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**DELTA  
Module 2.  
Samples of  
Successful  
LSAs.**

**LSA1. Grammar:**  
**Helping Learners Talk about Hypothetical**  
**Situations Candidate name**  
**Centre number Word**

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## 1. Introduction

The topic “Conditional Sentences” could be regarded as one of quite complex areas of the English Language Grammar. When I was a student myself, I struggled with this grammar topic and I understand how difficult it can be for the students. However, I also understand that this is a very important area that needs to be covered, that is why I would like to pay my close attention to it and help learners overcome the struggles they might have while mastering it. With the help of these constructions learners can talk about things that are ‘impossible or possible but unlikely to happen; about the past events that cannot be changed’ (Scrivener 2010:240). They can be used ‘to give advice, make offers, and talk about a variety of hypothetical situations or to express regret or relief’ because something did not happen (Workman 2006:53).

### 1.2.Scope

In this assignment I will be looking at how learners can use different types of conditionals to talk about real and hypothetical situations using the appropriate structures and conjunctions that can change the meaning of the phrase. I will also discuss the problems students might have and look for the ways to solve them.

I will be focusing on four common types of conditional sentences in this essay. According to Swan these four types are only common structures, however, they are not the only possibilities. It is useful for learners to follow this pattern, because these rules describe what happens most of the time and is suitable for formal speech and writing. The structures can often be mixed and should be avoided in formal writing, which is not necessarily wrong for speaking.

## 2. Analysis

### Meaning and Form

A conditional sentence consists of two parts, the if-clause or protasis and the main clause or apodosis. Its function is to indicate that the truth of one proposition is dependent upon another. There are two kinds of conditional, real and unreal. (F.R.Palmer 1988:150) They are formed using different English

verb tenses. Conventionally, there are four different types of conditional sentences in English. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances. Although it is widespread to name the protasis the ‘ifclause’, ‘if’ is not the only conjunction used. The conditional sentences can be introduced with the conjunction ‘whether’ or ‘when’ and in order to construct a negative ‘if-clause’ unless + affirmative verb can be used instead of if + negative verb.

- **Zero Type Conditional** – expresses a general rule or scientific fact that is always true (Workman 2006:50)

*(e.g. If you heat water to 100 degrees, it boils.)*

If-clause	Main clause
If + noun/pronoun + Present Simple	Noun/pronoun + Present Simple

- **First Type Conditional** – is used to talk about a situation that we see as possible. It is called ‘The Possible Conditional’. It can be used to express a variety of functions, e.g. an offer, a threat, a warning, a consequence. (Workman 2006:51)

*(e.g. If it stops raining, we will go on a picnic.)*

If-clause	Main clause
If+ Present Simple	will/ can/may/etc. + bare infinitive

- **Second Type Conditional** – expresses outcomes that are unrealistic or are not likely to happen in the present or future.

*(e.g. If I knew Italian, I would be able to speak with the locals.)*

If-clause	Main Clause
If + noun/pronoun + Past Simple	Noun/pronoun + 'd/would/could/might + verb base form

(Scrivener 2010:237) –if I were you, I’d ... . ‘This means that the speaker is imagining what it would be

like to be the other person and what they would do in his/her shoes. It is often used to give advice.’ (Scrivener 2010:239)

**Note:** we can use either was or were for I, he, she, it, in the if-clause. *(e.g. If I were you, I would tell her the truth.)*

- **Third Type Conditional** – expresses a condition that was likely enough, but did not actually happen in the past. These are the conditions that were likely, but did not happen.

*(e.g. If I had known about that trip, I would have gone with you.)*

If-clause	Main Clause
If+ noun/pronoun + 'd/had/hadn’t + past participle	Noun/pronoun + would’ve/could’ve/might’ve+ past participle

(Scrivener 2010:240)

- **Mixed Type Conditional.** It is possible for the two parts of a

conditional sentence to refer to different times, and the resulting sentence is a 'mixed conditional sentence'. There are two common types of mixed conditional sentence.

- This expresses present result of a past condition. This type of mixed conditional refers to an unreal past condition and its probable result in the present. These sentences express a situation which is contrary to reality both in the past and in the present. In these mixed conditional sentences the time is the past in the 'if clause' and in the main clause it is the present.

*(e.g. If I hadn't missed that flight, I would be in NYC now.)*

If-clause	Main Clause
<b>Type 3</b> <b>If+ Past Perfect</b>	<b>Type 2</b> <b>Would/could/might + present bare infinitive</b>

- This expresses a hypothetical past result of present or continuing condition. These mixed conditional sentences refer to an unreal present situation and its probable (but unreal) past result. In these conditional mixed sentences, the time in the ifclause is now or always and the time in the main clause is before now.

*(e.g. If I were you, I would have gone to that meeting.)*

If-clause	Main Clause
<b>Type 2</b> <b>If+ Past Simple</b>	<b>Type 3</b> <b>Would/could/might + bare infinitive</b>

There is a number of modal verbs that can be used instead of **will/would** and this changes the meaning of the sentence. **May/might** and **can/could** are used in conditional sentences instead of will to indicate a possible instead of certain result. (Lewis 1986 :103)

## 2.2. Phonological Form

### 2.2.1. Contraction

#### Will

The subject (e.g. 'I') and will are normally contracted, making I'll / aɪl/ instead of / aɪwɪl/

#### Would

The subject (e.g. 'I') and would are normally contracted, making I'd / aɪd/ instead of / aɪwʊd/

In the second conditional **would+have** is often contracted, making would've / 'wʊd.əv/; as well as **could+have** make could've / 'kʊd.əv/ and **might+have** is contracted to might've which is pronounced as / 'maɪ.təv/

In casual conversation 'if' is often barely pronounced. The vowel disappears entirely, an even /f/ is widespread. A phrase like 'if I were you' is pronounced /faɪwəju:/ (Parrott 2010:272)

### **2.2.2. Stress**

In this type of sentences key words are stressed rather than 'function words'. If I were **you**, I'd **help** them.

If I hadn't been so **tired**, I'd **gone** to Paul's party.

## **3. Problems and Solutions Meaning**

### **Problem: Distinguishing between Different Types of Conditionals**

When learners start working with conditionals, which is a complex area of the English Grammar, they should be introduced to the structures gradually.

While working with this topic French students as well as students of other nationalities may face some difficulties with understanding the form itself. When these sentences are translated into Russian or Ukrainian, for example, the verbs in the second and third type conditionals do not change the form, because when speakers of these languages want to show that this unreal condition refers to the past and not to the present they just add the word 'then' and this way everyone understands that people are talking about a past situation. As for the first type conditional, the problem is also with the translation. If we take again Russian or Ukrainian students, then they will translate such sentences into their mother tongue, using future forms in both parts of the sentence, while in the English language it is necessary to use Present Simple in the 'if clause'.

### **3.1.2. Solution**

I suppose that a good solution would be to work with each type of conditionals separately first. This way, learners will be able to remember the form of each type. In order to help them understand the difference between all the types, in some situations I use translation. As soon as the students are acquainted with all the types, you can organize activities that will require from the learners to differentiate between the meaning and to use each type appropriately. I use a Board Game. This is a consolidation activity. (Appendix1)

Ask the students to sit all together round a desk with a board game. They should throw the dice and use special chips to get to the point according to the number that the dice showed them. When they get to a certain point they should fulfill the task that is given to them in the field they got to. The learners get a variety of tasks but all of them are focused on the practice of using all the types of conditionals that were covered. (e.g. Say a sentence with conditional 'unreal present' or finish the sentence 'If I were a president, ...')

Feedback. While monitoring the teacher does the mistakes collection which he/she writes down on the board and then you correct them in the open-class discussion.

This activity gives the learners the opportunity to use the key constructions in their own sentences, moreover this task helps to create a relaxed atmosphere which can be very encouraging.

### **3.2. Problem with Form**

#### **3.2.1. Problem: Conditional 3. Would +have +past participle**

According to Thornbury (1999), this grammar material is typically taught at a relatively advanced stage due to its syntactic complexity and vague concept. I usually need to work with this 'type' of conditional when I teach higher level students who get ready for their exams and need to complete advanced grammar tasks or write essays. This structure is quite hard to master and it is probably better to learn it through application of rules and by doing a number of written exercises.

#### **3.2.2. Solution**

To help learners remember the form better I would suggest the exercise that is called "Chain Story".

This exercise is a kind of a game which can be played orally, but I would prefer to do it in writing if you want to practice the third conditional. (Appendix 2)

- The teacher starts the first sentence;
- The students develop the story sentence by sentence.
- Peer-correction
- Open-class feedback

The first advantage of this activity is that it is done in writing and the students get the chance to think about accuracy. Learners stay focused as they make up their own sentences thinking about the outcome of the story. It is very interesting and quite engaging for the learners.

The second advantage is that learners do peer-correction. I think it is better if they get the opportunity to check each other's works and get help from their peers. Learners become more confident and sometimes the explanation they give to each other can be very helpful.

### **3.3. Pronunciation**

#### **3.3.1. Problem: Sentence Stress**

Sometimes learners put the stress in the sentence on the wrong word and this leads to their misunderstanding of the whole phrase. In some cases learners need to get

used to the idea that such sentences consist of two parts and they should understand where there is the ending of the first part and the beginning of the other one. Otherwise, they take some time to get the idea of the phrase. (e.g. I would have met them if I had come to the meeting earlier.)

### **3.3.2. Solution**

Give the students the tape script to a listening text that contains conditionals before they hear it and ask them to predict which words they think will be stressed. Ask them to take two pens of different colours. Let them underline the words they think might be stressed with one colour. Then ask them to take the other pen and underline the stressed words they hear. Play the recording. (Appendix 3)

## **3.4. Usage**

### **3.4.1. Problem: Failure to Use Past Simple with Reference to the Future**

Learners find it difficult to remember to use Past Simple with reference to the Future when they talk about warnings, threats or need to use the second type of conditional in order to give advice.

### **3.4.2. Solution**

From my personal experience I would like to point out that it is better to give the students the opportunity to construct their own Conditional 2 sentences based on the context of certain situations. One of the best solutions would be a practical activity – a role play. (Appendix 4)

- Give each student a card with a problem
- Students mingle and tell about their problems and give each other some advice using the correct type of conditional
- Teacher monitors, collects the mistakes and puts them down on board
- Peer-correction. Students look at the sentences with mistakes and try to decide in pairs what the mistakes are and how to correct them.
- Open-class feedback. I suggest this stage as I find it quite important. There are cases when learners cannot come up with the correct answer and they need teacher's feedback and explanation.

## **3.5. Punctuation**

### **3.5.1. Problem: Overuse of Comma**

From my observations, I would like to notice that sometimes students have problems with punctuation – they always want to put a comma before the 'if clause'. This



problem may arise due to L1, because in some languages comma is frequently used in complex sentences, while in English it is not always the case.

This is not the problem that impedes communication, however, this aspect should be given attention in the exam classes because there are cases when mark schemes include punctuation.

### **3.5.2. Solution**

“How we punctuate conditional sentences depends partly on their length and partly on personal preference, but in general we separate the two clauses by a comma if we begin with the ‘if-clause’. We do not use a comma when we begin with the main clause.”

(Parrott 2010:272)

I think the best solution would be just to write two examples of the same sentence, when one starts with the ‘If clause’ and the other one starts with the ‘main clause’ and to show the learners the punctuation. After that they should do an exercise in which they will have to use correct punctuation. (Appendix 5)

## **4. Conclusion**

My research-assignment focused on the idea of how to help learners use conditionals in order to express their warnings, advice, regrets and other ideas. I believe that this grammar topic is essential for communicating their ideas successfully.

To sum up, I would like to mention that teaching foreign languages is the process that is developing every day and we get new techniques and approaches. Nowadays we are able to use a number of exercises that can be quite helpful. English teachers of today can implement their own ideas and experiment with the improvement of classical methods. There is hardly a teacher in this world who would not like their students to do well and succeed and I believe that nowadays we have a great opportunity to combine different methods, invent new ones by observing our students and understanding what motivates them and keeps them interested and engaged. I suppose that only by making the lessons very student-oriented a teacher can achieve success in the teaching process and can solve all the problems that may arise while helping students master any topic.

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## Appendices

### Appendix 1.

<b>START</b>	If I pass my exams, ...	If I were a football star, ...	If I had a million euros, ...	If dinosaurs hadn't died out, ...
				If I went to Africa, ...
If you mix (colour) and (colour), you get (colour).	If I lived in the USA, ....	Say a sentence with Conditional (unreal present)	If I were a president, ...	If telephone had never been invented,...
Say a sentence with Conditional (unreal past)				
If I hadn't gone to that party, I ...	People .....if they smiled more.	If I saw a crocodile an elephant near my house, ....	If my friends lived in Australia, ...	Say a sentence (if+unreal past, unreal present)
				If I were more attentive, ...
<b>FINISH</b>	I'd be very happy if I ...	Say a sentence (if+unreal present, unreal past)	If a could have only one wish, ...	If internet had never been invented, ...

### Appendix 2.

Make up a chain story.

*Stuart Huntley wins \$ 100,000 in Crossword*

*Competition! Not be/ problem/with engine/train/not*

*be late.....*

***e.g. If there hadn't been a problem with the engine, the train wouldn't have been late.***

***If the train hadn't been late, ....***

Train/not be late/he/not buy/magazine

He/not buy/magazine/he/not

see/crossword

He/not see/crossword/he/not enter/competition

He/not enter/competition/he/not win/\$100,000

He/not win/\$100,000/he/not be able/start/new

life

### Appendix 3.

#### Scripts

1.

A: I wish I hadn't watched that horror film last night. B: Really? Why?

A: If I hadn't watched it, I wouldn't have had nightmares afterwards.

2.

A: I wish I had a mobile phone. B: Really? Why's that?

A: Well, if I had a mobile phone, I could keep in touch with my friends.

B: Well, I wish I didn't have a mobile phone.

A: Oh! Why?

B: Because if I didn't have a mobile phone, I wouldn't pay such high bills every month.

### Appendix 4.

#### Asking for advice and giving advice.

*Each student gets a card with a problem. Let the students mingle in order to ask for advice and give advice to others.*

I am going to Spain in May but I don't know Spanish.
--

When I go shopping, I always forget to buy 1 or 2 things and remember about it only at home.
--

My friend's birthday is on Saturday, but I don't know what present to give him/her.
---

It is difficult for me to remember new words.
---

I want to learn Japanese. What is the best way to do it?
--

I can't play any musical instruments, but I want to play the piano.
---

I don't have time to do all the things I like.
--

### Appendix 5.

#### Punctuation

*Put the verbs in brackets into the correct tense and add a comma where necessary.*

*e.g. If the dog **keeps** (keep) barking, the neighbours will complain.*

1. The teacher \_\_\_\_\_ **(be)** angry if you come late for school again.
2. If I \_\_\_\_\_ **(finish)** my homework early I'll go out with friends.
3. If the weather is bad on Saturday we \_\_\_\_\_ **(stay)** at home.
4. You should see a doctor if you \_\_\_\_\_ **(not/feel)** well.
5. If you study hard you \_\_\_\_\_ **(pass)** your exam.

**LSA 2. Lexis:**

**Helping Learners Master Collocations at B2 Level**

**Candidate name**

**Centre number Word**

**Count (2288)**

## 1. Introduction

Conventionally language is divided into two categories: grammar and vocabulary. One cannot become a successful speaker of a foreign language without having a command of both of these elements; however, there has been an argument in order to define which is more important: structure (grammar) or words (vocabulary). According to David Wilkins "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (Wilkins cited in Thornbury 2002: 13) The majority of learners understand the importance of having a wide vocabulary and very often my students want to know what can be done to learn more words and to have more expressions at their disposal.

### 1.2. Scope

In this essay I will be looking at the approaches that could help learners at the upper-intermediate level master collocations. I suppose that it is an essential topic that should be dealt with close attention as collocations help our learners sound more natural and fluent, they make their language richer and also improve their style in writing (McCarthy, O'Dell 2007:6). It is necessary to note that vocabulary is considered to play a key role in language learning as „language emerges first as words“ (Thornbury 2002:1). Knowledge of collocations is vital for the competent use of a language and lack of collocational competence forces students into grammatical mistakes because they try to create longer utterances instead of using collocations which express precisely what they want to say (Lewis 2000:49).

## 2. Analysis

### 1. Meaning

Source	Meaning	Example
Thornbury (2002:7)	Two words are collocates if they occur together with more than chance frequency, such that, when we see one, we can make a fairly safe bet that the	Set the record; put t straight
	other is in the neighbourhood.	

Gains R., Redman S. (1996: 37)	When two items co-occur, or are used together frequently, they are said to collocate. Items may co-occur simply	Pass the salt; scatte
	because the combinations reflect a common real world state of affairs.	
Lewis (2008: 8)	Collocation is a readily observable phenomenon whereby certain words cooccur in natural text with greater than random frequency. They range from fully fixed to relatively fixed.	Make a mistake; Do homework
McCarten (2007: 5)	Collocation is a term that generally refers to the way in which two or more words are typically used together.	Take a picture
dictionary.cambridge.org	Collocation refers to how words go together or form fixed relationships. Collocations may be strong or weak. Strong collocations are where the link between the two other words is quite fixed and restricted. Weak collocations are where a word can collocate with many other words.	Give a recommend limit; set a precede Curry favour (boun collocation)

## 2.2. Form

### 2.2.1. Types of Collocation

The most common types of collocation:

a) Subject noun + verb

*A lion roars* (it is impossible to say: „a lion yells“)

*Snow was falling* when we went for a walk (Ukrainian and Russian speakers can use

„go“ instead of „fall“)

- b) Verb + object noun  
*She bites her nails.* (in many other languages „eat“ can be used)
- c) Adjective + noun *a close friend* (you cannot say „a near friend“);
- d) Adverb + past participle used adjectivally  
*Badly dressed; fully insured; strictly forbidden* (not „strongly“ forbidden)
- e) Verb + prepositional phrase *run out of money; make up your mind*
- f) Verb + adverb *wait patiently; work hard; wave frantically*  
(not „feverishly“)
- g) Verb + noun phrase *come a cropper; bear the brunt; find a way*

### 2.2.2. Collocation Restrictions

The fact that the meaning of an individual word is restricted to a particular phrase is called collocational restriction and the more general the word is the wider its collocational range, consequently the more specific meaning the word has, the more restricted its range is.

According to Howarth, there are five levels of restriction of verb-noun collocations:

- Freedom of substitution of noun; restrictions on the choice of verb:

e.g. *accept/agree to a proposal/suggestion/plan*

- Small substitution in both elements

e.g. *introduce/bring forward an amendment/a bill*

- Some substitution in a verb; complete restriction on the choice of the noun

e.g. *pay/take heed*

- Complete restriction on the choice of the verb; some substitution of the noun

e.g. *give the appearance/impression*

- Complete restriction on the choice of both elements

e.g. *curry favour*

(Howarth cited in Nesselhauf 2005:24)



Learning collocations also involves understanding collocational strength:

- a) Unique (foot the bill; shrug shoulders)
- b) Strong (moved to tears)
- c) Medium-strength (hold a conversation; make a mistake)
- d) Weak (white shirt; white wine; blue film)

### **2.3. Phonological Form**

It is vitally important to teach the pronunciation and stress of chunks as eventually learners will retain new phrases better and will feel more confident when pronouncing a phrase. Pronunciation also influences the learners' fluency as they become aware of the appropriate places to pause in a sentence and therefore are able to show a relatively smooth flow of speech (Lewis 2008:159). As the learners create much of what they say from individual words, their pronunciation and stress can be difficult for the listener (Lewis 2000:55-56). It is important for the learners to use connected speech when pronouncing items such as „run out of money“ or „pass the salt“.

However, pronunciation is crucial not only for being understood but it also affects the learners' ability to store correctly understood items which they will be able to use later. This way it becomes clear that pronunciation is integral for the process of collocation acquisition.

## **3. Problems and Solutions**

### **1. Problem with Meaning**

Failure to understand the meaning of a collocation is not restricted to lower-level learners. Even competent advanced speakers of English can run into this problem when dealing with magazine articles or any other source of authentic language. Very often my Ukrainian learners complain that it seems to them that they know the meaning of each word but they cannot get the idea of the chunk. This happens because they look at each word separately and do not try to see them as collocations whose meaning is greater than the sum of its parts, particularly in the case of idiomatic phrasal verbs and bound collocations.

### **Solution**

One of the best solutions is to implement the strategy of noticing that Lewis points out as a valuable one. Words are not normally used separately, together they make certain phrases which actually bear meaning rather than the words

individually. It is a good idea to give students an opportunity to notice the collocations that can be found in the text.

In order to practice this kind of work with collocations I suggest the following exercise.

- Give the learners a text with highlighted collocations;
- Ask them to read the text;
- After reading give them the task to match the collocations to their meanings;
- As a home assignment I would suggest making up sentences with collocations. (Appendix 1)

It is more productive than providing your students with the translation. They will be able to remember the expressions better as they had to work themselves and use the context in order to come up with the correct answer.

### **3.2. Problem with Form**

From my teaching experience I can point out the most common errors my students make are using the wrong verb or preposition in the collocation. This error occurs due to their L1 interference. For instance, if we take the collocation „to take a photo“, my Ukrainian and Russian as well as French learners will use „make“ instead of „take“ because in their mother tongue it sounds like „to make a photo“ („зробити фоторафію“ Ukrainian; „сделать фоторафию“ Russian; „ein Foto machen“ German). Another area that learners usually find problematic is collocations with „make“ and „do“, they usually mix them up (e.g. „make homework“ instead of „do homework“).

Most often the interference of L1 will suggest using the wrong preposition, for example, in the collocation „to get rid of sth.“ the majority of my Ukrainian and Russian learners will use preposition „from“ instead of „of“ („позбавитися від“ Ukrainian; „избавиться от“ Russian); French: ‘dépendre de’ is usually rendered as depend „of“ and not „on“, as well as Ukrainian and Russian speakers who translate the same collocation from their L1 „залежати від“ (Ukrainian) and „зависеть от“ (Russian) always say „depend from“.

### **Solution**

One of the best ways to remember collocations is to learn them in groups as it will help you to fix them in memory. According to Thornbury, the way words are stored in our mind resembles less a dictionary than a kind of networking web; our mind stores words „in a highly organized and interconnected fashion – mental lexicon“ (Thornbury 2002:16).

I suppose that it would be easier to group words according to the topic or based on the same word.

- Draw a bubble and write down a word or preposition that can create a number of collocations;
- Draw arrows around it to show which words it collocates with;
- Ask the students to make their own sentences with the following collocations. This way they will use the collocations in contexts that are meaningful to them (Appendix 2)

As a variant the words can be jumbled and learners have to connect them to the right bubble.

### **3.3. Problem with Pronunciation**

Lower level learners usually find it difficult to understand where to put the stress in a sentence. They sometimes stress each word in the sentence and as a result it is impossible to understand how to chunk the phrase.

#### **Solution**

Lewis suggests making use of reading and listening material (including transcripts) to work on identifying, practicing and developing chunked language together with relevant features of pronunciation (Lewis 2008: 161)

The first step that should be taken is to show the learners how the sentence is chunked, this will help them to make appropriate pauses in the sentence. Then they need to know which word in the chunk should be stressed. This can be done by showing them which parts to link and which words to stress. After working with the reading text it is necessary to have some choral drilling.

### **3.4. Problem with Register**

It is necessary to note that collocations, if used appropriately, will help learners sound natural or will make their essay look better and will show that the level is advanced. However, it is important to understand that often collocations suggest a certain register. Some of them can be used only in spoken English, while others can be found only in formal language. Collocations can also be of a specialized character and thus can often be used in specific texts but not in general English (e.g. whereby it is mutually agreed as follows).

When students get to know a number of collocations and they understand that they sound more natural, they usually want to use the collocations all the time without paying attention to whether it is appropriate or not. Students start using collocations not only in the spoken language but also in their written assignments (e.g. essays; formal letters). This area should not be neglected.

#### **Solution**

It is a good idea to do some exercises that will help the learners practice different styles.

- Task 1. The students are given a list of sentences and they should underline the collocations, one per each sentence and say whether they are formal or informal;
- Task 2. The learners are given 4 different short texts and their task is to underline collocations typical for newspaper clips; Task 3. The
- learners should match the beginnings and endings of the sentences to make typical collocations used in business English. (Appendix 3)

### 3.5. Problem of Arbitrariness of Collocations

Many important linguistic phenomena are arbitrary and collocation is one of them. It usually causes great confusion as students tend to seek explanations as to how collocations are built but very often this so called explanation is an illusion. For instance, it is difficult and even impossible to explain why a *relative* can be *close*, *near* or *distant* while a *friend* can be *close*, but neither *distant* nor *near*, although a *close friend* may be one of your *nearest* and *dearest* (Lewis 2008: 18).

#### Solution

As the attempts to explain certain collocations may in the end cause confusions rather than help, learners should be taught that sometimes they just need to remember which words collocate and what meaning this collocation has. I think that the most helpful thing is a lexical notebook because „it is important to record what is noticed“ (Lewis 2000:43). It is vitally important for the learners to record these items, then revisit and reactivate them. In order to make this vocabulary notebook more user-friendly, I would suggest Lewis’s idea to devote different pages to different aspects: situations (at the airport); functions (giving advice); topics (transport).

In order to practice the limitations of collocation usage, learners should be given an activity in which they have to identify which word does not collocate. (Appendix 4)

Students can also be advised to use a collocations dictionary to check the use of a word (e.g. <http://www.freecollocation.com/search?word=efficient>).

#### 4.

#### Conclusion

My research-assignment focused on the importance of collocations, ways to teach them and problems that may arise.

To sum up, I would like to point out that collocations play a central part in the English language teaching as the knowledge of these lexical items helps learners express themselves freely and fluently. Students at B2 level need to express