

## Using the 'friends' of a noun

### 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.

You can do the activities before or during an exercise relating to any of the main IELTS skills, particularly writing and speaking.

### Aims of worksheet:

- To help students expand and consolidate their vocabulary by talking about and using collocations related to a noun. You can develop any of these activities to use with any 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 the following times for the activities:  
activity 1 – 5 to 10 minutes, activity 2 – 10 to 15 minutes, activity 3 – 20 minutes, activity 4 – 30 minutes.
- Students need access to the *Macmillan Collocations Dictionary (MCD)* to complete the exercises.

### Procedures

1. Hand out the worksheet and make sure each student or group of students has a copy of the *Macmillan Collocations Dictionary*, as the answers to the questions are all in there.
2. Working in groups, ask students if they know and use all the words that typically occur with the noun *economy*. Ask them to suggest as many as possible and to check the meanings of any they don't know with classmates, then refer to the dictionary.
3. Ask students to complete each exercise and discuss the answers in their groups, then discuss as a class.

### Activity 1

Once students have identified the adjectives below, encourage them to decide whether each is positive / negative or strong / weak.

### Answers

- |            |          |            |
|------------|----------|------------|
| 1. dynamic | healthy  | thriving   |
| 2. fragile | stagnant | vulnerable |

### Activity 2

Working in pairs, students should take turns explaining a type of *economy* using the correct adjective, then do the same as a class. Ask students to write a sentence using each collocation (on the board or in pairs) to illustrate its meaning.

### Answers

- |                    |               |             |
|--------------------|---------------|-------------|
| 1. knowledge-based | 2. rural      | 3. market   |
| 4. post-industrial | 5. hi-tech    | 6. advanced |
| 7. global          | 8. low-carbon |             |

### Activity 3

Working individually. After students have found the answers below, dictate the adjectives, nouns and verbs in sequence and ask them to write the text from these notes. Then ask them to add to the paragraph or write a follow-on paragraph.

### Answers

1. hi-tech
2. boost, develop, stimulate, strengthen, transform
3. downturn / slowdown
4. damage, harm, undermine

### Activity 4

Working in pairs; students should write the questions and pose them to you and to each other. They should then write a paragraph or short essay with one of the questions as a title.

### Answers

*Sample questions:*

1. Is economic development more important than social development? Why / Why not?
2. What effect does the global economy have on the movement of people around the world?
3. How can / does a / the knowledge-based economy benefit our lives?
4. In what ways is it possible to boost rural economies?