms' time, on winter nights, people would keep each other warm with tales of adventure, romance and magic. To write their stories, the Grimms interviewed many such storytellers, who visited them at their homes.

The brothers claimed that they were just collectors of tales. Wilhelm continued to improve the stories up to the final edition of the collection. In an effort to make them more acceptable to parents, he stressed the moral of each tale. Jacob, he said, should be used as 'a manual of how to keep your promises, don't talk to strangers, don't disobey your parents.'

During Wilhelm's editing, often the unpleasant parts of the stories were left untouched. The cruel punishments of children (the children, Hansel and Gretel, were eaten by a witch and then fattened ready for the market) and the violent punishments handed out to

So why are they still so popular? Some suggest that it is because they are about our struggle for happiness: *Cinderella* is a classic 'rags to riches' story, where a poor young girl finds her wealthy prince; *Beauty and the Beast* is about a girl with such a loving nature that she sees past the monstrous looks and bad temper of the Beast and finds the good in him. Grimms' tales were part of a storytelling tradition, not just in Germany but worldwide, which often gave people an escape from the hard realities of daily life, but also hope for a better future. But as for the brothers themselves, they just wished to retell these exciting stories accurately. In doing so, they ensured that Grimms' fairy tales would live happily ever after.

folklore (n) /'fəʊk,lɔ:(r)/ traditional stories and beliefs from a particular community

footnote (n) /'fʊt,nəʊt/ a note at the bottom of the page which gives more information

scholarly (adj) /'skɒlə(r)li/ connected with the formal study of something

treasure (n) /'treʒə(r)/ a collection of valuable things (often hidden)



the stories' villains (in the original *Snow White* the evil stepmother is forced to dance in red-hot iron shoes until she falls down dead) are still too much for some parents.

Collocation Competence

verb	adjective	noun
Drink	Fresh	
Go for	Instant	
Have	Milky	
Serve	Strong	
Stir	Hot	coffee
Crave	Black	
Sip	White	
Spill	Ground	
Finish	Morning	
Ask for		
Order		

www.just-the-word.com

ACL

2,469 collocations on the
Academic Collocations List (ACL)

The Academic Collocation List

#	Addition	Component I	POS I	Component II	POS II	Addition
---	----------	-------------	-------	--------------	--------	----------

176		careful	adj	thought	n	
177 (be)		academic		adj		career
178 (be)		academic		adj		n
179		academic		adj		circles
180		academic		adj		n
181		academic		adj		community
182		academic		adj		n
183		academic		adj		debate
184		academic		adj		n
185		academic		adj		discipline
186		academic		adj		n
187		academic		adj		discourse
188		academic		adj		n
189		academic		adj		institution
190		academic		adj		n
191		academic		adj		journal
192		academic		adj		n
193		academic		adj		life
194		academic		adj		n
195		academic		adj		performance
196		academic		adj		n
197		academic		adj		research
198		academic		adj		n
199		academic		adj		skills
200		academic		adj		n
201		academic		adj		study
202		academic		adj		n
203		academic		adj		success
204		academic		adj		n
205		academic		adj		work
206		academic		adj		n
207		academic		adj		world
208		academic		adj		n
209		academic		adj		writing
210		academic		adj		n
211		academic		adj		year
212		academic		adj		n
213		academic		adj		
214		academic		adj		
215		academic		adj		
216		academic		adj		
217		academic		adj		
218		academic		adj		
219		academic		adj		
220		academic		adj		
221		academic		adj		
222		academic		adj		
223		academic		adj		
224		academic		adj		
225		academic		adj		
226		academic		adj		
227		classic	adj	text	n	
228		classic	adj	work	n	
229		classical	adj	theory	n	
230		clear	adj	boundary	n	
231		clear	adj	distinction	n	
232		clear	adj	evidence	n	
233		clear	adj	sign	n	

<https://pearsonpte.com/organizations/researchers/academic-collocation-list/>

429		crucial	adj	difference
430		crucial	adj	factor
431		crucial	adj	importance
432		crucial	adj	part
433		crucial	adj	point
434		crucial	adj	question
435		crucial	adj	role

<https://pearsonpte.com/organizations/researchers/academic-collocation-list/>

429		crucial	adj	
430		crucial	adj	
431		crucial	adj	
432		crucial	adj	
433		crucial	adj	
434		crucial	adj	
435		crucial	adj	

<https://pearsonpte.com/organizations/researchers/academic-collocation-list/>

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“It seems that the **mental
lexicon** is not so much a
dictionary as a **phrase book**.”

Thornbury, 2002

Benefits of learning 'lexical chunks' of language include:

... they enrich and revitalise existing vocabulary

... reflects natural speech and fluency of native speakers

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"... memorised sentences and phrases are the normal building blocks of fluent spoken discourse..."

"... in particular, we find that multi-clause fluent units generally consist partly or wholly of a familiar collocation."

Pawley & Syder, Two Puzzles for Linguistic Theory, 1983



VOCABULARY Describing events

2 Match the sentences (1–8) with the follow-up comments (a–h).

- 1 It was a great exhibition, but the paintings were quite **weird**.
 - 2 It's not a bad film, but I thought it was a bit **overrated**.
 - 3 It was really **moving**.
 - 4 It was **completely sold out**.
 - 5 It attracts a much older crowd.
 - 6 The **headline band** were rubbish – just very dull.
 - 7 It was **boiling hot** in there.
 - 8 It was an **amazing** night. There was **such a great atmosphere**.
- a Honestly, we were really sweating and we could hardly breathe.
 - b I can't really describe them or say why I like them.
 - c It **wasn't as great as** everyone's been saying.
 - d It was **absolutely packed** in there.
 - e I was **in tears** by the end.
 - f The music, the audience, everything.
 - g I **felt a bit out of place**, actually.
 - h We actually **left halfway through**.

48 Listen again and complete the sentences with three words in each space. Contractions must be as one word.

- a Really? I'd heard it _____.
- b Maybe it's because I didn't think it'd _____.
- c And then you go and you just end up thinking it was _____.
- d Oh, we didn't go _____.
- e Well, that's _____ really good. It's quite trendy, isn't it?
- f Oh dear. Maybe you just went on _____.
- g I thought you said you were going to have a _____.
- h She mentioned she had _____ for this play in town.
- i It's had _____ in the papers.

Work in pairs. Discuss the questions.

Who do you think had the best night? Why?

Can you think of any recent films that had a lot of advance publicity?

Do you ever go to concerts? If yes, what was the last one you went to? Was it any good?

Can you think of anything that's had great reviews in the papers recently?

GRAMMAR

The future in the past

There are several different ways of talking about plans, promises or predictions made in the past. Often the reason things are mentioned is because they then failed to happen or to come true.

8 Look at these sentences from the conversations. Answer the questions below.

- a Hans **was going to pick me up** at seven.
 - b I **was going to stay** in.
 - c It **was brilliant** – much better than I thought it'd be.
 - d I **didn't think it'd be** anything special.
 - e I **said I'd go** with her.
- 1 In sentences a) and b), did the plans actually happen? Why? / Why not?
 - 2 What structure is used in sentences a) and b)?
 - 3 What were the original thoughts / promises that sentences c), d) and e) are describing?
 - 4 What is 'd' short for in sentences c), d) and e)?
 - 5 What tense is used in sentences c), d) and e)?

G Check your ideas on page 178 and do Exercise 1.

9 Make sentences using the prompts below. Link the ideas using **but** and **so**.

I / go out / feel exhausted / just stay in and go to bed early

I **was going to go out**, but I **felt exhausted so I just stayed in and went to bed early**.

1 They / have a barbecue / start pouring with rain / have to cook indoors instead

2 We / go to the beach for the day / miss the train / end up going to the park instead

3 She / give me a lift / car not start / get a taxi instead

4 I / walk here / start pouring with rain / have to drive

5 I / stay in and study / a friend call me / go out / meet him

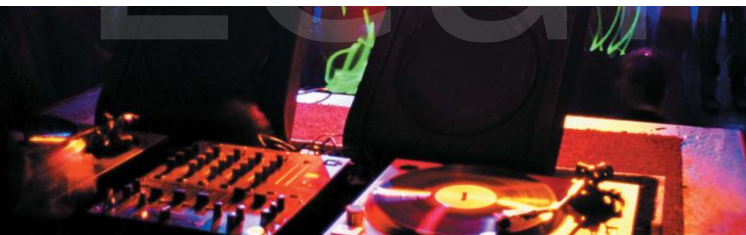
10 Work in pairs. Think of as many different endings for each sentence as you can.

- 1 We were going to stay with friends, but ...
- 2 I was going to stay in last night, but in the end ...
- 3 She said she was going to call me, but ...
- 4 I was going to buy a new one, but in the end ...
- 5 I really thought we were going to crash, but ...

11 Work in groups and discuss the questions. Use the future in the past to explain your ideas.

- Can you think of a time you had a last-minute change of plan? What happened? Did it turn out well / badly?
- Have you ever been very disappointed or pleasantly surprised by a film, party etc. you went to? Why?
- Can you think of any predictions that have failed to come true?
- Have your parents ever promised to do something and then not done it? How did you feel about it?
- Has the government / local council in your country broken any of its promises? What did they say they would do?
- Have you ever broken a promise? What happened?

G For further practice, see Exercise 2 on page 179.



All the adverbs in italics in the sentences below are possible. In each sentence, choose the one you think is most true for you.

- 1 Most jobs are *mind-numbingly* / *largely* / *pretty* boring.
- 2 Gardening is *technically* / *physically* / *not terribly* demanding.
- 3 Nursing is *financially* / *immensely* / *fairly* rewarding.
- 4 Teaching kids is *emotionally* / *utterly* / *quite* draining.
- 5 You have to be *fiercely* / *very* / *quite* competitive to get ahead in business.
- 6 IT is *mildly* / *inherently* / *not even remotely* interesting.
- 7 The public sector is *highly* / *reasonably* / *not particularly* efficient.
- 8 I'm *blissfully* / *relatively* / *not entirely* happy with what I'm doing now.

Outcomes Advanced

Work in pairs. Match 1–12 to a–l to make common sayings. Discuss what they mean. Do you have sayings in your language that express similar ideas?

- 1 When the going gets tough,
- 2 People in glass houses
- 3 When in Rome,
- 4 If you can't beat them,
- 5 It takes all sorts
- 6 The early bird
- 7 Never look a gift horse
- 8 If it ain't broke,
- 9 Too many cooks
- 10 Every cloud
- 11 The grass is always greener
- 12 Don't count your chickens

6d You must be joking!



Real life reacting to surprising news

- 1 ▶ 51 Listen to three conversations about surprising news. Choose the best headline (a or b) for each conversation.
- 1 a ESCAPED SHEEP TAKE OVER LONDON
b SHEEP IN GLOBAL WARMING SHOCK
- 2 a FALSE BANK NOTES ALERT
b USA TO JOIN THE EURO ZONE
- 3 a FUEL PRICES TO DOUBLE NEXT YEAR
b PETROL PRICES HALVED
- 2 Can you remember? Answer the questions for each story.
- 1 What is the problem?
2 Does the second speaker believe the first speaker?
3 What is the date?
- 3 ▶ 51 Look at the expressions for reacting to surprising news. Listen to the conversations. Put the expressions in order (1–9). There is one extra expression.

▶ REACTING TO SURPRISING NEWS

Are you serious?
Are you sure?
Come off it!
Come on!
Oh yeah?
Really?
That can't be right!
They must have made a mistake.
You must be joking!
You're having me on!

▶ REACTING TO SURPRISING NEWS

Are you serious?

Are you sure?

Come off it!

Come on!

Oh yeah?

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You're having me on!

Pronunciation Thought Groups

1. My best friend started her own company about five years ago right after college.
2. Her son wants to study business and then work at a bank.
3. Running a successful business is not easy because you work a lot and have to take risks.
4. I got a job at the new café on Main Street.
5. If you work hard and treat people well you'll be successful.
6. After work I usually take a walk so I can relax and get some exercise.

Learning

Pronunciation Thought Groups

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5. If you work hard/and treat people well/you'll be successful.
6. After work/I usually take a walk/so I can relax/and get some exercise.

Learning

Race The Teacher

1. At the end of the day, we just don't know.
2. To tell the truth, I've not seen it.
3. I'm better at singing than dancing.
4. I go to the cinema from time to time.
5. What kind of things stick in your mind.
6. It's not easy being me, do you know what I mean?

Benefits of learning 'lexical chunks' of language include:

- ... they enrich and revitalise existing vocabulary
- ... reflects natural speech and fluency of native speakers
- ... awakens student awareness of patterns and how words work together

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VOCABULARY Crime and punishment

1 Complete the sentences with these words.

appeal	convicted	cells
fine	got	offence
rehabilitation	released	served
treated		

- 1 Prisoners share / have tiny / are let out of their / are locked in their _____.
- 2 He was _____ of fraud / murder / robbery / assault.
- 3 He was _____ early / for good behaviour / after an appeal.
- 4 They need to place more emphasis on / undergo / try new approaches to _____.
- 5 The prisoners are _____ well / very harshly / with respect / like animals.
- 6 He _____ a small fine / a short sentence / life / the death _____.

BEHIND BARS

VOCABULARY Crime and punishment

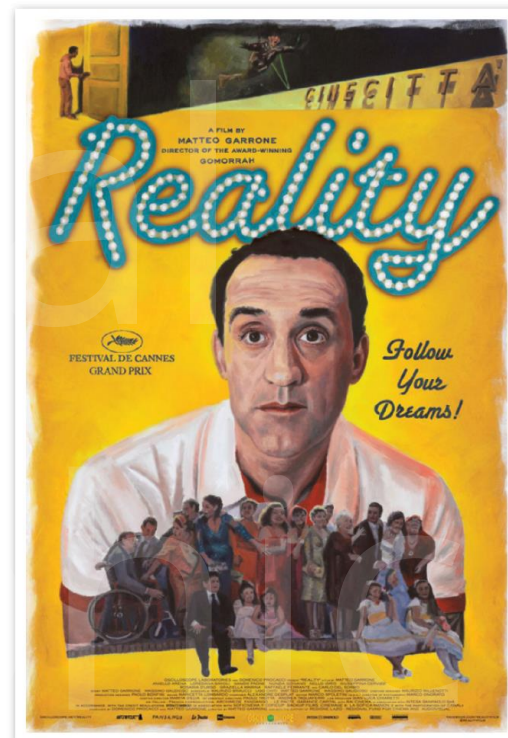
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- 4 They need to place more emphasis on / undergo / try new approaches to _____.
- 5 The prisoners are _____ well / very harshly / with respect / like animals.
- 6 He _____ a small fine / a short sentence / life / the death penalty.
- 7 He only _____ half his sentence / eight years of a twelve-year sentence / a year in prison.
- 8 She's launched an / lost her / going to / won her _____.
- 9 It was his first / a really serious / only a minor / a public order _____.
- 10 She got a £50 / huge / small / €10,000 _____.

2 Underline any new collocations for you in Exercise 1. Where possible, notice the grammar they are used with.

3 Use language from Exercise 1 to say what



LISTENING

2 Underline any new collocations for you in Exercise 1. Where possible, notice the grammar they are used with.

him might be about and how it might be connected to crime.

having therapy.

- 7 Prison authorities elsewhere have shown interest in the project.

National
It's one of the -est...
Geographic
Just because...
Learning

Benefits of learning 'lexical chunks' of language include:

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- ... reflects natural speech and fluency of native speakers
- ... awakens student awareness of patterns and how words work together
- ... easier way to learn language

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Look at these pairs of words:

Work/job

House/building

Understand/realise

1. Can you define the difference between the pair to a low-level student?
2. Can you list a few collocates of each word in each pair?
3. Which do you think would help your learners more – the definitions or the lists of collocations?

“Adding collocation to your teaching... increases the chance of acquisition taking place.”

Morgan Lewis, Teaching Collocation, 2000

Benefits of learning 'lexical chunks' of language include:

- ... they enrich and revitalise existing vocabulary
- ... reflects natural speech and fluency of native speakers
- ... awakens student awareness of patterns and how words work together
- ... easier way to learn language
- ... aids reading fluency and listening ability

Learning

IT ONLY TAKES JUAN MANN TO CHANGE THE WORLD!

In the modern world, it is not unusual for people to feel depressed or isolated. It can be hard to make **meaningful connections** with others. That was certainly how the mysterious Juan Mann ('One man') felt – until the day he decided to start giving free hugs to strangers. What started as a **desperate attempt** to change his own life subsequently transformed him into an **international star**.

IT ONLY TAKES JUAN MANN TO CHANGE THE WORLD!

On returning to Sydney, Australia, in early 2004, after travelling in Europe, Mann (who has always kept his true identity secret) had a miserable year. His parents had divorced and he found himself lonely and unemployed. It was a depressing time as many of his friends were no longer around and his family was also elsewhere. After spending months hiding away from the world, feeling sad and sorry for himself, he decided to change his life and do something completely different.



Benefits of learning 'lexical chunks' of language include:

- ... they enrich and revitalise existing vocabulary
- ... reflects natural speech and fluency of native speakers
- ... awakens student awareness of patterns and how words work together
- ... easier way to learn language
- ... aids reading fluency and listening ability
- ... helps students improve their writing

Learning

National

How many formulaic expressions
or phrases can YOU think of that
are used for academic writing?

Learning

Use signal words and phrases to connect ideas and to make your writing more academic.

Giving personal opinions	Giving details and examples	Linking ideas
In my opinion, ... I (generally) agree that ... I think/feel (that) ... I believe (that) ...	An example of this is ... Specifically, ... For instance, ...	Furthermore, ... Moreover, ... In addition, ... Additionally, ... For one thing, ...
Presenting similar ideas	Presenting contrasting views	Giving reasons
Similarly, ... Both ... and ... Like ... , ... Likewise, ...	On the other hand, ... In contrast, ... While it may be true that ... Despite the fact that ... Even though ...	This is because (of) ... This is due to ... One reason (for this) is ...
Describing causes and effects	Describing a process	Concluding
Therefore, ... As a result, ... Because of this, ... If ... , then ...	First (of all), ... Then / Next / After that, ... As soon as ... Once ... Finally, ...	In conclusion, ... In summary, ... To conclude, ... To summarize, ...

Advice and recommendations

There are lots of ways to give advice. Look at the different ways of answering the question: *What would you recommend seeing there?*

I'd go to Montmartre (if I were you).

You should take a boat trip down the river.

You're best staying in an area called Vosstaniya.

You could take a tour round the mountains (if you wanted).

You're better off taking the train. (= it's preferable)

We often use the structures above with an *if*-clause + present tense – or another expression that refers to a general topic.

If you want to relax, you should take a boat trip down the river.

In terms of accommodation, you're best staying in an area called Vosstaniya.

VOCABULARY Describing places

6 Work in pairs. Discuss what problems or what good things there might be in the following:

- a tourist trap
- a rough area
- a posh area
- a lively area
- the suburbs
- a high-rise building
- a street market
- an up-and-coming area

KEY WORDS FOR WRITING

otherwise, other than, apart from

We use *otherwise* to show that something bad will occur if you don't do the thing you just mentioned.

*I'd buy Time Off magazine if I were you. **Otherwise**, you'll miss out on some of the best things London has to offer.*

You can also use *otherwise* or *other than* / *apart from that* to mean 'in addition (to that)', not including things you just mentioned.

*... it's great. **Other than that** / **Apart from that** / **Otherwise**, lots of pubs do decent food.*

You can use *apart from* and *other than* to join two parts of a sentence, but you can't use *otherwise*.

***Apart from** / **Other than** / **Otherwise** the festival, there's a*

7 Decide if one or both options are correct. Cross out the incorrect ones.

- 1 There's quite a lot of street crime, so don't leave anything valuable on café tables. *Otherwise*, / *Apart from that*, it might get stolen.
- 2 There's a small museum in the town, but *apart* / *other* from that, there's nothing worth seeing.
- 3 *Otherwise* / *Other than* the main sights, I can't really suggest anything.
- 4 There are several hotels in town which aren't too expensive. *Otherwise* / *Apart from*, there's a nice campsite on the outskirts, if you have a tent.
- 5 *Apart from* / *Other than* walking, you're best taking taxis as they're not much more expensive than buses.
- 6 I'd put on plenty of sun cream even if you're not going to sunbathe. *Otherwise*, / *Other than that*, you'll get sunburnt.
- 7 The Chinese restaurant in Havana Road is OK. *Otherwise* / *Other than that*, there are a couple of decent pizzerias.

PRACTICE

8 Work in pairs or groups. Each pair or group should choose a different city or area in their

KEY WORDS FOR WRITING

otherwise, other than, apart from

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*... it's great. **Other than that** / **Apart from that** / **Otherwise**, lots of pubs do decent food.*

You can use *apart from* and *other than* to join two parts of a sentence, but you can't use *otherwise*.

***Apart from** / **Other than** / **Otherwise** the festival, there's a huge choice in entertainment.*

2 WRITING Short emails

SPEAKING

- 1 Work in pairs. Discuss the questions.
 - How often do you check your email?
 - How many emails a day do you think you send?
 - Who do you write to most often?
 - Do you ever send emails in English? Who to? Why?

WRITING

Explaining why you are writing

We generally begin emails with a line explaining why we are writing. To people we already know, we often begin with sentence starters like this:

Just a	quick short	one note email	to let you know
			to remind
			to ask
			to tell
			to say I'm sorry
			to say thank you
			to say congratulations

All of these sentence starters can be used with friends or with colleagues. However, in more formal contexts, it may be best to avoid the word *one* and use *note* or *email* instead.

- 2 Complete the pairs of sentence endings 1–7 with sentence starters from the box.

- 1 ... you that next Monday is a public holiday.
... you to bring that book you said you'd lend me.
- 2 ... I missed you while you were in Paris.
... to hear you've been ill.
- 3 ... for all your hard work organising the conference.
... for a lovely weekend.
- 4 ... I arrived safely in Hong Kong.
... I'll be a bit late to the meeting tomorrow.
- 5 ... if you could do me a big favour.
... if you could send me the photos you took at the party.
- 6 ... you I can't make the meeting tomorrow.
... you how much we enjoyed the barbecue last night.
- 7 ... on your exam results.
... to you both. The baby's beautiful.

- 3 Work in pairs. Write one more possible ending for each of the seven sentence starters in the box above.
- 4 Complete the three short emails with the correct whole sentence from Exercise 2.



1
Dear Thorsten,
_____. I'm planning to come to Germany next week on business and need to contact Matthias Einhorn before I arrive. I want to arrange a meeting with him to discuss a new project. The problem is, though, I don't have his contact details. Do you know anyone who might have them? I'd be really grateful if you could try to find out.
Anyway, I hope all is well – and hope to hear from you soon.
Many thanks,
Oliver

2
Hi Lars,
_____. I think you arrived the day after I had to go to Vienna for a friend's wedding. I was there for three days and had a great time, and I came back on the 27th and tried to call you, but my message saying the number wasn't available. I changed your mobile or lost it or something?
Anyway, I hope you had fun here and please let me know in advance next time you're planning to come here again. I would love to see you again. It's been a long time!
All the best,
Maria

3
Hi Tatsu,
_____. I can't believe you got an A! You must be really pleased. Still, after all your hard work, you deserve it! I hope you're going to go out and celebrate. I've got my exams next month and am really worried about them. I just hope I do as well as you did.
Anyway, write to me when you have a free minute. Tell me all your news.
Cheers for now,
Davorka

- 7 Rewrite each of the groups of sentences below as one sentence. Link your ideas using *and* / *or*. Leave out any words you think are unnecessary.

- 1 We left Sydney on Friday night. We arrived in Hong Kong on Saturday morning.
- 2 I really want to send one of the photos to my mum. I want to burn some of the other photos onto a CD.
- 3 Don't worry about missing class tomorrow. Don't worry about taking time off if you need to.

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- ... awakens student awareness of patterns and how words work together
- ... easier way to learn language
- ... aids reading fluency and listening ability
- ... helps students improve their writing
- ... useful preparation for exams
- ... helps students escape the intermediate plateau

“The biggest difference between an intermediate and an upper intermediate or advanced level student, is their awareness of and ability to use collocations.”

Scott Thornbury

National

How else can we teach
word partnerships?

Geographic Learning

Odd One Out

National

Geographic

Learning

Odd One Out

dangerous, violent, mean, common, hardened, master – CRIMINAL

open, roaring, gas, sizzling, smouldering, log, blazing – FIRE

sell, tell, whisper, say, hide, keep, dark, guilty – SECRET

slim, fat, slight, no, fair, fighting, even, thin, outside, slender - CHANCE

red, raw, pickled, diced, boiled, spring, fried - ONION

summer, school, busman's, family, package, public, weekend- HOLIDAY

Odd One Out

dangerous, violent, **mean**, common, hardened, master – CRIMINAL

open, roaring, gas, **sizzling**, smouldering, log, blazing – FIRE

sell, tell, whisper, **say**, hide, keep, dark, guilty – SECRET

slim, fat, slight, no, fair, fighting, even, **thin**, outside, slender - CHANCE

red, raw, pickled, diced, **boiled**, spring, fried - ONION

summer, school, busman's, family, package, public, **weekend**- HOLIDAY

Missing Collocate

fried, poached, raw, frozen, smoked

utter, say, offer, kneel in, answer

assess, cause, mend, repair, sustain, take, do

warm, winter, summer, second-hand, trendy

pull, fill, cap, grit, gnash, brush

business, day, round, return, road

Missing Collocate

fried, poached, raw, frozen, smoked **FISH**

utter, say, offer, kneel in, answer **PRAYER**

assess, cause, mend, repair, sustain, take, do **DAMAGE**

warm, winter, summer, second-hand, trendy **COAT/CLOTHES**

pull, fill, cap, grit, gnash, brush **TEETH**

business, day, round, return, road **TRIP**

Collocation Jumble

fat made skies
catch milky
take rotten a bus
freshly strong
coffee five
heavy green
tea rain eggs
pitch chance
clear fingers black

Collocation Jumble

fat made skies
catch milky
take rotten a bus
freshly coffee five strong
heavy rain eggs green
tea pitch fingers chance
clear black

Collocation Stories

commit murder

heavy traffic

catch a cold

strong evidence

deep trouble

excruciating pain

icy wind

vividly remember

pitch black

heated argument

make progress

heavy traffic

heavy smoker

heated argument

keep calm

pay attention

burning desire

brief chat

major problem

blissfully unaware

happily married

short term

high risk

strong coffee

No man is an island,
Entire of itself,
Every man is a piece of the continent,
A part of the main.

John Donne

No word is an island,
Entire of itself,
Every word is a piece of the continent,
A part of the main.

John Donne

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Further Reading

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