

Dreams and nightmares

Introduction

When using high frequency words, it is very helpful to notice and use some of the words they often occur with (these are known as *collocations*). Using accurate collocations will enable learners to achieve greater fluency as they manipulate chunks of language. There are several different types of collocation; this worksheet focuses on the basic combinations.

Aims of worksheet:

- To give learners exposure to two basic types of collocation: **adjective + noun** and **verb + noun**.
- To enable learners to 'find their way' around the *Macmillan Collocations Dictionary*, by looking for answers in a limited section of the book and noticing how the information is organized.

Time and materials

Allow up to 10 minutes for each of the activities.

Students need access to the *Macmillan Collocations Dictionary (MCD)* to complete the exercises.

Procedures

1. Write these two sentences on the board: *I had a funny dream last night* and *My dream is to become a doctor*. Point out that *dream* has two different meanings – something experienced in your mind when you are asleep and something good that you hope to achieve.
2. Make sure each student or pair of students has a copy of the *Macmillan Collocations Dictionary*, as the answers to the questions are all in there. Explain that they will need to locate adjectives that collocate with the nouns *dream* and *nightmare*.
3. Ask the students to complete each exercise and discuss the answers in pairs. Then gather the class together to discuss further. Find out what students found useful / not useful about the activity

Answers

Activity 1

recurrent, recurring prophetic vivid bizarre
disturbing.

Point out that a *disturbing dream* can also be termed a *nightmare*.

Activity 2

long achieved likely process ambitious

Activity 3

destroyed, shattered follow have
achieving, fulfilling, realizing awoken

Activity 4

living ultimate scenario logistical
absolute

Follow up

1. These worksheets could form part of a longer lesson based on the themes of *dreams* and *nightmares*. The lesson could be text-based or listening-based, and the worksheet could form a vocabulary follow-up stage.
2. Ask the students to finish a number of sentences beginning with collocations based on *dream* and *nightmare*. For example:
My lifelong dream is ...
My ultimate nightmare is ...
A recurring dream I have is ...
3. Encourage them to note down useful collocations they encounter in reading texts and to check them in the Dictionary.
4. When teaching a text-based lesson, highlight any useful collocations and ask the students to check the Dictionary entry for similar phrases.
5. Encourage them to use the *Macmillan Collocations Dictionary* when writing essays, stories, letters or e-mails