

Academic Collocation List: Teacher's Notes (p.1) & Answers (pp.2-4)

Video name:	The Academic Collocation List (ACL)
Link to video:	https://www.youtube.com/watch?v=2r-eoymlUgw
Alternate link:	https://v.youku.com/v_show/id_XNDcxMjU4NDI5Ng==.html
Video length:	11.10
Learning Outcomes:	(1) Understand what the Academic Collocation List is. [Task 2-3] (2) Be aware of some different collocations in the list. [Task 1, 3, 5] (3) Understand ways to study ACL collocations. [Task 4] (4) Use online tools to study academic collocations. [Task 5]

Suggested sequence/timings (for teachers)

The following is a possible sequence for a 60' lesson.

1. Warm-up (10')

- Do *Task 1: Before watching*. This task can be done before giving the handout to students, e.g. copy text/questions to the board or PPT.
- Go through answers. For question i), it can be useful to go over a definition (this will reinforce the definition in the video), with some everyday examples students are likely to use, especially if these are different in L1, e.g. **take a bus**, **turn on the TV**. [Note: in Chinese, the equivalent phrases are **sit bus** and **open TV**.] Go through answers for question ii), and elicit ideas as to which are more academic.

2. Video comprehension (25')

- Direct students to watch the first part of the video and take notes.
NOTE: Video should be played only to 5'55", not whole video.
- Give out the handout and have students (in pairs) complete Tasks 2-4 (**NOT** Task 5).
- If necessary, allow students to watch a second time to check answers.
- Go through answers with students. Note: Task 4 has only covered a)-d) at 5'55".

3. Using ACL tools (25')

- Watch the rest of the video.
- Students work together to complete Task 5 (also e)-f) of Task 4). The answers to Q11-14 are in the video, though students may not have all answers in their notes. It is intended for students to access relevant internet pages or online tools to check/find answers. For Q15, a text is suggested, but the teacher might like to have students choose their own text, or supply one used in class.
- Go through answers with students.

ALTERNATIVE APPROACHES

- Students could complete Task 5 without watching the video (part from 5'55" onwards). The video could be watched to check, or not watched at all.
- Students could complete Task 5 via video only (e.g. if no internet/computer access).

4. Extension activities (if time)

- Allow students to choose another text, and paste into the *ACL highlighter*.
- Allow students to explore the *AWL Word Finder* with other words they have studied.
- Study some ACL collocations, either from the video, or others e.g. from recent texts.

Answers

Academic Collocation List

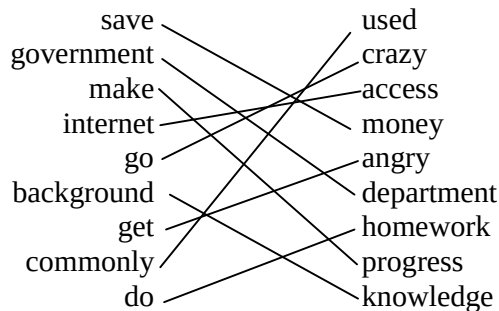
Task 1: Before watching

Answer the following questions *before* watching the video.

- i) What is a *collocation*? Write a short definition. Use a dictionary if you need to.

Answers depend on dictionary used. Definition is given in the first question of Task 2.

- ii) Match the words on the left with those on the right to form collocations. An example has been done.



- iii) Which of the above collocations seen particularly *academic*?

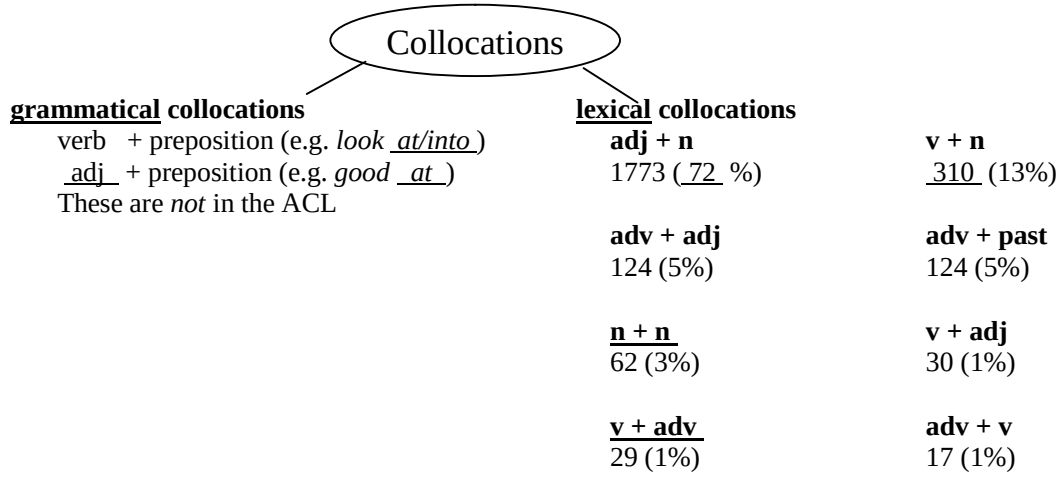
- **government department, internet access, background knowledge** and **commonly used** are all academic (and are in the ACL)
- **save money, make progress, go crazy, get angry** and **do homework** are less academic.

Task 2: What are collocations

1. What is the definition of *collocation* according to the video? Two or more words that often occur together.
2. What example collocation (in English) was given for *rain*? heavy rain
What is the equivalent in your language? [answers vary]
3. What does ACL stand for? Academic Collocation List
4. How many collocations are there in the ACL? 2469
5. What percentage of written texts does it cover in the PICAE? 1.4%
How about its coverage in general texts? 0.1%

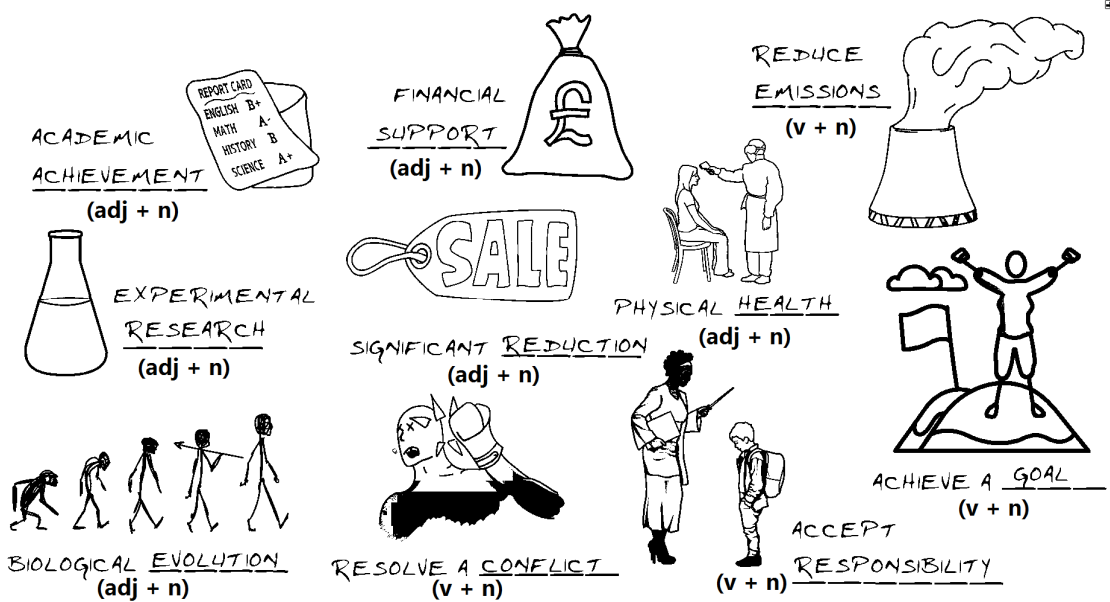
Task 3: Types of collocation

6. Complete the following chart using information from the video.



7. What is one reason why *adj + n* are the most common type? High use of nouns in academic writing.

8. Complete the following collocations from the video.



9. Label the collocations above according to type (*n+ n* etc.)

Task 4: Studying collocations

10. What ways were given for learning academic collocations?

- a) Study by type e.g. adj + n
- b) Study collocation families
- c) Use ACL highlighter
- d) Combine with AWL highlighter
- e) Learn common frames
- f) Learn 10 a day

Task 5: Using ACL tools

11. The following two AWL words were shown using the *AWL Word Finder*. How many ACL collocations can you remember for each?
- **assess** assess (the) impact (of) (v+n), assessment process (n+n),
accurate assessment (adj+n), make (an) assessment (v+n), risk assessment (n+n)
 - **benefit** beneficial effect (adj+n), provide (a) benefit (v+n),
economic benefits (adj+n), potential benefits (adj+n)
12. Are the following statements **True** or **False**?
- The ACL highlighter sorts collocations by headword. **False**
 - The ACL highlighter sorts collocations by type. **True**
13. The following are the first three collocations (when sorted alphabetically by headword). Which of the individual words are contained in the AWL?
- cognitive ability
 - **abstract concept**
 - **sexual** abuse

[Answers are **abstract, concept, sexual**.]

14. Which adverb collocates with the following past participles?

<u>highly</u>	}	charged
		correlated (with)
		developed
		educated
		structured

15. <https://www.eapfoundation.com/vocab/academic/>

The following are the collocations from the ACL for the above webpage.

adjective + noun: academic disciplines, academic writing, broad definition, extensive research, great accuracy, main issue, major problem, subject area, useful tool, vast array

adverb + adjective: none

adverb + verb: none

adverb + verb past: commonly used

noun + noun: none

verb + adjective: none

verb + adverb: none

verb + noun: none