

## Rain, wind and snow

### 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 enables learners to achieve greater fluency as they manipulate chunks of language. There are several different types of collocation; this e-lesson introduces three basic combinations.

### Aims of worksheet:

- To give learners exposure to two basic types of collocation: **adjective + noun**, **noun + verb** and **verb + adverb**.
- 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 the words *rain*, *wind* and *snow* on the board. Ask students for words to describe different types of each, e.g. *light rain*, *warm wind*, *heavy snow*.
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.
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

torrential prolonged, persistent showery patchy  
 gentle

#### Activity 2

began, came, started, constantly, incessantly, non-stop, steadily, solidly heavily, torrentially let up  
 ceased, cleared

#### Activity 3

trodden blown dry recent wet

#### Activity 4

battered died down blustery prevailing  
 whistled

### Follow up

1. These worksheets could form part of a longer lesson based on the themes of *weather*. The lesson could be text-based or listening-based, and the worksheet could form a vocabulary follow-up stage.
2. Encourage students to note down useful collocations they encounter in reading texts and to check them in the Dictionary.
3. When teaching a text-based lesson, highlight any useful collocations and ask the them to check the Dictionary entry for similar phrases.
4. Encourage students to use the *Macmillan Collocations Dictionary* when writing essays, stories, letters or e-mails.