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Teaching Advanced English Vocabulary: Collocations

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Poděkování

Tímto bych chtěla velice poděkovat své vedoucí práce, Mgr. Aleně Proškové, Ph.D., jež mě motivovala při psaní mé diplomové práce, a zejména za její vedení, podporu, rady a trpělivost.

Prohlášení

Prohlašuji, že jsem autorem této kvalifikační práce a že jsem ji vypracovala pouze s použitím pramenů a literatury uvedených v seznamu použitých zdrojů.

V Českých Budějovicích 27.7. 2023

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Anotace

Tato diplomová práce zkoumá význam kolokací ve výuce anglického jazyka odpovídající úrovni středních škol, tj. úrovním B1 a B2 dle Společného evropského referenčního rámce. Práce se v teoretické části zabývá lingvistickou stránkou kolokací a opírá se o metodické postupy výuky slovní zásoby. Práce analyzuje vybrané učebnice anglického jazyka: English File, Headway, New Success, High Note a Maturita Solutions, aby získala vhled do metodického uchopení rozvoje kolokační kompetence a rozmanitosti cvičení spojených s kolokacemi. Výzkum nabízí cenné zdroje a aktivity navržené k podpoře hlubšího porozumění a praktické aplikace kolokační kompetence mezi studenty jazyků.

Klíčová slova

Kolokace, lexikální kolokace, gramatické kolokace, výuka slovní zásoby, anglický jazyk, cizí jazyk, slovní zásoba, kolokační kompetence, učebnice anglického jazyka pro střední školy.

Abstract

This master's thesis examines the significance of collocations in the English language teaching at the corresponding level of secondary schools, i.e., B1 and B2 levels according to the Common European Framework of Reference for Languages. The thesis deals with the linguistic aspect of collocations in the theoretical part and is based on the methodological approaches to vocabulary teaching. It analyses selected English language coursebooks: English File, Headway, New Success, High Note, and Maturita Solutions, in order to gain insight into the methodological approaches to developing collocational competence, and the variety of exercises related to collocations. The research offers valuable resources and activities designed to support deeper understanding and practical application of collocational competence among language learners.

Key words

Collocations, lexical collocations, grammatical collocations, vocabulary teaching, English language, foreign language, EFL, vocabulary, collocational competence, English language coursebooks for secondary schools.

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Introduction

Vocabulary, as the basic building block of language acquisition, serves as the foundation for foreign language learning, empowering learners with the means to communicate effectively. The significance of equipping learners with a rich lexical repertoire is recognized as something of a profound importance. However, as learners progress to higher levels of language proficiency, the relevance of collocations becomes increasingly apparent. This thesis endeavours to explore the field of collocations in relation to high school levels of language learning, examining the challenges faced by learners in moving beyond the B1 and B2 CEFR levels, where basic communication is achieved.

The motivation behind this research stems from the pivotal role that collocations play in achieving natural and fluent language usage. Despite reaching an intermediate level of proficiency, learners often encounter difficulties in effectively incorporating collocations into their speech and writing, leading to stilted or non-idiomatic expressions. The overarching question driving this study is whether teaching collocations requires a distinct pedagogical approach compared to ordinary vocabulary.

The structure of the thesis is as follows:

In the first chapter, the study of collocation is explored, including the concept of collocability and collocational paradigms. Different approaches to the study of collocations, such as the lexical, semantic, and structural approaches, are reviewed as well as selection preferences. Additionally, the typology of collocations is examined. The chapter will also shed light on the concept of collocational competence, emphasizing the significance of understanding the collocator.

The second chapter will focus on teaching collocations within the broader context of vocabulary instruction. Effective methodologies for teaching collocations, covering various learning strategies and typical exercises designed to reinforce collocational knowledge are explored and explained here. Materials and resources specifically tailored for teaching collocations will be examined, including the role of collocational dictionaries in supporting language learners. The chapter will also address the assessment of collocational knowledge through testing and the need for suitable evaluation methods.

In the third chapter, the research methodology revolves around analysing selected English language textbooks because they represent pivotal resources in shaping the language proficiency of learners. Specifically, the focus is on the English File series,

Headway series, New Success, High Note, and Maturita Solutions. Through this analysis, the aim is to gain valuable insights into the treatment of collocational competence in these textbooks and exploring the quantity of exercises related to collocations, their typology and methodological foundation.

Following the detailed analysis of each textbook series, there will be a comprehensive comparison of the coursebooks, the quality of the presentation of collocations and the quality of exercises. This comparison will involve examining the different exercises, activities, and approaches used to teach collocations across the various textbooks. Finally, there is a set of activities based on authentic materials designed to teach collocations, independent of any specific textbook.

"We know a word by the company it keeps."

Firth (1957)

I. Collocations

Firth's understanding of collocation, as quoted in Lipka (1990:166) is *"we know a word by the company it keeps."* Collocations have been defined as groups or pairs of words that commonly occur together in language, can be described as semi-fixed expressions, and in the English language are routinely used. (McCarthy & O'Dell, 2008) Klégr (2007) explained collocation as a frequently occurring pairing of words. Aarts (2006) defines idiomatic co-occurrence as a recurrent pairing of words, not just by chance or specific language styles, but based on frequent usage in communication contexts. Firth and Wagner (2004) specified that the combination of words has become fixed by usage. Collocations are recognized as a unit. (Butler, 1997)

Collocation is a lexical relationship between words that is solely based on their association, regardless of their individual meanings, however, quantitatively, the degree of probability of a word Y is increased by the occurrence of the word X, e.g.: The word *injure* increases the probability of the word *pain*. (Halliday, 2007)

Collocations are an important part of foreign language proficiency, as they are essential for fluency and naturalness in speaking and writing. Using appropriate collocations can greatly improve the student's ability to communicate effectively in the target language. A native speaker subconsciously uses collocations properly with fluency and accuracy; however, a certain issue arises when asked to provide a rationale for the collocational choice. Despite their inner proficiency, native speakers may encounter difficulties in justifying the selection of words. (Čermák, 2006)

A collocation is a neutral syntagma in several aspects. Unlike selection restrictions, the syntax of the sentence, such as the relationship between the subject and predicate or verb and object, is not relevant to the classification of a collocation, neither is word class. Lipka's (1990) example of *open* and *window* shows that the construction is a collocation, regardless of whether the word *open* is a verb or an adjective. The term collocation does not distinguish between the importance or dominance of the words in the phrase. (Lipka 1990)

The vagueness and syntagmatic neutrality of collocations is particularly relevant to the vocabulary teaching and learning. As they are considered syntagmatic lexical relations, they are syntagmatically associated, learned, and memorized. (Lipka, 1990)

To form a collocation, the lexical items do not have to be adjacent to each other, as illustrated by this example by Lipka (1990: 166),

(a) They *collect stamps*. (V+N)

(b) They *collect* many things, but chiefly *stamps*.

It is apparent from all the definitions that collocations are word combinations that occur more frequently than by chance. This work will be based on McCarty's definition, who claims that they are routinely used, and Aarts' definiti60on, who states that this co-occurrence is not random.

I.1 Collocability

A language system is a set of abstract elements with precisely defined contexts that form a hierarchical functional unit organized into paradigms. A structure is a set of relationships in a formation. In general, structure is the result and realization of the primary and fundamental combinatory ability of linguistic units, i.e., their syntagmaticity, specifically their collocability. (Čermák, 2007)

Collocability, or the ability to combine with other units is one of the basic properties of every unit, it is also one of its functions. In principle, lexemes are primarily combined according to their meaning, which must be compatible with the meaning of the second word; no lexeme connects with all other lexemes, not even with lexemes of the part of speech with which it can generally connect. This compatibility of the lexeme, which is different for each individual lexeme of the dictionary, is its collocability; has a (formal-)semantic nature. Incompatibility is common between most of the words in the dictionary to a varying degree (e.g. *pointed circle*, *sharp relationship*, but also *green anger*), but speakers are usually not very aware of it. (Čermák, 2011)

The overall collocability of a word forms its specific collocation paradigm, which also represents the semantic distribution of a word. The paradigmatic relationship in valence can be seen in the fact that a specific valence scheme almost always applies to the entire paradigm of specific words with the same function, or also in meaning, not just for one. (Čermák, 2011)

The degree of collocability is different for individual words, but there is no completely unlimited connectability. Some words combine together with a particularly high probability. This results mainly from their meaningful properties, but also from the traditions of a certain language (e.g., *to fade – smell, to bark – dog, to cut down – tree*). (Grepl, 1995) It is therefore obvious that collocability, is rather an abstract phenomenon,

the result of which are concrete collocations. However, most authors omit the term collocability and focus directly on collocations.

I.2 Collocational paradigms

A collocational paradigm is a class of elements that can typically and meaningfully combine with an element from another paradigm. A collocational paradigm can be established only if there is a certain knowledge of a basic lexeme from which this paradigm is determined, but which does not belong to this paradigm itself. Every element of the language system has at least one collocational paradigm, and its explicit enumeration can therefore express its collocability, and thus its use in a certain context. (Čermák, 1985)

I.3 Approaches to the study of collocation

In this chapter, significant approaches to the study of collocations are described. The lexical approach based on Firth's research (1957) understands collocations as a level of lexical meaning. Second approach, referred to as the semantic approach, aims to predict the co-occurring units in collocations based on their semantic characteristics. The structural approach analyses collocations according to their grammatical patterns. The forementioned approaches are described in further detail in the following sections.

I.3.1 Lexical approach

The lexical approach of collocation research is based on the Firth's idea, which says that collocation words obtain the meaning based on the words they co-occur with. The collocation words cannot be substituted by synonyms, *e.g., make a mistake* vs. *do a mistake*. Firth also looks at collocations as a part of discourse which is separate from grammar. According to him, collocation is a *mode of meaning*. The lexical meaning, as said by Firth (1957)[1], should be evaluated on four levels: the orthographic level, the phonological level, the grammatical level, and the collocational level. As cited by Gitsaki (1996), the word *peer* can be analysed as such: orthographically, *peer* is distinguished from *pier*, next at the phonological level the pronunciation is examined. At the

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[1] Firth, J.R. (1957). *Papers in linguistics 1934-1951*. London: Oxford University Press.

grammatical level, it is determined whether *peer* is a verb or a noun. Lastly, at collocational level further meaning is obtained via the co-occurrence. (Gitsaki, 1996)

In the Firth's theory of lexical meaning, word associations are seen as both paradigmatic and syntagmatic relations of lexical units. (Firth, 1957) The units are represented by two axes, a horizontal one which corresponds with the syntagmatic relations and a vertical one, which represents the paradigmatic relations. The paradigmatic axis includes words that belong to the same class and can be substituted for one another in a particular context. The horizontal syntagmatic one refers to the ability of words to collocate with each other. Firth focuses on the meanings of lexical relations from the perspective of syntagmatic relations, rather than from the perspective of paradigmatic relations such as synonyms and antonyms. (Gitsaki, 1996)

I.3.2   Semantic approach

The semantic approach, according to Robins (1967) dates back to Greek philosophers, who associated the semantic meaning of words with the semantic structure of language. The meaning of words is not fixed and can change based on the specific context in which they appear. The way words are combined with other words affects their meaning and they cannot be understood independently. (Robins, 1967)

Chomsky is considered to be among the first linguists to have proposed to analyse collocations by semantics. Even though he did not study collocations, he differentiated between the strict subcategorization rules, which analyse a unit based on its selectional rules and categorial context. These rules are used to generate grammatical strings and breaking them leads to nonsensical phrases, such as *"Colourless green ideas sleep furiously"* (Chomsky, 1965: 149) Chomsky argued that selectional rules play a minor role in grammar and should be managed by semantics instead of syntax.

Lehrer (1974) claims that the semantic approach to studying collocations is more effective than other approaches because it defines each lexical unit based on its meaning or meanings. The example *blond* is exclusively used with human hair, however, describing an animal's fur would not be acceptable.

The semantic approach, which suggests that the co-occurrence of words is a result of their semantic properties, has a limitation in which it cannot explain the large number of idiosyncratic co-occurrences or combinations that are arbitrarily restricted. Semanticists find it difficult to explain arbitrary collocational combinations and often

leave them unexplained in their study of collocations under a theory of lexical fields. For instance, *tea* collocates with *strong* but not with *powerful*, but according to the semantic approach, there is nothing in the meaning of the notion *tea* to explain why, hence it is listed as an idiom in a study of lexical semantics. Moreover, according to Lehrer (1974) it is highly challenging to identify the semantic features of each lexical unit that can explain all its collocates, and it is also difficult to measure the degree of collocational association between lexical items. (Gitsaki, 1996)

I.3.3   Structural approach

Hsu (2002) suggests that there is a structural trend in collocation studies, which emphasizes that the structure of words in a sentence affects their collocational relationship, and thus, understanding collocational knowledge requires analysing their syntactic characteristics. The structural approach researchers thus suggest that grammar should be included in the study of collocations.

Mitchell (1971) argued for the integration of grammar, lexis, and meaning in the study of collocations and criticized Neo-Firthians for separating lexical study from grammar. He believed that to truly understand collocation, linguists must view grammar and lexis as a unified entity. Mitchell introduced the concept of "root" to study collocations. He defined "root" as an abstract form of a word, while "word" is the result of attaching inflectional markings to the root. He claimed that collocations are related to roots rather than words and should be analysed within grammatical frameworks.

Greenbaum (1970) also highlighted the impact of structural patterns on collocation and argued that certain collocations require grammatical information. He pointed out that a solely item-focused approach to studying collocations has a significant drawback in that it obscures syntactic limitations on collocations.

Matthews (1965) proposed a different method for examining collocations within grammar. He suggests adding more sets of rules to Chomsky's syntax to explain the selectional restrictions on lexical items. This approach focuses on the syntagmatic relationships within a series of lexical items rather than individual collocational relationships between word pairs. However, he acknowledges that this method of language description requires double or triple the number of rules compared to Chomsky's syntax. Matthews' theory recommended exploring syntagmatic relations and collocation using transformational grammar, but no further development was done.

The structural approach studies a wider number of patterns of collocation, unlike the lexical and semantic one. It entails grammatical words alongside lexical words, provides a framework and is overall more systematic. (Gitsaki, 1996)

I.3.1 Selection preferences

Cowie (1978) emphasizes the importance of including collocation and examples in English dictionaries to help foreign language learners overcome their vocabulary learning difficulties. He argues that collocational restrictions are not only based on meaning, but also on situational factors, such as cultural norms. For instance, the collocation *a tea service of 50 pieces* has restrictions on which meals combine with *service* based on cultural norms. Therefore, Cowie suggests the need for a learner's dictionary that gives special attention to the cultural factors influencing collocability.

Linguists group words with similar collocational restrictions into *lexical sets* because words are specified by their collocational environment to a certain extent. For instance, lexical items such as *bright*, *shine*, and *light* would fall under the same lexical sets based on their collocational restrictions, as they are often associated with the word *moon*. Similarly, a group of lexical items including *bright*, *hot*, *shine*, *light*, and *come out* is also part of a lexical set which frequently collocates with the word *sun*. (Gitsaki, 1996) The standard for a lexical item to become a part of a lexical set is based on its relationship with a specific word in terms of collocation rather than its relationship with that word in terms of paradigms. To illustrate, words like *strong* and *powerful* belong to the same lexical set because they are frequently used in conjunction with the word *argument*. However, when these two words frequently appear with different words, such as *a car* or *tea,* that association makes them a part of a separate lexical set. For instance, *strong* will be part of the lexical set associated with *tea*, and *powerful* will belong to the lexical set associated with *car*. (Halliday 1966) Halliday (1966) also emphasizes that lexical items can collocate with each other even if they do not share any grammatical or formal relationship. For instance, the words *strong* and *argument* can be used in different sentences, such as "I wasn't convinced of his argument. He had some strong points but they could all be met", and still be considered as collocates.

Cruse (1986) categorizes collocational restrictions into three types based on the degree to which the meaning of a lexical item creates an expectation of a particular collocate. These types include systematic, semi-systematic, and idiosyncratic restrictions.

Lexical items such as *grill* and *toast* fall under the category of systematic collocational restrictions. Although both verbs describe a similar process from the perspective of the agent, the objects they collocate with are different: *grill* is typically used for raw food, whereas *toast* is used for already cooked food.

Certain collocational restrictions can be categorized as semi-systematic because they still function as presuppositions of a lexical unit in question, but there may be some exceptions to the general pattern. For instance, the term *customers* typically refers to individuals who receive some object in exchange for their money, while *clients* tend to receive professional or technical services. Therefore, while businesses such as bakers, butchers, and grocers tend to have *customers*, professions such as solicitors and architects tend to have *clients*. Yet, banks tend to have *customers*.

According to Cruse (1986), there are certain lexical items that have collocational restrictions that are so unique and specific that the only way to describe them is to list all the acceptable collocates. These idiosyncratic collocational preferences do not create presuppositions, as per the semantic approach. For instance, we can say *pay a visit/attention* but never *pay a welcome* or *greeting*. Similarly, we can use the phrase *flawless performance* but not *unblemished performance*. Cruse (1986) even raises the question of whether these idiosyncratic restrictions are a matter of semantics at all.

Aisenstadt (1979), as quoted in Gitsaki (1996), proposed studying collocations in structural patterns and defined collocability restrictions as part of this study. Restricted collocations are word combinations with limited *commutability* and are defined as combinations of two or more words that follow certain structural patterns and have narrow grammatical and semantic valency. Restricted collocations are also restricted by usage and are different from free word-combinations, which have broader usage. To illustrate, when *carry* is used to mean *to support the weight of something* it can be combined with a wide range of other words, such as *bag*, *torch*, *book*, and many more. However, when it is used to indicate *winning the argument* or *being convincing*, it is limited to a specific set of words, such as *conviction* or *weight*, which form a restricted collocation pattern. (Gitsaki, 1996)

The research based on structural patterns shows that collocational restrictions apply not only to lexical words, but to grammatical words as well. The research conducted by Jones and Sinclair (1974), Renouf and Sinclair (1992), and Aisenstadt (1979) demonstrate that collocations can be analysed through their structural patterns. This suggests that there is no need for linguists to argue over whether collocations should be

examined through lexical analysis, semantic rules, or grammar rules. By defining a specific collocational pattern structurally and examining its frequency, variability, and systematicity in a language corpus, the understanding of collocation may be enriched. (Gitsaki, 1996)

Benson, Benson, and Ilson (1986a) created a dictionary of English collocations, The BBI Combinatory Dictionary of English. It contains more lexical items and provides a less detailed treatment of grammar and vocabulary. Predictable free combinations, such as the verb *to destroy* with nouns like *bridge*, *road*, *house* etc., are not included in the BBI dictionary (Gitsaki, 1996).

I.4   Meaning

Nunberg, Sg & Wasow (1994) claim that collocations as common phrasal structures project established, mostly literal meanings, different from idioms. According to Lewis, (2000) even though some collocations can be logical such as in *break your leg*, many of them have idiomatic tendencies, e.g., *break the silence*. Very few convey their literal semantic meaning, therefore their predictability can pose a challenge. McCarthy and O'Dell (2008) agree that their meaning cannot always be deduced from the individual words.

I.5   Typology

Types of collocation differs from publication to publication. In this chapter, distinction from two publications will be discussed. Čermák (2006) distinguished between free and fixed combinations of words which form collocations. He then distinguished them in further detail according to their form. Benson, Benson and Ilson distinguished collocations to grammatical and lexical, each of them have specific subcategories.

I.5.1   Čermák's typology

Čermák (2006) distinguished between textual and systemic collocations, which could be also defined as free and fixed. He claims that fixed collocations must be established if they are to belong to the langue and thus be shared and only reproduced from prior knowledge of the lexicon, they are prefabricated for a long time.

In addition to the basic distinction between fixed and free (systemic and textual) collocations, they differ mainly according to their semantic nature, i.e. the non/application of the principle of composition (which cannot be applied to idioms and idioms and are therefore semantically irregular combinations); other semantic differences are obvious (field-specificity and existence of external, i.e. extra-linguistic definitions). (Čermák, 2011)

From a linguistic point of view, according to Čermák (2006), lexical combinations in the text are divided as such:

A Systemic		
1 regular	a: term collocations (multi-word terms) *e.g., travel agency, sulfuric acid*	
	b: propria collocation (plural propria) *e.g., Canary Islands, Great Britain*	
2 irregular	idiomatic collocations (idioms and idioms) *e.g., valley of shadows*	
extensions and transitions	*e.g., good old England, black hole*	

Table 1: Systemic collocations. (Čermák, 2006)

B Textual		
3 regular	a: common collocations (grammatical-semantic combinations) *e.g., summer vacation, easy answer, wooden pencil*	
	b: analytic combinations of shapes (analytic forms) *e.g., to be written*	
4 irregul ar	a: individual metaphorical collocations (author's metaphors)	
	b: free neighbouring combinations *e.g., (outlets) of the air conditioning system*	
	c: other combinations	

Table 2: Textual collocations. (Čermák, 2006)

C Textual-systemic	
5	common collocations *e.g., to wash clothes, to chop finely, to wash hands, to get on the train*

Table 3: Textual.systemic collocations. (Čermák, 2006)

I.5.2   Grammatical collocation

According to Benson, Benson and Ilson, a grammatical collocation consists of a dominant unit (verb, noun, adjective) in a co-occurrence with a grammatical structure (clause or infinitive) or a preposition. They can be further categorized as preposition

collocations and structure collocations. Noam Chomsky, as quoted in Benson, Benson, Ilson (2010), challenged the collocation *decide on* in one structure with two different viewpoints. *Decide on a boat*, according to him, could mean either *to choose a boat* or *to decide something while on a boat*. In the first instance, *decide on* is a collocation and the second one is therefore a free combination. However, a native speaker will know to distinguish between a collocation and free combination and will reject any violation where words do not collocate. (Benson, 2010)

BBI (2010) describe eight major types of grammatical collocation.

G1 Noun + preposition   *e.g. interest in, pride in, solution to*

G2 Noun + to + infinitive   *e.g. decision to go, ability to speak*

G3 Noun + that clause   *e.g. (she had) hope that (he will come)*

G4 Preposition + noun   *e.g. by accident, for breakfast*

G5 Adjective + preposition   *e.g. afraid of, excited about*

G6 Adjective + to + infinitive *e.g. happy to help, ready to go*

G7 Adjectives + that clause   *e.g. excited that (they won), glad that (you came)*

G8 verb patterns collocations *e.g. agree to, avoid + -ing*

I.5.3   Lexical collocation

In contrast to grammatical collocations, the lexical ones do not contain infinitives, prepositions or clauses. In lexical collocations, usually nouns, verbs, adjectives and adverbs collocate with one another. One of the typical violations in lexical collocations is word substitution with synonyms. To illustrate, *warm regards* cannot be substituted with *hot regards*.

The research of lexical collocation was further developed by Zhang (1993). Zhang's definition says that a lexical collocation is when a component appears repeatedly with one or more other components as the sole or one of the limited options in a combination. Gitsaki (1996: 166) put his definition in other words as: "*if a collocation is lexicalised, i.e. if the combination of an open class word (verb, noun adjective, adverb) and a preposition or another open class word is used as a single word, e.g.* to do one's homework*,* to depend on*,* strong in*, then it is a lexical collocation.*" Zhang's distinction is found more useful for pedagogy and teaching.

Most lexical collocations contain a verb and a noun.

I.5.3.1 Verb and noun/pronoun

A verb-noun collocation is a type of collocation where a particular verb and noun frequently appear together in a language.

BBI distinguish two types of verb-noun collocations. L1 collocations, which contain a transitive verb and a noun or a pronoun. Verbs in L1 collocations denote the meaning of *creation* or *activation,* e.g., *compose music* and *fly a kite*. In some cases the creation and activation meaning are denoted by a single verb, such as in *call an alert* or *pose a question.* L1 collocations are called fixed lexical combinations. (Benson, 2010)

L2 collocations, consisting of a verb, whose meaning denote *eradication* and/or *nullification*, and a noun, Benson calls EN collocations. *Break a code* or *annul a marriage* are the typical examples. (Benson, 2010)

In verb-noun collocations, in general the verb determines the noun and therefore is the selector in most cases. The noun acts as the selectee. Verbs are often more specific and carry more meaning and nouns tend to be more general in verb-noun collocations. This results in more possible noun collocates for a given verb. This can however vary, depending on the specific context.

I.5.3.2 Adjective and noun

According to BBI's typology, L3 collocations are consisted of an adjective and a noun. In multiple occurrences, more than one adjective collocates with one particular noun. In this instance, the noun would act as the collocator and the adjective would as the collocate, for instance *warm, kind, kindest* or *best* collocates with *regards*. In other instances, the adjective acts as the collocator and the nouns as its collocates. To illustrate the point, *crushing* can co-occur with *defeat* or *debt*. (Benson, 2010)

Additionally, some nouns which act as adjectives are part of L3 collocations as well. The construction would be for example *house arrest*.

I.5.3.3 Noun-based lexical collocations

L4 collocational construction consist of a noun and a verb, in which the verb describes the action of the given noun, that being either a person, an object or a concept, an example being *alarms go off* or *bees sting*. (Benson, 2010)

L5 collocations is based around a *unit* which then associates itself with a noun. Typical structure with this type of collocation is the *of*-structure that can be divided into

two subparts; a large unit collocating with a member, e.g., *a bouquet of flowers* or *a herd of buffalo*; and a small unit entailing something larger, e.g., *a piece of information* or *an article of clothing*. (Benson, 2010)

I.5.3.4   Other types

L6 collocation contains an adverb and an adjective, such as in *deeply absorbed* or *intimately acquainted*. L7 collocations consist of a verb and an adverb, an example being *appreciate sincerely* or *amuse thoroughly*. (Benson, 2010)

I.6   Collocational competence

Collocational competence is the ability to correctly and efficiently use collocations in both spoken and written language. (Nation, 2001)

Studies such as those conducted by Waller (1993) examine the distinction in collocational competence between native and non-native speakers. Waller (1993) analysed texts written by native English speakers and advanced EFL/ESL learners with a near-native proficiency. The results of the study indicated that the use of collocations in advanced learners' writing was the most obvious indication of their non-native status. Waller (1993) states that non-native speakers showed incorrect use of collocations in their texts, whereas both native and non-native speakers made lexical and syntactic errors. He concludes that the incorrect use of collocations can make writing sound foreign or with a non-native accent. Lewis (2000) agrees that when analysing learner's spoken or written discourse, it exhibits a lack of collocational competence. Instead of collocations, learners tend to use longer utterances which lead to incorrect grammatical structures. In these cases, teachers then pay attention to correcting grammar mistakes. (Lewis, 2000)

Research on collocational competence has led to valuable suggestions for teaching collocations. In his study, Hsu (2002) concluded that the explicit teaching of collocations is necessary in the EFL classroom to support learners' efforts in mastering the L2.

I.7   Terminology

In this research, the Benson, Benson, and Ilson's (2010) terminology has been adopted for classifying collocations into two distinct categories, *lexical collocations,* and *grammatical collocations*. Lexical collocations encompass combinations such as *verb-noun* (V+N), *noun-noun* (N+N), and *adjective-noun* (Adj+N) collocations, among others.

These collocations involve words that frequently co-occur and have a strong syntagmatic and semantic relationship. They often exhibit fixedness.

The grammatical collocations primarily involve phrasal verbs, which are combinations of a verb and one or more particles, typically prepositions or adverbs. These collocations rely heavily on syntactic or grammatical rules and exhibit a degree of regularity in their formation. While grammatical collocations may not possess the same level of idiosyncrasy as lexical collocations, they play a crucial role in conveying nuanced meanings and idiomatic expressions.

In the context of *English as a Foreign Language* practice, understanding and mastering both lexical and grammatical collocations are essential for language learners. Lexical collocations contribute to learners' vocabulary acquisition, enabling them to express themselves accurately and fluently. By grasping common combinations, EFL learners can enhance their communicative competence and convey ideas more effectively.

In EFL teaching, instructors should incorporate explicit teaching and practice of collocations, providing learners with exposure to authentic language use through context-rich activities and materials. Encouraging learners to engage in meaningful interactions and noticing collocations in natural language settings can reinforce their understanding and retention of both lexical and grammatical collocations. Adopting the *BBI* terminology to classify them into lexical and grammatical types allows for a more comprehensive understanding the way coursebooks treat the teaching of collocations.

II.   Teaching vocabulary

Expanding learners´ vocabulary is a crucial part of teaching English as a foreign language, and being able to use a rich vocabulary actively is an essential aspect of becoming competent in a foreign language. According to Webb and Nation (2017), the role of the teacher in vocabulary teaching includes being able to accomplish various tasks such as choosing words to be learned, presenting new vocabulary in an appropriate and varied way, creating a syllabus for vocabulary learning, selecting suitable (authentic) materials that include the target vocabulary, designing activities that enhance its active use by learners, helping learners to develop effective vocabulary learning strategies, and evaluating their progress. (Coxhead, 2013)

According to Karlík, Nekula and Rousínová (2003), the vocabulary of a language represents a subsystem of the lexical system, which consists of words and established collocations. They define vocabulary as the lexical level which is connected with all other linguistic subsystems by complex relationships. Words consist of units of lower levels, i.e., phonemes and morphemes, through which they are shaped phonologically, morphologically and by word-formation, but at the same time they participate as building blocks in the formation of units of higher levels, i.e., phrases, sentences and texts.

As said by McCarthy (1990), many teachers do not prioritize preparing a vocabulary list for their learners, such as the vocabulary list for the specific unit, a key vocabulary list comprising essential terms crucial for understanding the subject matter, or a thoughtfully curated selection of vocabulary to enhance overall language proficiency. Instead, they often rely on the lists provided in textbooks. However, Gairns and Redman (1986) argue that teachers should take more responsibility in selecting the vocabulary their learners will learn and they should carefully consider the complexity and usefulness of the words they choose. Teachers must address two questions, these being how much vocabulary learners should know, and which vocabulary should be taught and learned. (Gairns and Redman, 1986)

Thornbury (2002) states that the vocabulary extent of an educated native speaker is approximately 20,000 word families. A word family refers to a group of words that are derived from the same root word. These words share a common base or core meaning but may have different forms or endings that change their grammatical function or meaning slightly. It is commonly believed that people acquire around 5,000 words by the age of five and add 1,000 more each year to their vocabulary. (Thornbury, 2002) Nation (2001)

states that a fairly limited yet appropriate selection of vocabulary can enable learners to accomplish a great deal. To communicate at a basic level in a foreign language, it is often suggested that learners should have knowledge of around 2,000 word families, this extent of vocabulary is sufficient to engage in a basic conversation. Schmitt (2000)

The selection of which vocabulary to teach is a crucial step. Function words and content words, which are the most commonly used words in written or spoken language, make up high-frequency words, which comprise around 80% of words in texts. Function words have no lexical meaning and only serve a grammatical purpose (such as articles, conjunctions, and prepositions). Content words, on the other hand, have full lexical meaning and include nouns, verbs, and adjectives. In contrast to this, academic words are mainly found in texts with academic purposes and constitute only 9% of all words in texts. Similarly, technical words, which are specific to certain fields such as medicine or business, make up only 5% of the words in texts. (Lewis, 2000)

Word lists have a weakness in the fact that they do not always disclose collocational awareness and its importance in acquiring vocabulary. Themed lists provide groups of words that occur together but not always collocate. Learning vocabulary as a list of words will not result in producing a natural-sounding discourse. (Lewis, 2000)

The concept of Language Center and Periphery (PLK) is highly relevant in collocation teaching. Collocations, considered part of the language centre, are common and essential word combinations for fluency. Educators can use key vocabulary from EFL research, linked to CEFR levels through the English Profile, to target appropriate collocations in teaching materials. By incorporating language centre collocations, learners can develop collocational competence, expressing themselves accurately and naturally in English. Teachers can also use PLK to introduce specialized or less frequent collocations, expanding learners' language proficiency.[2]

II.1   Teaching collocations

Learning collocations is essential as their usage can help to communicate in English in a more natural and accurate way. Although you can still convey your message with incorrect collocates such as *making your homework*, it sounds unnatural and might lead to confusion or misinterpretation. Learning collocations will result in expanding one's English vocabulary and using more appropriate words that convey the intended meaning. Collocations can also help to avoid overused words like *very*, *nice*, *beautiful*, or

get, by selecting more context-specific words that carry a more precise meaning. (Nation, 2001)

Collocations are an important aspect of second language acquisition, and research has shown that explicit instruction in collocations can improve a student's ability to use them correctly. According to Nation and Chung (2009) it is essential for teachers to have knowledge of collocations and to create opportunities for their students to learn them through focused instruction and practice.

In the realm of teaching collocations, the integration of corpora becomes a valuable asset. By carefully curating the data and avoiding excessive information that may overwhelm learners, teachers can leverage corpora in verifying, clarifying meanings, exploring usage, and assessing the frequency of collocations, thereby enhancing language instruction and empowering learners to master collocational nuances (Lewis, 2000).

Corpus linguistics, as a discipline, utilizes language corpora for studying language, constructing and processing corpora, and employing relevant methodologies. This approach involves examining texts as products of the language system and the abilities of their creators to identify general linguistic regularities and rules. While not a theory of language, corpus linguistics stands out by extensively employing vast amounts of linguistic data (Čermák, 2004). Corpora, at the most general level, consist of documents reflecting authentic language use, serving as a foundation for linguistic analysis of both spoken and written language. These systematically planned sets of texts are created with the purpose of subsequent linguistic analysis (Šulc, 1999). Incorporating corpora in teaching collocations enables verification, meaning clarification, usage exploration, and frequency assessment of collocations, making it a valuable resource in language instruction for understanding collocational patterns and contexts, best suited for a section dedicated to teaching collocations.

To effectively teach learners collocations through corporal data, it is necessary to limit the data through an adequate selection of examples. Similarly, teacher cannot edit the included examples. The selection process is a crucial step as it provides a suitable amount of texts in order to not overwhelm the learners. (Lewis, 2000) The ColloCaid project, funded by the UK Arts and Humanities Research Council, aims to develop a user-friendly tool to aid writers in effectively using collocations, which are conventionally used word combinations, by investigating user needs, visualizing lexicographic data, and integrating collocation suggestions into a text editor, thereby enhancing text readability and fluency. (ColloCaid, n.d.) The Oxford Collocations Dictionary is a corpus-based

reference that showcases the most commonly used word combinations, enabling learners to effectively express their ideas with natural and persuasive language. This valuable resource is especially beneficial for academic and report writing, helping learners use appropriate word combinations with precision and fluency. (McIntosh, 2009)

II.1.1 Learning collocations

Research on collocational competence, such as Brashi (2006) or Fan (2009), provided four major activities for collocation acquisition. These are as follows:

- raising learners' awareness,
- identifying collocations,
- developing receptive knowledge,
- developing productive knowledge.

The importance of raising learners' awareness of collocations aligns with the noticing hypothesis, which highlights the importance of conscious processing for effective language learning. Awareness-raising activities can encompass various collocational aspects, such as the meaning and significance of collocations. To help learners understand the differences in collocations between their native language and foreign language, it is essential to offer specific examples and demonstrate the lack of resemblance. (Tsai, 2020)

Learners must be made aware of key characteristics and features of collocational:

- Collocations are arbitrary and follow linguistic convention rather than clear logic.
- Learners should focus more attention and effort when learning collocations due to their arbitrary nature.
- Teaching learners chunking can help identify collocations in texts and ease the learning process.
- Synonyms exhibit significant variations in collocational behaviour, prompting learners to be more cautious in selecting synonyms.
- Recognizing the arbitrary nature of collocations can enhance learners' understanding and mastery of the English language. (Tsai, 2020)

After being made aware of collocations, learners should be trained on how to identify them in various texts. Introducing learners to the basic criteria for identifying collocations and familiarizing them with relevant metalanguage terms is essential for their understanding and effective use of collocations. Providing learners with a solid foundation in collocation knowledge will enable them to enhance their language skills and communication abilities.

Key points and metalanguage terms that teachers may present are:

- Simple definition of collocations: Explaining to learners that collocations are word combinations that frequently appear together, form fixed and natural word pairings that native speakers use to communicate fluently.
- Phrasal verbs: Introducing the term *phrasal verb* and its interpretation, which refers to a specific type of collocation involving a verb combined with one or more particles (e.g., *take off*, *look up*, *give in*).
- Metalanguage terms: Familiarizing learners with key metalanguage terms, such as *collocate*, *fixed expression*, and *idiomatic expression*. helping learners discuss and analyse collocations more precisely.

By introducing these criteria and metalanguage terms, learners will gain a deeper understanding of collocations and be better equipped to identify and use them effectively in their language learning and communication. Additionally, they will be able to distinguish collocations from other word combinations, such as free combinations and formulaic expressions, and appreciate the significance of collocations in achieving natural and native-like language use.

It is recommended that they learn to recognize useful collocations in both spoken and written texts, as well as explore the collocations included in good English dictionaries. These dictionaries provide examples in the form of phrases or sentences or highlight them in bold or italic script. Alongside with recognizing collocations in texts and dictionaries, learners should be encouraged to use corpora, such as the British National Corpus and the Corpus of Contemporary American English, which can help verify the accuracy of usage and it assists with checking their frequency. In order to make the acquisition effective, teachers should engage learners in various collocational activities which can enhance their receptive and productive collocational competence. (Tsai, 2020)

II.1.2   Methodological principles of teaching collocations

Contextual learning involves introducing and presenting collocations in authentic and meaningful contexts. Instead of isolated lists of words, collocations are introduced in real-life situations, texts, or communicative activities that reflect how native speakers use them in natural language. For example, instead of simply teaching the collocation *make a decision*, learners might encounter this collocation in a dialogue where two characters are discussing their career choices. This approach helps learners understand not only the meaning of the collocation but also its appropriate usage and connotations. (Harmer, 2007)

Contextual learning offers various advantages when teaching collocations, such as enhancing learners' understanding of collocations in real-life situations. By using authentic contexts, learning becomes more engaging and relevant, making it easier for learners to remember and internalize collocations effectively. Moreover, contextual learning provides valuable opportunities for learners to apply collocations in meaningful communication, promoting practical language use and fluency.

Repetition and exposure are crucial for learners to solidify their understanding and usage of collocations. Regularly encountering collocations in different contexts reinforces their correct usage and aids in memorization. Learners should have multiple opportunities to encounter and practice collocations through various activities and exercises. (Harmer, 2007)

Repetition and exposure play a crucial role in teaching collocations, offering numerous benefits: It reinforces the correct usage of collocations, enhancing retention and increasing learners' confidence in using them naturally. Regular practice reduces the likelihood of errors and misconceptions, facilitating the integration of collocations into learners' active vocabulary.

The principle of gradual complexity suggests starting with basic lexical collocations and mainly basic exercises, and gradually introducing more complex ones. (Harmer, 2007)

Gradual complexity in teaching collocations brings several advantages: It allows learners to establish a solid foundation in basic collocations before advancing to more complex ones, catering to learners of varying proficiency levels. By providing manageable challenges, it prevents overwhelming learners with an excessive number of collocations at once, promoting effective and sustainable learning.

Providing constructive feedback and error correction is essential for improving learners' collocational usage. When learners make mistakes in using collocations, teachers should address them in a supportive manner, explaining the correct usage and guiding learners toward better collocational choices. (Thornbury, 2002)

Error correction in language learning offers multiple benefits: identifying and rectifying collocational errors, improving accuracy and fluency, showing the teacher's commitment to learners' development, and encouraging a growth mindset.

By implementing these methodological principles, teachers can create a comprehensive and effective collocation teaching approach that fosters language growth, enhances communication skills, and empowers learners to use collocations with confidence in their language interactions.

II.1.3 Typical exercises

To learn collocations effectively, a range of activities have been proposed by McCarthy and O'Dell (2017), with the aim of enhancing learners' receptive and productive knowledge. Receptive activities aim to improve learners' ability to recognize and understand collocations in authentic texts, while productive activities aim to help learners use collocations accurately and fluently in their own language production. In this chapter, an overview of the most common exercises for acquiring collocations is listed, discussing both receptive and productive activities that have been found effective in promoting learners' collocational competence.

Visual input exercises are an effective way to help learners learn collocations. In this type of exercise, a phrase containing a collocation is presented to the learners with the collocation in bold or italics to draw their attention to it. This visual cue can help learners notice the collocation and its usage in context, which enhances their receptive knowledge of the collocation. Visual input exercises can also be adapted to promote productive knowledge by asking learners to use the collocation in a new sentence or to replace it with a synonym or related expression. Visual inputs are mostly found at the beginning of the chapter as they mostly introduce new vocabulary associated with the chapter topic.

Talking about films and books

When a new **book** or **film comes out**, newspapers and websites, like BookLikes and IMDb, will review it. The people who **review the book/film** are called **book reviewers / film critics** and they **write book/film review**s. If they don't like a book/film they **give it a bad review**. We can say that a novel or film is **based on a true story**. We say that a **book/film captures** an atmosphere or that a **book/film deals with** a topic. We talk about the **opening/closing scenes** of a film and the **opening/closing chapters** of a book. We talk about the **beginning** and **end of a book/film** (NOT ~~start~~ and ~~finish~~). If everything works out well for the **central characters**, we say that the book/film **has a happy ending**. You may **recommend a book/film** that you enjoyed to a friend. If a lot of people have enjoyed it, it is **highly recommended**.

(McCarthy and O'Dell, 2017: 50)

In this illustrative exercise example from McCarthy and O'Dell (2017: 50), the whole collocation chunk is highlighted in bold. As a more challenging modification to this exercise, there is a possibility to highlight only a part of the collocation, leaving the rest of the co-occurring unit for the learners to identify by underlining or copying it onto paper. The learners may also create a mind map, where the middle would be the word *film* and then finding the collocates in text, joining them to the middle bubble on the map while maintaining the position they commonly occur in, such as *the end of a – film – review*.
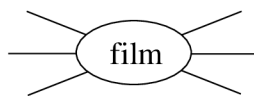
Second exercise is called a *gap-fill including a box*. It is focused on receptive knowledge and involves filling in missing words in a sentence with a set of choices provided in a box. This type of exercise is commonly used to help learners acquire collocations by requiring them to choose the most appropriate collocation to fill in the blank.

(Excerpt from McCarthy and O'Dell, 2017: 13)

Another receptive activity is commonly known as *odd one out*. This exercise is a popular activity used in language learning classrooms to develop learners' ability to distinguish between collocations and non-collocations. In this activity, learners are presented with a set of words or phrases, and they are asked to identify the one that does not belong with the others. It aims to enhance both learners' receptive and productive knowledge of collocations by encouraging them to pay attention to the nuances and subtleties of language use. Through this exercise, learners develop their ability to identify and use collocations appropriately, which ultimately supports their overall language proficiency.

(McCarthy and O'Dell, 2017: 17)

In the *matching collocates* exercise, learners are presented with a two lists of words and are asked to match them. By completing this type of exercise, learners can develop their receptive knowledge of collocations. Matching collocates exercises can be used in a variety of language learning contexts, from beginner to advanced levels, and can be adapted to suit learners' individual needs and interests. After the mechanical matching of isolated words, there usually follows an exercise where learners use the expressions in a sentence in a style of a *gap fill* or *free sentence production*.

<div style="border:1px solid black; padding:10px;">

Match the verbs and expressions on the left with their collocations on the right.

1 sustain   diarrhoea

2 contract   a cold

3 have an attack of   breast cancer

4 develop   minor injuries

5 be diagnosed with   typhoid

</div>

(McCarthy and O'Dell, 2017: 57)

Multiple choice questions are a popular exercise type for enhancing learners' receptive knowledge of collocations. In this exercise, learners are presented with a sentence or phrase as well as a list of options and they must select the correct collocation. This type of exercise helps learners to identify and understand the appropriate use of collocations in context, as well as to expand their vocabulary by learning new collocations. Additionally, multiple choice questions allow learners to receive immediate feedback on their responses, which can help them to consolidate their learning and improve their receptive understanding of collocations.

> **Choose the correct collocation.**
>
> 1 She *had / took / paid* attention to what I told her and started working harder.
>
> 2 The President *made / gave / paid* tribute to all the people who had supported him.
>
> 3 I *gave / made / had* a feeling I had met Richard before, but I couldn't remember where.
>
> 4 I went to Douglas Farnham's funeral to *give / take / pay* my last respects to a fine man.
>
> 5 I think I'll *take / make / do* a chance and leave my flight booking till the last minute. I may get a cheaper ticket.

(excerpt from McCarthy and O'Dell, 2017: 23)

Error correction exercises in learning collocations are designed to improve learners' productive knowledge of collocations. In this type of exercise, learners are provided with sentences or short texts containing incorrect collocations and asked to identify and correct the errors. This type of exercise encourages learners to pay close attention to the context. Through error correction exercises, learners can gain a deeper understanding of how collocations are used in natural language and can develop the ability to produce them more fluently and accurately in their own writing and speaking. This type of exercise can be included only in more advanced stages of collocation learning when students have already had enough opportunities to encounter the given collocations and a chance to actively use them. If it is too early in the learning process, there is a risk of a fixation of incorrect collocations.

> **Correct these sentences.**
>
> 1 Were many people damaged in the earthquake?
>
> 2 Single parents who are growing children without a partner's support are entitled to financial help from the government.
>
> 3 My mobile isn't working. I need to load the battery.
>
> 4 When we moved house, two men helped us to charge the van.
>
> 5 I don't know how to charge a gun, let alone fire one.

(Excerpt from McCarthy and O'Dell, 2017: 25)

Matching collocations with their meaning is a common exercise type that focuses on developing learners' productive knowledge of collocations. In this exercise, learners are presented with a list of collocations and a corresponding list of meanings. The goal is to match each collocation with its correct meaning. This exercise not only helps learners to recognize the correct collocation but also enhances the appropriate context.

> **Match the newspaper headlines 1–6 with the topics of the stories a–f.**
>
> 1 BUSINESS GOES UNDER
>
> 2 STIFF COMPETITION FOR LOCAL FIRM
>
> 3 BUSINESS BOOMING IN THE AREA
>
> 4 JACKSON'S STRIKE SUCCESSFUL DEAL WITH JAPAN
>
> 5 ICE CREAM COMPANY TO BE FLOATED
>
> 6 PAPER COMPANY EXPECTED TO FOLD
>
>
> A a company wins a promising new contract
>
> B a rival company is causing problems
>
> C a firm is going to sell shares for the first time
>
> D a company has ceased trading
>
> E a company may go out of business
>
> F local companies' sales figures are looking good

(McCarthy and O'Dell, 2017: 67)

Focus paraphrase exercise is a productive activity that requires learners to generate alternative expressions that convey the same meaning as the original sentence, using a specific collocation provided. By rephrasing the sentence using the target collocation, learners enhance their productive knowledge of the language and develop their ability to produce natural-sounding language. This type of exercise is particularly useful for learners who need to use collocations accurately in specific contexts, such as in academic or professional writing.

> **Rewrite each sentence using the word in brackets, so that it keeps the same meaning.**
>
> 1 The example of Mrs Brown clearly illustrates the need for better medical services in the area. (ILLUSTRATION)
>
> 2 A doctoral thesis must always make it clear where it got its information. (SOURCES)
>
> 3 Dr Kahn's results provide clear evidence that our theory is correct. (IRREFUTABLE)
>
> 4 The article begins by concisely summarising the background to the research project.

(Excerpt from McCarthy and O'Dell, 2017: 69)

Grid completion is an exercise type used to help learners acquire productive knowledge of collocations. In this exercise, a grid is presented to the learner with a word in one column and other unfilled columns for its collocates. The learner's task is to complete the grid by adding the missing words in the correct boxes to form meaningful collocations. Sometimes, more than one collocates can be written in one box. This exercise can be useful for reinforcing collocational patterns. This type of exercise can be too simplistic and does not provide enough context for learners to fully understand the meaning and usage of the collocations. Additionally, grid completion exercises may not be challenging enough for advanced learners, who may benefit more from more complex and authentic tasks. A follow-up activity to this task is typically forming sentences or texts using the collocations from the table.

Complete this table with collocations for the nouns listed. Use a dictionary to help you if necessary. The first line is completed as an example.

verb	adjective	noun
to publish	an outstanding	article
		research
		experiment
		theory
		survey

Table 4: Example of grid completion exercise. (McCarthy and O'Dell, 2017: 69)

(McCarthy and O'Dell, 2017: 69)

A *gap-fill exercise* without a box of choices is a common type of exercise used to help learners develop their productive knowledge of collocations. In this exercise, learners are presented with a text or sentences with gaps where collocations should be inserted. Unlike a gap-fill with a box of choices, learners must rely on their knowledge to select the appropriate word or phrase to fill in the gap. This type of exercise requires learners to think critically and creatively, as they must generate their own collocations rather than selecting them from a list.

Complete these questions. Then answer them.
1 Where did you .... your last holiday?
2 How much money did you .... last week?
3 What do you always .... with you when you go out?
4 Have you ever .... a trophy?
5 What aim would you particularly like to .... in life?

(McCarthy and O'Dell, 2017: 27)

A productive exercise that can be used to practice collocations is to ask learners to *write a short text on a given topic* while using the collocations they learned in a particular chapter. Writing exercises focusing on collocations typically apply to a specific genre of texts, such as correspondence (write a formal/an informal letter or email), reports or reviews, where collocations or set phrases are more common than in other types of texts, such as in narrative pieces of writing. This exercise not only encourages learners to recall and use the newly learned collocations, but also helps to reinforce their understanding of how the collocations work in context. Additionally, such exercise provides an opportunity for learners to practice writing skills and produce language independently, which can be particularly beneficial for those who may struggle with spontaneous language production. By incorporating this exercise into the learning process, learners can further develop their productive knowledge of collocations and improve their overall language proficiency.

II.1.4   Materials and resources for teaching collocations

Although collocations are found in all types of texts, they often have a very distinct collocational profile, that is while collocations are present in all types of texts,

each text type (e.g., academic articles, news reports, fiction, etc.) tends to have its own distinct set of collocations. For instance, academic texts may frequently use collocations related to research, such as *conduct a study*, *gather data*, or *present findings*. On the other hand, a news report might contain collocations more commonly associated with current events, like *breaking news*, *public outcry*, or *government response*. The concept of *collocational profile* implies that texts within the same genre or subject area will share similar collocations because authors in that domain tend to use specific word combinations. By understanding the collocational profile of a particular text type, language teachers can effectively choose appropriate learning materials for their students and guide them in using collocations that are relevant and natural for the genre they are exploring, so they can benefit from it. (Lewis, 2000) For example, working within a specific lexical/semantic field, where students look for words related to the topic (*e.g., science*) and sort them into different categories, such as parts of speech or meanings (*places, people, verbs, objects* to name a few). They can then systematically note down typical collocations in the second part and add them to the mind map.

According to Frankenberg-Garcia (2012) using authentic materials can be beneficial for learners in developing their collocational competence, as they show how to use language in context. According to Harmer (2007), authentic material is language that represents the natural speech used by native or proficient speakers and does not change for foreign speakers. He acknowledges the difficulty in determining what truly qualifies as authentic language and illustrates this challenge with examples. Hedge (2000) defines authentic materials as materials that have not been specifically created for language learners and, as a result, do not contain artificial or simplified language. Scrivener (2011) introduces the concept of authentic exposure and authentic output. Authentic exposure refers to being exposed to language used in a fairly natural manner, while authentic output entails learners speaking or writing while utilizing the full range of the studied language. Authentic English texts tend to have a varying number of re-occurring key collocations depending on the type of text. Unlike in newspaper articles, a large number of very commonly used co-occurrences is found in newspaper reports, however, many of them are associated with journalism. The use of narrative discourse is not an efficient way to enrich learner's vocabulary, as their collocational density is low. Typical genre of texts with high collocational density would be *academic texts*, such as *research papers, journal articles* or *academic essays*, which contain numerous collocations related to academic content; *legal documents*, such as *contracts* and *agreements*, where collocations are

related to the legal field; *technical manuals* or *guides*, *medical papers, new articles* and similar. Teaching collocations in *English for Specific Purposes (ESP)* holds great significance as it equips learners with the essential language skills required for their specialized fields. In ESP, understanding and using collocations specific to a particular domain are crucial for effective communication and comprehension. This specialized vocabulary not only improves learners' comprehension of domain-specific literature but also enables them to communicate effectively with peers and experts in their field. Teaching collocations in ESP provides learners with the tools to navigate the complexities of their subject matter and fosters their language proficiency within their chosen domains. In EFL materials, typical text fields are news articles such as sport reports or weather forecasts, tourism related blog posts or travel guides, job related texts such as business emails, formal letters or emails and job advertisements, and more. (Lewis, 2000)

The choice of material also vastly depends on learner's immediate need. General English learners require varying types of texts to proficiently expand their lexis in different fields. To find a balance between different pieces of writing is essential, however, finding and using various materials with entirely contextualised examples are readily available in modern teaching practice. (Lewis, 2000)

II.1.5 Collocational dictionaries

Collocation dictionaries are now available and provide evidence of frequently co-occurring words. They are particularly useful for learners who want to use language that they are partially familiar with, as they help to suggest potential alternatives to the original words in a manner similar to how native speakers use a thesaurus. (Lewis, 2000)

BBI Combinatory Dictionary (2010)[2] emphasizes the overall lexical and grammatical context of a word, which may result in the entries appearing overwhelming. It is more suited for academic learners who are accustomed to using reference materials and prioritize grammatical precision. (Lewis, 2000) Like the *BBI*, the *Oxford Learner's Dictionary Of Academic English* places a strong emphasis on the grammatical and lexical environment of a word, providing detailed information on the words that often appear together with the target word. It also includes examples of how the collocations are used in context and offers guidance on how to use the collocations appropriately. On the other

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[2] Benson, E., M. Benson, and R. Ilson (2010). *BBI Combinatory Dictionary of English: Your Guide to Collocations and Grammar,* John Benjamin Publishing Company. ProQuest Ebook Central.

hand, the *LTP Dictionary of Selected Collocations (DOSC)* is focused on lexical collocational patterns noun-verb, adjective-noun, and verb-adverb. The way it is organized is similar to a typical thesaurus and its purpose is to assist learners in using items they only partially know. One suggestion is that in teaching, the challenge is frequently not to emphasize completely new material but rather to make somewhat unfamiliar material easier to understand and learn. (Lewis, 2000)

II.1.6   Testing collocational knowledge

In testing collocational knowledge, the ability to recognize or produce a specific collocate with a word is essential in distinguishing the different meanings of that word. This is often shown through the occurrence of the word with different ranges of colligations and associated collocations. Such distinctive features of words could be used to test learners' knowledge of the words at different levels, as in fill-in-the-blank exercises. Furthermore, the ranges of collocating items with each word help to map the detailed contours of knowledge of that word. The primary lexical challenge for learners is mainly the restricted collocations, while idioms and non-restricted collocations are usually not difficult for them. (Lewis, 2000)

Collocational competence is tested in exams such by *University of Cambridge Local Examinations Syndicate (UCLESC)*, but also in a variety of other prestigious language proficiency assessments. These examinations include Cambridge English exams, such as *Cambridge English: Proficiency (CPE), Cambridge English: Advanced (CAE),* and *Cambridge English: First (FCE),* which are renowned for evaluating a wide range of language skills, including collocations. International English language certificates such as *IELTS (International English Language Testing System)* assess candidates' proficiency in various language skills, with some listening and reading tasks incorporating collocations. Similarly, the *TOEFL (Test of English as a Foreign Language)* evaluates the English language proficiency of non-native speakers, and its reading and listening sections may contain collocation-related questions. The learner's ability to select the appropriate collocation also requires identifying and recognizing the incorrect ones, known as distractors, which form deviant expressions. In the realm of business and workplace language assessment, *BULATS (Business Language Testing Service)* may also include collocations in its tests. While *maturita exams* may not have specific sections solely dedicated to testing collocational competence, they often include

tasks and exercises that indirectly assess a student's ability to use collocations effectively. For example, reading comprehension passages contain collocations that learners need to understand in order to answer questions correctly. Writing tasks may require learners to use appropriate collocations to express ideas coherently and accurately. Listening exercises also feature collocations in spoken contexts. Successfully completing such tests entails understanding what is and is not possible. Over the years, testing collocations has proven effective. This is demonstrated by the fact that good performance on these tests is associated with high-level language abilities, as assessed by other measures in the CPE. (Lewis, 2000)

New test formats are being explored to assess the learner's ability to recognize a range of collocations of a particular word, instead of just one as seen in the current CPE tests. (Lewis, 2000)

Testing collocational knowledge should align with its learning/teaching process. For instance, learners acquire collocations through content and context-rich activities, as well as exposure to authentic language. Therefore, assessing their collocational proficiency should mirror these interactive learning experiences. Employing similar activities during testing, such as using collocations in context, ensures a more accurate evaluation of learners' abilities to use collocations effectively in practical communication. (Thornbury, 2002)

When it comes to young learners, direct translation of collocations to the mother tongue may prove less beneficial. For them, the focus should be on integrating collocations organically within their language development, fostering a natural grasp of expressions through meaningful practice. In contrast, for translatology majors, the mastery of collocations is of importance, as they are often tasked with conveying nuanced meanings and cultural nuances. Thus, including translation exercises in the collocational assessments becomes essential to refine their translation skills and bridge the gap between languages, facilitating accurate and contextually appropriate rendering of phrases and expressions. (Al-Jaradi, 2015)

Using authentic materials during testing ensures the validity of the assessment by reflecting real-life language use. Learners' ability to recognize and use collocations in context can be effectively evaluated, as they are exposed to examples of collocations in practical situations, promoting better comprehension and application of these word combinations beyond the classroom setting. (Lewis, 2000)

III.   Research methodology

In this research, the analysis of textbooks serves as a primary foundation, as they stand out as the most widely used and essential teaching tool in language education. The research questions for the thesis encompass various aspects for the analysis, aiming to explore the quantity, typology or systematic distribution of the exercises, and are as follows:

- How many collocation exercises appear in the book?
- How many of these exercises are lexical, and how many are grammatical?
- Do collocation exercises appear systematically throughout the entire book?
- Are collocation exercises present in every unit of the book?
- Does the number of collocation exercises increase with the level of each title?
- In which sections of the book do collocation exercises appear (e.g., vocabulary, listening, reading)?
- What is the typology of the collocation exercises found in the book (e.g., fill-in-the-blanks, matching, sentence completion)?

Textbooks play a pivotal role in shaping the vocabulary presented and discussed by teachers with their pupils. Acknowledging the influence and prevalence of textbooks in language classrooms, this study recognizes their significance in determining the language content and vocabulary selection, thus providing a comprehensive basis for understanding and evaluating collocational competence in foreign language learners. The research has a range of English language textbooks. The choice of a textbook was based on whether they are approved by the Ministry of Education, Youth and Physical Education in the Czech educational system and if these titles were also used during teacher training courses in Czech high school education, specifically in České Budějovice. The selection contains 5 titles, from each title from two to four levels of said textbook, ranging from pre-intermediate to advanced, if commonly used.

The ministry states that the decisive factor for the adoption or removal of textbooks, teaching materials or school supplies, is the alignment of the teaching materials with educational goals, the Framework Educational Program, and legal regulations. The ministry publishes a list of textbooks and texts that have obtained the clause in the Official

Journal of the Ministry of Education, Youth, and Sports. However, schools are not obligated to follow only this list when selecting textbooks or teaching materials; they can also use other materials that must comply with educational objectives and meet pedagogical and didactic principles of education. The school director is responsible for ensuring these conditions are met. (Krupová, 2009)

The *Common European Framework of Reference for Languages (CEFR)* addresses collocational competence within its descriptors for language proficiency levels. Collocational competence refers to a learner's ability to use words and phrases in combination with other words in a natural and appropriate manner, reflecting native-like language use. Here's how the CEFR treats collocational competence in its descriptors:

At the B1 Threshold Level, learners are expected to demonstrate basic collocational competence by using common collocations related to everyday topics. They should develop formulaic phrases that suit specific communicative contexts. Moving up to the B2 Vantage Level, learners' collocational competence should expand further, encompassing more complex and idiomatic expressions. The focus here is on using collocations accurately and appropriately in various spoken and written contexts. At the C1 Effective Operational Proficiency Level, learners should display a high level of collocational competence, using a wide variety of collocations fluently and flexibly. They should manipulate collocations creatively and adapt them to specific communicative purposes and formal or informal situations. Reaching the C2 Mastery Level, learners are expected to possess advanced collocational competence, using collocations with precision and sophistication. Their language use should approach a near-native level, employing collocations effortlessly and accurately across all types of communication, including specialized and professional contexts.

The CEFR integrates these collocational competence descriptors within the broader descriptors for each proficiency level, encompassing speaking, listening, reading, and writing skills. Recognizing the significant role collocations play in achieving fluency and naturalness in a language, the framework encourages learners to focus on developing their collocational knowledge and skills as they progress through the language proficiency levels. (CEFR, 2018)

The aim of this study is to analyse the extent to which learners of English in the Czech educational system are exposed to collocational competence through their textbooks. Specifically, the study will examine whether textbooks used in high school environment provide adequate instruction and practice of advanced vocabulary based on

collocations. Advanced vocabulary, in this context, refers to more complex and sophisticated word combinations that go beyond basic single-word meanings. It involves the skilful use of collocations in appropriate contexts, where words co-occur naturally to create meaningful expressions. (Marzano, 2020) Learners are encouraged to analyse the type of collocation within each cluster, understanding the subtle variations in meaning and usage that collocations offer. Mastery of advanced collocations empowers learners to convey ideas with precision and nuance, essential for effective communication in academic, professional, and social settings.

The study seeks to determine if the English language textbooks utilized in the high school environment provide adequate instruction and practice of such advanced vocabulary based on collocations. This involves evaluating whether the textbooks offer diverse examples of collocations used in authentic language contexts, reflecting real-world communication. Learners should be exposed to a wide range of collocations to develop a broad and versatile lexicon.

Furthermore, the research aims to gauge whether the textbooks equip learners with the ability to use collocations effortlessly. This implies that learners develop a natural sense of how words fit together, eliminating the reliance on direct translation from their native language, while still maintaining the need for a correct translation or adaptation to their mother tongue. By achieving this level of collocational competence, learners demonstrate a higher degree of language fluency and a deeper understanding of the English language's intricacies.

A thorough exploration of collocations, as supported by comprehensive textbooks, empowers learners to wield language with finesse, enabling them to communicate with confidence and fluency in various academic, professional, and social contexts. The study's findings will shed light on the quantity and typology of collocation exercises in EFL coursebooks.

To achieve this aim, a corpus-based analysis will be conducted on a selection of five English language textbooks that span multiple levels, from pre-intermediate to advanced.

The chosen textbooks for this research are the English File, Maturita Solutions, the New Success, the New Headway and High Note.

Analysis of the textbooks were as follows:

- The coursebooks were sorted according to the series and the level, starting from the pre-intermediate, through intermediate, upper intermediate to advanced.
- The exercises were systematically analysed according to:
  - whether the content focuses on lexical or grammatical collocations, or both,
  - whether the metalanguage was used in the instructions of the task,
  - what type of exercise they are,
  - which section of the coursebook they appear in,
  - which skill learning section they appear in.
- In every coursebook, the occurrences were counted, the percentages of grammatical and lexical collocations were determined, the types of exercises were evaluated and counted; and the particular skill sections they covered was assessed.
- The occurrences were analysed in the context of each coursebook series and then compared with the other titles.

III.1 English File

English File is a popular series of English language textbooks designed for adult learners. The series was developed by Oxford University Press and first published in 1996.

English File is organized into four levels: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced. Each level consists of a student's book, a workbook, a teacher's book, and a set of audio recordings. There are also additional components available, such as an online practice platform and a video program.

The student's book contains units that are organized around a specific theme, such as *Jobs and Workplaces* or *Holidays and Travel*. Each unit includes a variety of activities that focus on the four language skills: reading, writing, listening, and speaking.

The workbook provides additional practice activities that reinforce the material covered in the student's book.

The audio recordings include listening activities that correspond to the material in the student's book. The online practice platform provides additional practice exercises

that can be done on a computer or mobile device. The video program includes short films that are designed to help learners improve their listening and speaking skills.

Overall, English File is a comprehensive English language program that is designed to help adult learners improve their language skills in a communicative and engaging way.

III.1.1 Latham-Koenig, C., et al. (2019) *English File: Pre-Intermediate*. Fourth edition, Oxford University Press.

The coursebook consists of 12 units, which are divided into sections A, B and C, after every odd-numbered unit there is a *Practical English* part, after every even-numbered unit there is a *Revise and check* part. The analysis was also carried out on the *Communication, Writing, Grammar bank*, *Vocabulary bank* and *Sound bank* sections which are at the back of the book.

In the English File pre-intermediate student's book, there were in total 25 exercises which dealt with collocations. From these 25 exercises, none of them had explicitly stated that the focus is collocations, nor the book had any mention of collocation throughout. Collocation exercises appeared in 8 out of 12 units, in none out of the 6 *Practical English* parts and in 3 out of 6 *Revise and check* parts. In the *Vocabulary bank* section, there were 10 collocation exercises.

From the 25 exercises, there were 15 focusing on lexical collocation, that is 60 % out of 25 total, 9 on grammatical collocation, that is 36 % of exercises and one exercise which had mixed both of the 2 types, that being 4 %.

In this coursebook, lexical collocation exercises focused on various topics and language phenomena, while grammatical collocation exercises were mainly consisted of phrasal and prepositional verbs.

Collocation exercises appeared mainly in the vocabulary section of the units (10 exercises), then in 5 speaking exercises, 2 reading, 2 pronunciation and 2 grammar exercises in the coursebook. The exercises did not appear in listening and writing. (Graph n° 1.)

English file pre-intermediate 4th edition - skills

- grammar 10%
- listening 0%
- reading 9%
- pronunciation 9%
- speaking 24%
- writing 0%
- vocabulary 48%

Legend:
- listening
- reading
- speaking
- writing
- vocabulary
- pronunciation
- grammar

Graph 1: English file pre-intermediate 4th edition – collocation exercises in specific skills.

There were 9 types of exercises, the most common type being *picture labelling* with 9 occurrences. Second most common type was a *gap fill* type with isolated sentences occurring 5 times, third being a *gap fill* with isolated words only (4). Among other types of exercises, there were *general matching (3), visual input (3), gap fill in a text (2),* and *check your understanding, matching isolated words, matching the meaning*, each of these occurring one time. *Visual input* exercises use highlighted phrases or words in bold, where the main goal is mostly checking the understanding. *Picture labelling*, the most common in the coursebook, provides learners with a set of phrases, either in context or isolated, and a set of pictures which are just challenging enough so the learners can match them correctly while still employing critical thinking.

This illustrative example from the Pre-Intermediate English File coursebook is categorized as the *gap filling exercise with isolated words*. It is found at the *Vocabulary bank* section of the book. As per the thesis, this type of exercise and *matching isolated words* differ from each other in the layout, as *matching* is identified by two boxes on each side with a selection of words.

2 OTHER HOLIDAY PHRASES

a Complete the verb phrases.

---
book   buy   have   hire /haɪə/   rent   spend   stay
sunbathe /'sʌnbeɪð/   take
---

stay   in a hotel / at a   money (or time)
   campsite / with friends   an apartment
_____ photos   a bicycle (or skis)
_____ souvenirs /suːvə'nɪəz/   a flight online
_____ on the beach   (or a hotel)
_____ a good time

Example 1: English File Pre-Intermediate, 152/2_a.

III.1.2 Latham-Koenig, C., et al. (2019) *English File: Intermediate*. Fourth edition, Oxford University Press.

The English File intermediate 4th edition Student's book is divided into 10 units which all have A and B sections. There is a *Practical English* part after every odd-numbered unit and a *Revise and check* part after every even-numbered unit. The *Communication, Writing, Grammar bank, Vocabulary bank* and *Sound bank* sections, which is at the back of the book, were also analysed.

In the coursebook, there was a total of 46 exercises which contained collocations, among those, 3 exercises specifically mention collocations in the instructions, two of which were in *Unit 3* section B and one in *Vocabulary bank* section that corresponds to the unit. Collocation exercises appeared in every unit at least once, in 4 out of 5 *Revise and check* sections, and in none of the *Practical English* parts. 11 of the 46 total exercises appeared in the *Vocabulary bank* section.

Most of the collocation exercises were focused on the lexical collocations, that being 22 exercises, or 47,8 %, 14 grammatical collocation exercises, or 30,4 %, and 21,7 %, or 10 exercises which combined both grammatical and lexical collocations.

Majority of the grammatical collocation exercises consisted of phrasal and prepositional verbs, while lexical collocations varied in types such as verb-noun collocations, noun-noun collocations, adjective-noun collocations, intensifiers, or compounds.

Throughout the units of the book, the exercises appeared most commonly in vocabulary section, that being 12 exercises, after that in 7 pronunciation exercises, where the focus also was on the intonation and stress in collocations. They appeared in reading section (5), speaking (5), listening (5) and grammar (2). They did not appear in writing section of the book (Graph n° 2).
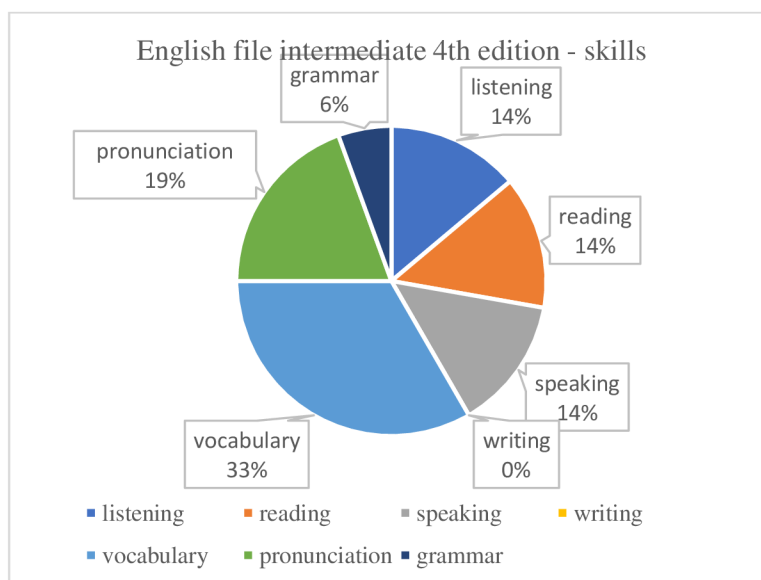
Graph 2: English file intermediate 4th edition – collocation exercises in specific skills.

Collocations occurred in 15 exercise types, the most frequent one being a *gap filling type* (13) where the *field* of completion was an isolated sentence. Second most common, occurring 12 times, was a *visual input* exercise, which most of the time appeared simultaneously with other task, such as *check your understanding (2), work out meaning (2), match the meaning (3), correct pronunciation (4), picture labelling (3)* or *use in a sentence (7)*. Other types of exercises include *multiple choice (2), matching isolated words (2)* and *general matching (2), make as many X as possible (1), gap fill with isolated words (2), gap fill in a text (1), identify (1)* and *find in text (1)*.

Pronunciation based exercise example from the Intermediate coursebook is seen below. While employing visual aid and listening material, learners can identify and learn the rhythm and stress of the collocations.

3 PRONUNCIATION & SPEAKING sentence stress

a ▶7.16 Listen and repeat the sentences. Copy the <u>rhy</u>thm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 If we **get** a **mortgage**, we'll **buy** the **house**.
3 Would you **leave home** if you **got** a **job**?
4 I **won't move out** if I **can't afford** it.
5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

Example 2: English File Intermediate, 71/3_a.

III.1.3 Latham-Koenig, C., et al. (2020) *English File: Upper-Intermediate*. Fourth edition, Oxford University Press.

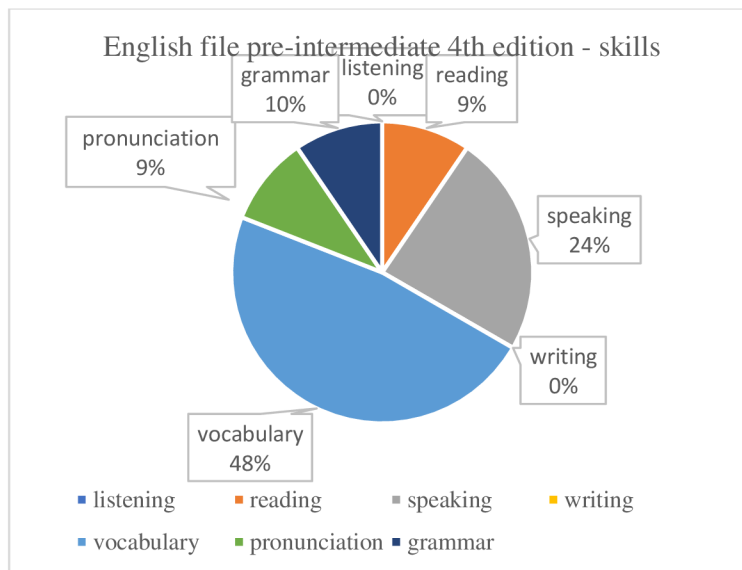The upper-intermediate coursebook consists of 10 units which divide into A and B parts. There is a *Colloquial English* section after every odd-numbered unit and a *Revise and check* section after every even-numbered unit. At the end of the book, there are *Communication, Writing, Grammar bank, Vocabulary bank* and *Sound bank* sections analysed for collocation exercises as well.

In this coursebook, there is a collection of 42 collocation exercises in total, out of which 5 exercises are specifically labelled with the word collocation in their instructions. All of the 5 exercises are in *Unit 10* section B. The exercises appeared in 6 out of 10 units, in 2 out of 5 *Colloquial English* sections and in 4 out of 5 *Revise and check* sections. There were 15 exercises in the *Vocabulary bank* section of the student's book and two in the *Communication* section.

The majority of the exercises were centred on the lexical collocation, that makes up 35 exercises and 83,3 % of the total 42 exercises. For 14,2 % or 6 exercises, the primary focus was the grammatical collocation. Only one exercise combined both types of collocation.

Collocation exercises did not appear in grammar or writing sections of the units. They appeared once pronunciation exercise, twice in both listening and speaking sections, 3 times in reading and most often, 16 times, in vocabulary sections.

English file upper-intermediate 4th edition - skills

listening 8%
reading 13%
grammar 0%
speaking 8%
writing 0%
vocabulary 67%
pronunciation 4%

■ listening ■ reading ■ speaking ■ writing
■ vocabulary ■ pronunciation ■ grammar
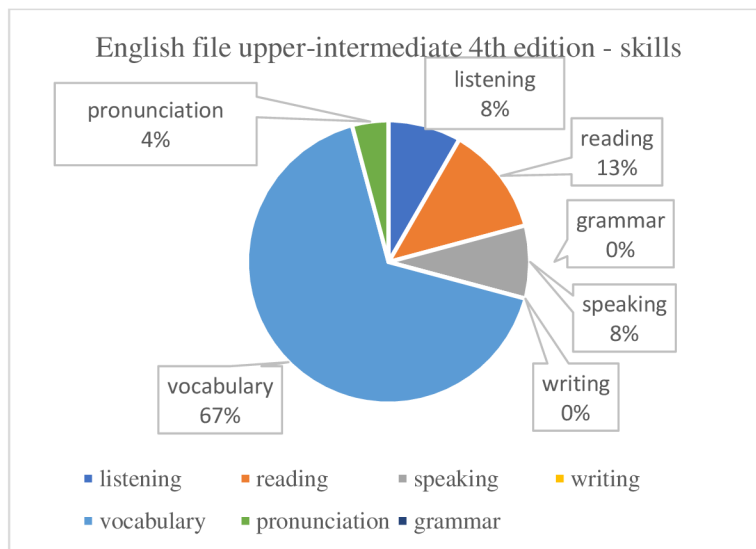
Graph 3: English file upper-intermediate 4th edition – collocation exercises in specific skills.

The range of exercise types is 13, where the most common type of exercise was *gap filling in isolated sentences (14). Visual input* was the second most frequent (11), occurring with other types of exercises, for example *check your understanding, work out meaning* or *use in a sentence*. *Matching meaning* was the third most frequent, appearing 8 times. Newly, there is a *translation*-based exercise (1), which appears for the first time in English File 4th edition series and is based on translating non-reversible word pairs into the mother tongue *(e.g.: black and white, now or never)*. Other types of exercises appeared as well, *picture labelling (4), fill in a box* or *matching isolated words (both 1).*

The illustrative example below is categorized as a mixed type of exercise as it employs multiple strategies to learn collocations. While providing a visual aid, the aim is to *check the students' understanding* of these phrases, while using them in a sentence as well.

Example 3: English File Upper Intermediate,58/4_c

III.1.4 Latham-Koenig, C., et al. (2020) *English File: Advanced.* Fourth edition, Oxford University Press.

The advanced student's book contains 10 units divided into sections A and B. Similarly, as in upper-intermediate, there is not a *Practical English* part but a *Colloquial English* part after every odd-numbered unit, and a *Revise and check* part after every even-numbered unit. There are *Communication, Writing, Grammar bank, Appendix, Vocabulary bank* and *Sound bank* sections also analysed for the thesis purposes.

In the advanced coursebook, there is a total of 45 collocation exercises. 14 of these exercises have been labelled with the word collocation in the exercise instructions. The explicit instructions exercises appeared in six units of the book, namely 1, 2, 6, 7, 8, 9, as well as in the *Vocabulary bank* section which corresponds with *Unit 1* and *Unit 3* of the book. Collocation exercises appeared at least twice in 9 out of the 10 total. There were no exercises in section *Colloquial English* and there was one exercise in two *Revise and check* sections. *Vocabulary bank* contained 11 collocation exercises. There is an *Appendix* page, which contains a list of sentences with collocations in bold, which provides a *visual input* and easy understanding for the use of these phrases. There is one exercise in the *Grammar bank* section, focusing on compound words.

The total 45 exercises contained 8 grammatical collocations exercises, or 17,8 %, 30 lexical collocation exercises, or 66,7 % and 7 combined exercises, or 15,6 %.

The exercises appeared in most of the skills except writing. Most of them were in the vocabulary section (15), then speaking (11), reading (7), listening (5), pronunciation (3) and grammar (3).
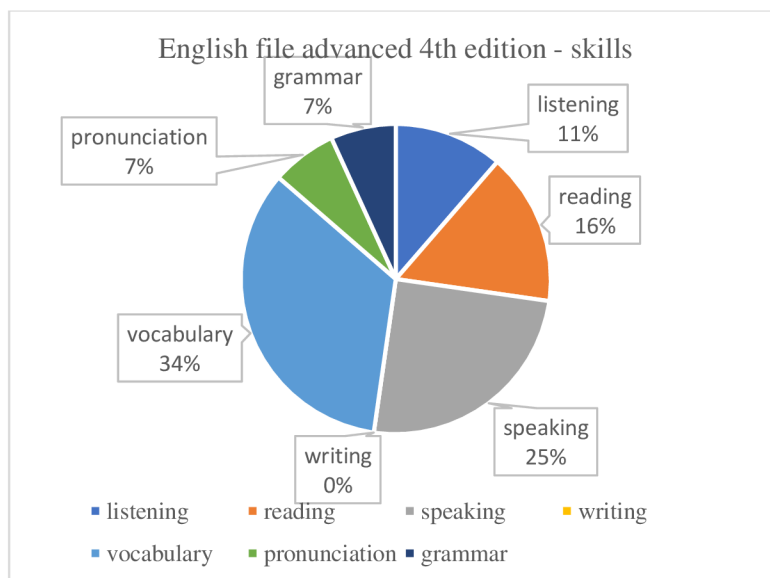
Graph 4: English file advanced 4th edition – collocation exercises in specific skills.

The most common type of exercise collocations appeared in was *gap fill within isolated sentences (16)*. There were 13 occurrences of *visual input*, appearing simultaneously with other types of exercises *(e.g.: gap fills, use in a sentence, matching meaning)* in *listening, reading, speaking, vocabulary* and *pronunciation* sections. Other types of exercise include *check your understanding (1), multiple choice* and *matching words (both 3), picture labelling (2)* and one *translation-based exercise* focusing on idioms and comparing them in English to the mother tongue.

The exercise below is categorized under the *gap filling in a sentence* type, while using a visual aid to complete the collocation. This particular example is found in a *Revise & check* part of the Advanced level of English File.

b Complete the idioms with one word.

1 My kids can be **a real** _____ **in the neck** when we eat out – they're so fussy!

2 My grandmother has always had **a quick** _____. We were quite scared of her when we were young.

3 He can be a bit bad-tempered, but he's got **a** _____ **of gold**.

4 My boss is very **down to** _____; you can talk to her about anything.

5 When you're doing your tax return, you have to follow the instructions **to the** _____.

6 You've been here loads of times! **How on** _____ did you get lost?

7 Don't worry about every little detail – try to focus on **the big** _____.

Example 4: English File Advanced, 24/VOCABULARY_b

III.1.5 Conclusion

Across the English File series, ranging from pre-intermediate to advanced levels, the number of collocation exercises displayed a gradual increase. In the pre-intermediate book, there were a total of 25 exercises focusing on collocations, with none of them explicitly stating the term *collocation* in the instructions. Intermediate level contained 46 exercises, with 3 explicitly mentioning collocations. The upper intermediate book featured 42 exercises, and 5 of them had explicit references to collocations. Finally, the advanced level had a total of 45 collocation exercises, out of which 14 were specifically labelled as such in the instructions. This upward trend indicates a progressive approach in incorporating collocations as learners advance through the levels.

In all three levels, lexical collocation exercises were more prominent than grammatical ones. These exercises mainly appeared in the vocabulary sections of each book, highlighting the significance of enhancing learners' lexical competencies. Additionally, grammatical collocation exercises often focused on phrasal and prepositional verbs, while lexical collocations covered a broader range, encompassing verb-noun, noun-noun, and adjective-noun collocations, as well as intensifiers and compounds.

The typology of exercises varied across the levels. In the pre-intermediate book, there were 9 types, with *picture labelling* being the most common. The intermediate level

featured 15 exercise types, the upper intermediate book had 13, and the advanced level 11. In all three levels, *gap filling in isolated sentences* was the prevailing one.

In the English File series, each book includes a *Vocabulary Bank* section at the end, providing learners with valuable opportunities to reinforce their lexical knowledge, including collocations. Examining the distribution of collocation exercises within these sections, a consistent pattern emerges. In the pre-intermediate book, 40% of the total 25 collocation exercises (10) can be found in the Vocabulary Bank. For the intermediate level, 24% of the 46 collocation exercises (11) are situated in there, while the upper-intermediate level features 36% of the 42 collocation exercises (15) in this section. Finally, in the advanced level, 24% of the total 45 collocation exercises (11) are included in the Vocabulary Bank section. This strategic design underscores the significance of the Vocabulary Bank in enhancing learners' collocational competencies, offering valuable reinforcement and support for learners as they progress through the English File series.

III.2 Headway

Headway is another popular series of English language textbooks designed for adult learners. The series was developed by Oxford University Press and was first published in 1996.

Headway is also organized into four levels: Beginner, Elementary, Pre-Intermediate, and Intermediate. Each level consists of a student's book, a workbook, a teacher's book, and a set of audio recordings. There are also additional components available, such as a pronunciation book and a video program.

The student's book contains units that are organized around a specific topic, such as *At the Airport* or *Hobbies and Interests*. Each unit includes a variety of activities that focus on the four language skills: reading, writing, listening, and speaking.

The workbook provides additional practice exercises that reinforce the material covered in the student's book. The teacher's book contains teaching notes, lesson plans, and answer keys for both the student's book and the workbook.

The audio recordings include listening activities that correspond to the material in the student's book. The pronunciation book focuses on helping learners improve their pronunciation and includes exercises that help learners practice individual sounds and stress patterns.

The video program includes short films that are designed to help learners improve their listening and speaking skills. The films feature a variety of accents and include both scripted and unscripted dialogue.

Overall, New Headway is a comprehensive English language program that is designed to help adult learners improve their language skills in a systematic and effective way. The program is known for its clear grammar explanations, engaging topics, and well-structured units.

III.2.1 Soars, L. & J., and P. Hancock. (2019) *Headway Pre-Intermediate*. Fifth edition, Oxford University Press.

The textbook contains 12 units, *Grammar reference* and *Extra material* sections.

In Headway Pre-Intermediate, there are 30 collocation exercises in total, none of which have been labelled with the word collocation. These exercises appeared in 8 out of 12 units at least once, they have not appeared in *Grammar reference* nor in *Extra material*.

Within the 30 exercises, there were 20 containing lexical collocation (66,7 %), 8 focusing on grammatical collocation (26,7 %) and two with both types (6,6 %).

Vocabulary & speaking sections contained by far the most collocation exercises with a total of 22. Vocabulary sections on their own contained 5 exercises, speaking sections 2 and there was one exercise in listening section. Reading, writing, grammar, and pronunciation did not contain any collocation exercises.
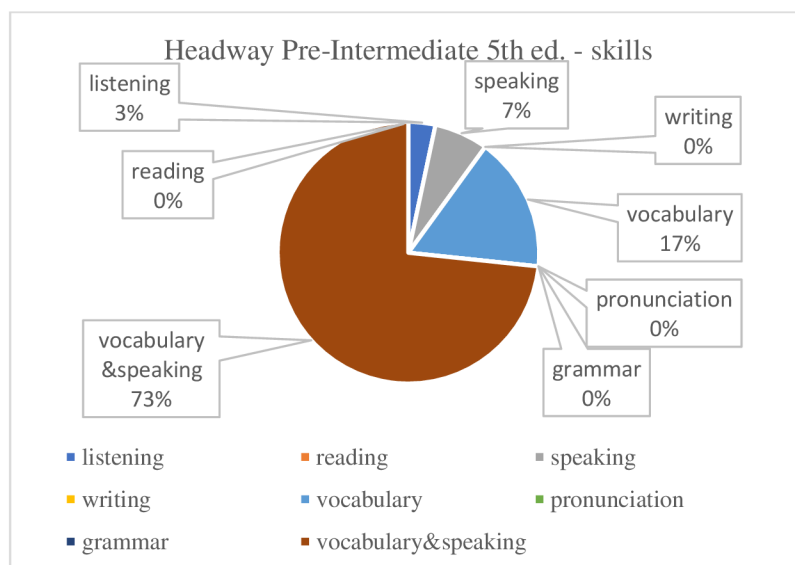
Graph 5: Headway Pre-Intermediate 5th edition – collocation exercises in specific skills.

The most common type of exercise in the coursebook was *using the phrase in a sentence*, which appeared 8 times, second most recurrent was *gap fill in a sentence* with 7 occurrences. Among other types of exercises, there were *check your understanding, matching isolated words* and *visual input* all appearing 3 times, *matching the meaning* and *odd one out* (both 2); *general matching, make as many X, gap fill with isolated words* and *picture labelling* all with one occurrence.

Exercise n. 2 at the page 103 of Headway Pre-Intermediate was categorized as *make as many X as possible*. The task is to find as many collocates, either from learners' memory, established vocabulary or with the use of a dictionary.

Example 5: Headway Pre-Intermediate, 103/2.

III.2.2 Soars, L. & J., and P. Hancock. (2019) *Headway Intermediate*. Fifth edition, Oxford University Press.

The structure of Headway Intermediate consists of 12 units, *Grammar reference* and *Extra material* sections.

Headway Intermediate contains in total 42 exercises focusing on collocations, none of which stated explicitly the word collocation, nor it appeared in the entire coursebook. The Headway Intermediate exercise instructions often contained the phrase "words that go together". The exercises appeared in all units except *Unit 8. Grammar reference* and *extra material* sections do not contain any collocation exercises.

One of the total 42 exercises included both types of collocation, 11 exercises were specifically focused on grammatical exercises and more than 70 % of the exercises had lexical collocations as the focus (30 exercises).

In this coursebook, the skill sections were not as precisely divided as with other titles. Vocabulary frequently appeared with other skills, mostly with listening and

speaking, therefore there is not a precise representation of the skills. Vocabulary sections, alone or with other skills, contained 41 exercises, second most frequent section of the unit was speaking with 12 occurrences. In listening, collocations appeared 5 times, and 2 times in pronunciation sections. Collocation exercises did not appear neither in grammar, reading nor writing.
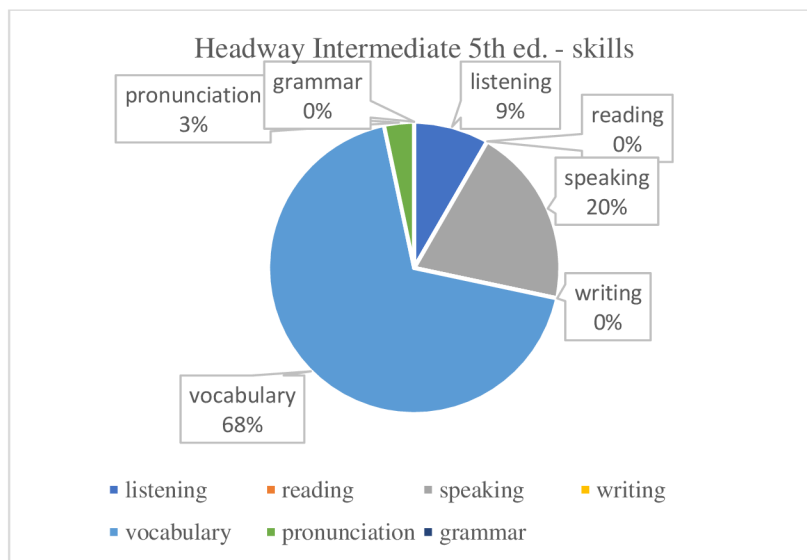
Graph 6: Headway Intermediate 5th edition – collocation exercises in specific skills.

The most frequent type of exercise in this particular coursebook was *matching words* with 9 occurrences, second most recurring was *using the phrases in a sentence* which appeared 8 times. Among other types there are *gap filling exercises* either with isolated words (1) or within a sentence (5). *Check your understanding* was a recurring type of exercise (5), as well as *visual input (4)* or *make as many X as possible (4)*. One occurrence in particular (106/2) was classified as a *mix of exercises* as it contained multiple tasks following one another, namely *work out meaning of the phrasal verbs,* and *whether the PV are separable or not.* In the student's book a *word rearranging exercises* also appeared two times.

Below is the example of a *rewrite* exercise found during the analysis. It is focused on the grammatical collocations, and the task is to rewrite the sentence to fixate the separability properties of phrasal verbs.

3 These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

1 Try turning off *the computer*. **Try turning it off.**
2 Take off *your shoes*.
3 Could you drop *Jason* off at the cinema?
4 They've brought up *their children* well.
5 Could you fill out *this form*, please?
6 Why don't you try on *that dress*?

Example 6: Headway Intermediate, 56/3.

III.2.3 Soars, L. & J., and P. Hancock. (2019) *Headway Upper Intermediate*. Fifth edition, Oxford University Press.

Upper Intermediate level of Headway 5th edition consists of 12 units, with *Writing, Grammar reference* and *Extra material* sections.

This coursebook counts a total of 47 exercises on collocations, appearing in 9 out of 12 units. Approximately a quarter of the exercises focus on grammatical collocation, which is 12 exercises. Over 70 % of the exercises consisted of lexical collocations (34) and only one provided a range focusing on both lexical and grammatical collocation.

Collocation exercises in Upper Intermediate level appeared from the main part in vocabulary sections (41), and a lot less in other parts such as speaking (6), listening (2) and reading (1). However, correct pronunciation of the collocations played a prominent role in this coursebook, as collocation exercises appeared 6 times in these sections.
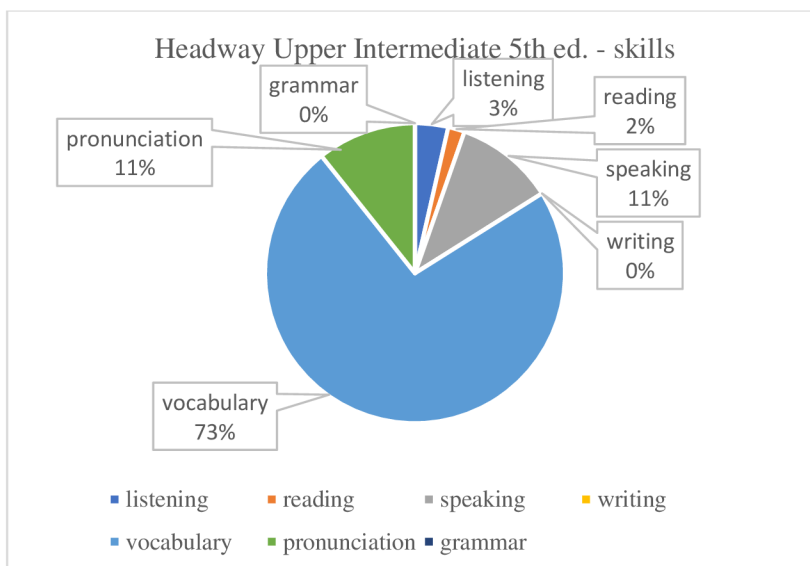
Graph 7: Headway Upper Intermediate 5th edition – collocation exercises in specific skills.

There were 15 unique exercise types, the distribution being *gap filling exercise* with sentences appearing 11 times and therefore being the most common, *matching exercises* following as the second (*matching meaning; 7*) and third (*matching isolated words; 6*) most frequent. There were 4 exercises focusing on the *correct pronunciation of collocations* and 5 exercises, where the main goal was *using the collocation in a sentence*. Other less frequent exercises are *check your understanding, make as many X as possible, use a dictionary to work out meaning* or *visual input*.

Headway Upper Intermediate contains a *fill in the box* type of exercise, as seen below, where the learners are asked to sort out the collocates (noun, noun phrase) that go with each collocator (verb).

Example 7: Headway Upper Intermediate, 57/2.

III.2.4 Soars, L. & J., and P. Hancock. (2019) *Headway Advanced.* Fifth edition, Oxford University Press.

The advanced level of the Headway series consists of 12 units, a *writing* and *grammar reference* section, *phrasal verbs* section, *pair work for student A and B,* and an *extra material* section.

Collocation activities appeared 46 times throughout this coursebook, that being in 10 of the 12 units, in *pair work A and B.* There were visual representations of collocations in *grammar reference* and *phrasal verb section* which are represented in the overall score of this book. The instructions containing the word collocation appeared 11 times throughout the exercises. There were about 10,9 % of exercises with both grammatical and lexical collocation. Exercises on solely grammatical collocation appeared 17 times, that being almost 37 %, and over a half of exercises, 52 % or 24 exercises, focused on lexical collocations.

By far the most common section of the book focusing on collocations was the vocabulary section throughout the units (33 exercises). In speaking and reading, the exercises appeared 5 times, in grammar and reading two times.
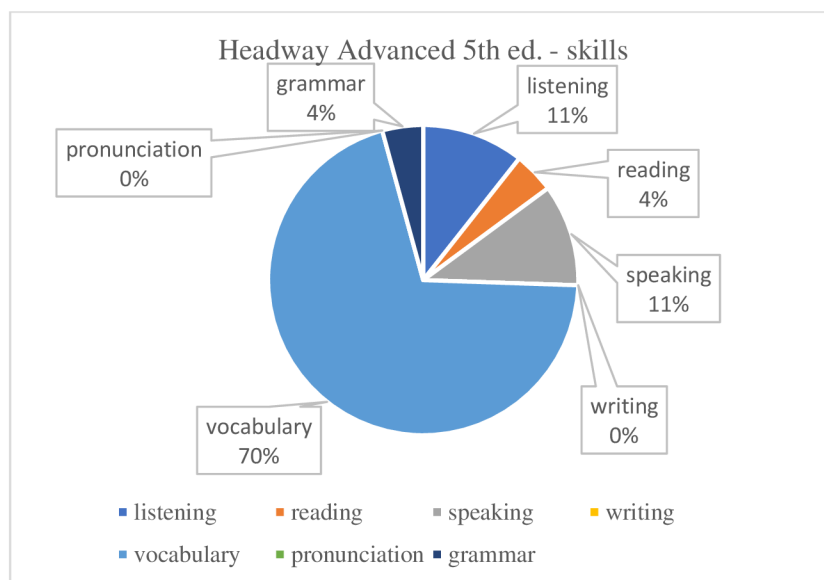
Graph 8: Headway Advanced 5th edition – collocation exercises in specific skills.

The Advanced level includes 13 types of exercises, the most recurrent is *use X in a sentence* which counts 13 exercises of this type. There were 10 *gap filling exercises* in

total, of which one is *with isolated words* and 9 of them focus on *filling in the gaps within an isolated sentence. Matching exercises* occur in total 13 times, while *matching isolated words* is the most frequent (6), *matching the meaning* the second most frequent (5) and *general matching (2),* which usually help with matching the word into a correct context.

In the Advanced coursebook, a *translation-based exercise* appeared, as seen below. The exercise n. 3 is categorized as *matching the meaning*, while the n. 4 aims at the possible translation to the learners' mother tongue. While not explicitly stating *translate* in the instructions, the teacher or learners are likely to employ this strategy while solving the task.

3 Match the following expressions with their meanings.

A	B
1 drill down	a have original and radical ideas about sth
2 go the extra mile	b continually inform sb of all developments
3 give people a heads-up	c make contact with sb briefly to check that things are OK
4 keep sb in the loop	d be aware of sth that will need attention in future
5 bring sth to the table	e look at sth in more depth and detail
6 hit the ground running	f contribute sth of value to a project or discussion
7 think outside the box	g work harder than most people would, to get a job done
8 touch base	h start work on sth successfully and enthusiastically
9 bring sb up to speed	i warn of a future development people need to be aware of
10 be on sb's radar	j inform sb of the latest developments on a project

4 Are any of the expressions in exercises 2 and 3 used in your language?

Example 8: Headway Advanced, 32/4.

III.2.5 Conclusion

In conclusion, the analysis of the Headway 4th edition series, spanning from pre-intermediate to advanced levels, reveals steady patterns in the incorporation of collocation exercises. As learners progress through the levels, there is a consistent increase in the number of collocation exercises, reflecting the series' deliberate focus on developing learners' collocational competence. The pre-intermediate and intermediate levels did not contain explicit instructions mentioning the term *collocation*; instead, they referred to them as *words that often go together*. For learners it might suggest a missed opportunity to grasp the significance of the precise terminology used in language learning.

Nonetheless, the subsequent inclusion of explicit instructions in the upper intermediate and advanced levels represents a positive step towards enhancing learners' understanding and appreciation of collocations within the Headway 4th edition series.

The series primarily emphasizes lexical collocations across all levels, guiding learners in mastering complex and sophisticated word combinations. The exercises predominantly appear in the vocabulary sections of each unit, underlining their vital role in enhancing learners' lexical proficiency.

The number of exercise types demonstrates a steady pattern across the levels, with pre-intermediate featuring 11 exercise types, intermediate containing 12, upper intermediate presenting 15, and advanced 13. This consistency signifies a well-balanced approach in offering diverse learning experiences while maintaining coherence throughout the series. Headway Pre-Intermediate features the most *use in a sentence* type exercises, while Headway Intermediate emphasizes *word matching* exercises. Headway Upper Intermediate focuses on *gap fill in sentence* exercises, and Headway Advanced returns to *use in a sentence* exercises as the prominent type in the book.

III.3 High Note

High Note is an English language textbook series published by Pearson. It is designed for upper-secondary learners and is intended to help bridge the gap between school life and young adulthood. The series includes five levels: A1, A2, B1, B1+, and B2.

The High Note series by Pearson was first published in 2018. It is a relatively new English language textbook series, and its focus on life skills development and real-world projects has made it a popular choice among teachers and learners.

The High Note series places a strong emphasis on the development of life skills, such as critical thinking, collaboration, and creativity, in addition to language skills. Each unit in the series includes thought-provoking texts and authentic documentary videos that give learners the opportunity to practice communication and collaboration skills. The series also includes real-life projects that allow learners to apply their language and life skills to real-world situations.

Learners can use a Student's Book with extra digital activities and resources, accompanied by a paper workbook. Alternatively, they can choose a Student's Book with

Online Practice, which includes extra digital activities, instant feedback, and automatic grading.

In addition to the student materials, there are also resources available for teachers, including a teacher's book, audio recordings, and test materials. The series also includes a specially prepared Life Skills Development Programme that helps learners develop the types of skills that are needed to succeed in school and improve their employability prospects. These include academic and career-related skills, social skills, and personal development skills.

Overall, High Note is a comprehensive English language program that is designed to help upper-secondary learners develop their language and life skills in a practical and engaging way. The series is known for its focus on life skills development and its use of thought-provoking materials to help learners develop critical thinking and communication skills.

III.3.1 Morris, C., et al. *High Note 1: Student's Book*. 1st ed., Pearson, 2019.

High Note 1 consists of 10 units, with one introductory *zero unit* which precedes the overall distribution. After every unit, there is a *Revision* part and after every even-numbered ones, there is in addition a *Life skills* section. Two *Culture spot*, two *Literature spot* and 10 *Watch and reflect* parts follow. At the end of the book, *Grammar reference, Use of English, Remember more* and *Communication* parts take place.

In High Note 1, there is a total of 34 collocation exercises, 3 of which have the word collocation in the instruction. The explicit instructions appear in *Unit 4, Unit 9* and in *Remember more* section of the book. Collocation exercises appeared at least once in every unit of the coursebook, in 4 of the 10 *Revision* sections and in 2 of the 5 *Life skills* sections. There was one exercise in *Culture spot 1* and one exercise in *Watch and reflect 3*. There were no exercises in *Grammar reference, Use of English,* and *Communication* sections.

The total of 34 exercises consisted of 30 lexical (88,2 %) and 4 grammatical ones (11,8 %), there was none with mixed collocations.

The exercises did not appear in writing and pronunciation sections. Collocations were mostly part of vocabulary sections of the units with 16 occurrences, listening,

reading and speaking sections, each one appearing 5 times and grammar parts, in which there were two exercises.
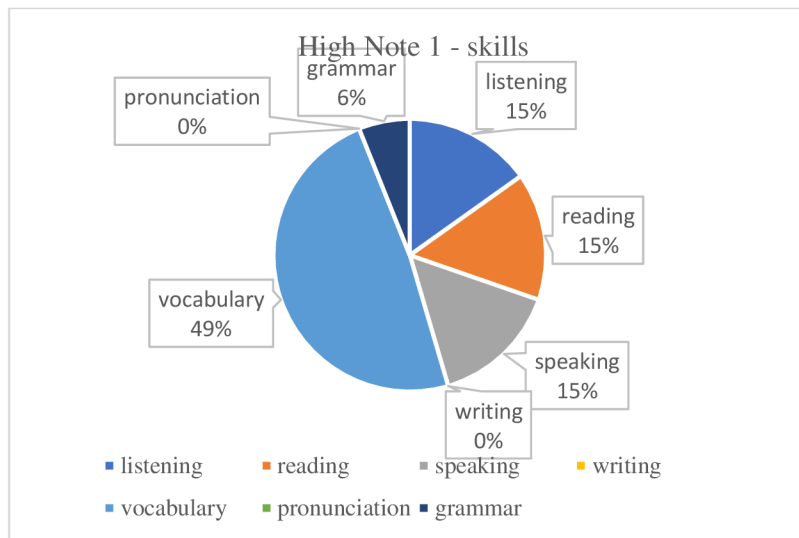
Graph 9: High Note 1 – collocation exercises in specific skills.

The most common type of exercise in this coursebook focused on *using the collocation in a sentence* which appeared 10 times. Second most frequent type, appearing 7 times, was a *gap fill-based* exercise where the field of completion was a sentence; after that a *gap fill* exercise with only isolated words or phrases appeared 4 times. Other types of exercises include *check your understanding (2), multiple choice (1), matching isolated words (3), matching general (2), odd one out (1), word rearranging (1), make as many X as possible (1), gap fill in a text (2), fill in a box (1)* and *picture labelling (3)*.

The exercise below is found in High Note 1 coursebook. In the analysis, it was categorized under the *odd one out* type, as the learners are asked to choose two words or phrases that go together with the collocator and cross out the one unfit.

6 Choose two words or phrases that go with each verb.

1 delete *a file / a hard disk / an email*

2 save *the Internet / your changes / a document*

3 copy *some text / a file / a keyboard*

4 attach *a website / a USB cable to your phone / a file*

5 install *an app / a printer / a document*

6 download *some music / a laptop / an app*

Example 9: High Note 1, 104/6.

III.3.2 Hastings, B., et al. *High Note 2: Student's Book*. 1st ed., Pearson, 2019.

High Note 2 contains 10 units, with *Word list* section after every unit, where there are up to 5 exercises concerning vocabulary before the word list begins, *Revision* part after every single unit, and *Life skills* section after every even-numbered unit. There are two *Culture spot*, two *Literature spot* and 10 *Watch and reflect* parts after the last unit and *Grammar reference, Use of English,* and *Communication* at the end of the student's book. There is not a *Remember more* section which appeared in High Note 1.

In the coursebook, there are 63 collocation exercises in total with 11 introduced by the word collocation. The exercises with the specific instruction appear in 8 out of 10 units, *Unit 4* and *Unit 9* being the two without. Exercises on collocations appeared at least once every unit, at least once in every *Word list* section, in 4 of the 10 *Revision* parts and in one *Life skills* section after *Unit 8. Culture spot 1, and Watch and reflect 2, 5, 7* and *8* each contained one exercise. There were no exercises in *Grammar reference, Use of English,* and *Communication* sections.

The 63 exercises consisted of 23,8 % or 15 of grammatical collocation tasks, 73 % or 46 of lexical collocation tasks and 2 exercises with mixed types of collocation, which make up 3 %.

Most of the exercises appeared in vocabulary sections of the coursebook, that being 25 exercises. Reading parts of the units contained 8 exercises. and grammar contained 10 exercises. There were 4 exercises in speaking, 2 in listening and none in writing and pronunciation part.

High Note 2 - skills

- listening 4%
- reading 16%
- speaking 8%
- writing 0%
- vocabulary 51%
- pronunciation 0%
- grammar 21%

Legend: listening, reading, speaking, writing, vocabulary, pronunciation, grammar

Graph 10: High Note 2 – collocation exercises in specific skills.

The most frequent type of exercise in High Note 2 was a *gap fill* type with isolated sentences, which appeared 18 times. *Use X in a sentence* was the second most common type with 15 occurrences, *matching isolated words* was the third most recurrent. *Check your understanding* appeared 11 times. Other types of exercises, which appeared in High Note 2, were *picture labelling (8), gap fill with isolated words (5), general matching (1), odd one out (1), make as many X (1), fill in the box (1)* and in addition *visual input (1)* was employed in a reading exercise.

The *Word list* sections of the High Note series often start with a set of exercises. An example from High Note 2 shows a *gap fill* type focusing on grammatical collocations, namely phrasal verbs with the preposition *up*.

4 Complete the phrasal verbs. Then check with the word list.

1 Why didn't you _____ up at the meeting yesterday? Were you ill?
2 Ancient people _____ up stories to explain earthquakes.
3 I'm definitely going to _____ up with the news while I'm on holiday.

Example 10: High Note 2, 118/4.

III.3.3 Brayshaw, D., et al. *High Note 3: Student's Book*. 1st ed., Pearson, 2021.

The third book in High Note series contains 10 units with a *Word list* and *Revision* section after every unit, and a *Life skills* section after every even-numbered unit. Two *Culture spot,* two *Literature spot* and 10 *Watch and reflect* sections follow the unit layout, and there is a *Grammar reference, Use of English,* and *Communication* section at the end of the book. Similarly to High Note 2, there is no *Remember more* part in the student's book.

In High Note 3, there is a collection of a total of 83 collocation exercises. Only 4 of the exercises have been introduced explicitly with the word collocation, those occurring in *Unit 1, 3* and *4*. There were at least 3 exercises on collocations per unit, with one exception being *Unit 2*, where there was only one exercise in the unit. The exercises appeared also in almost every *Word list* sections, except the one after *Unit 2*. Half of the *Revision* sections contained collocation exercises and they also appeared in two of the 5 *Life skills* parts. There were 4 exercises combined in *Culture* and *Literature spots*, and 5 exercises in *Watch and reflect 1, 2, 4, 7* and *9*. The sections after these did not contain any collocation exercises.

There were 62 exercises focusing on lexical collocation, which makes up 74,7 %, 10 exercises concerning grammatical collocation, or 12 %, and 11 exercises which combined both lexical and grammatical type of collocation (13,2 %).

Vocabulary sections of the units had the most collocation exercises with 39 occurrences. Reading contained 5 tasks, listening and grammar both contained 4 exercises, speaking had 3 occurrences, and writing and pronunciation did not contain any exercises.
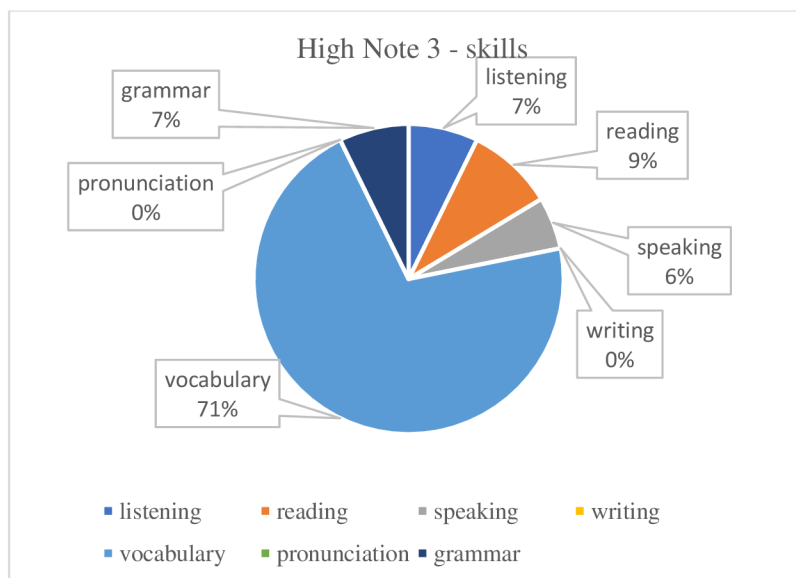
Graph 11: High Note 3 – collocation exercises in specific skills.

The type of exercise which appeared 27 times and therefore most frequently in High Note 3 was a *gap fill* type with isolated sentences. Second most common type was *matching the meaning,* which appeared 10 times and for the first time in High Note series. *Multiple choice* appeared for the first time as well and occurred 9 times, *matching isolated words* 8 times, *gap fill with isolated words* and *visual input* both 7 times. Other types of exercises were *use in a sentence (6), check your understanding* and *general matching (both 5), picture labelling* and *gap fill* where the field of completion was a coherent text (both 3), *work out the meaning (2)* and with only one occurrence there was an *odd one out* type.

Visual input types of exercises are increasing and only ever appearing with other types of exercises.

High Note 3 contains these exercises in the vocabulary section of *Unit 5*. The first one focuses on grammatical collocations in a *gap filling* style in a form of a coherent text, while also aiding with the meaning of the verb. Exercise n. 2 in this excerpt is categorized as *matching the meaning*, where it employs *visual input* by highlighting the phrasal verbs.

1 🔊 *2.18* **Complete the text with the correct forms of the phrasal verbs from the box. Then listen and check.**

> catch up on   come up with   drop out   hand in
> get down to   go over   ~~put off~~

Are you tired of ¹ *putting off* (delaying) your exam revision? Do you need to ² _____ (start) work in comfortable surroundings? At Riverside Café, we've ³ _____ (created) just what you need. Drop in to one of our Sunday Study Sessions in May, and enjoy a comfortable, quiet atmosphere with unlimited coffee and cake for just £3.99. Whether you have piles of notes to ⁴ _____ (study), an important essay to ⁵ _____ (give to your teacher) next week, or lots of reading to ⁶ _____ (do something you haven't been able to do recently), Riverside Café's Sunday Study Session is the place to be. Don't ⁷ _____ (leave school before you've completed your studies) of school; drop in to Riverside Café instead!

2 **Match the highlighted phrasal verbs with definitions a–f. Then check with a partner.**

1 ☐ My history teacher says I need to **pull my socks up** or I won't pass the exam.

2 ☐ I think I'll be able to **keep up with** Maya. I'm as dedicated as she is.

3 ☐ I tend to **pick up** languages easily but I really have to work hard at Maths.

4 ☐ Two of my classmates **put together** a great presentation on the Amazon rainforest.

5 ☐ I really hope algebra **comes up** in the test tomorrow.

6 ☐ You're going to **fall behind** if you miss any more classes.

a research and write
b appear
c progress too slowly
d work as quickly as
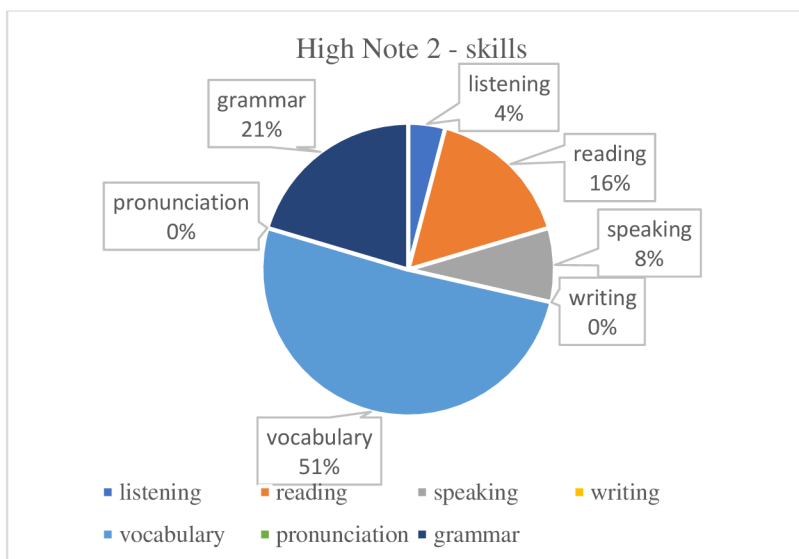**e** work harder
f learn

Example 11: High Note 3, 66/1, 66/2.

III.3.4 Roberts, R., et al. *High Note 4: Student's Book*. 1st ed., Pearson, 2019.

High Note 4 contains 10 units, 10 *Word list* sections, 10 *Revision* sections, 5 *Life skills* sections after every even-numbered unit, two *Culture spots*, two *Literature spots* and 10 *Watch and reflect* sections, *Grammar reference, Use of English* and *Communication*.

Of the total of 84 collocation exercises, there were 15 with explicit instructions containing the word collocation and appeared in 5 of the units and 4 of the *Word lists*. At least two collocation exercises appeared in every unit, at least one exercise appeared in every *Word list*. 4 *Revision* parts contained a collocation exercise, one exercise in the 5 *Life skills* appeared, specifically in *Unit 8*. *Culture* and *Literature spots* with *Watch and reflect* had combined of 10 exercises. *Grammar reference, Use of English* and *Communication* did not contain any collocation exercises.

Lexical collocation exercises were the most common, appearing 59 times out of 84 and that making up 70,2 % of the total. Grammatical collocations appeared in 13 exercises (15,5 %) and there were 12 combined exercises (14,2 %).

Writing section of any unit did not contain a collocation exercise. There was one exercise in pronunciation section, two in speaking, 6 in grammar and 7 in listening sections of the units. The exercises appeared commonly in reading parts (12) and mostly in vocabulary section (44).
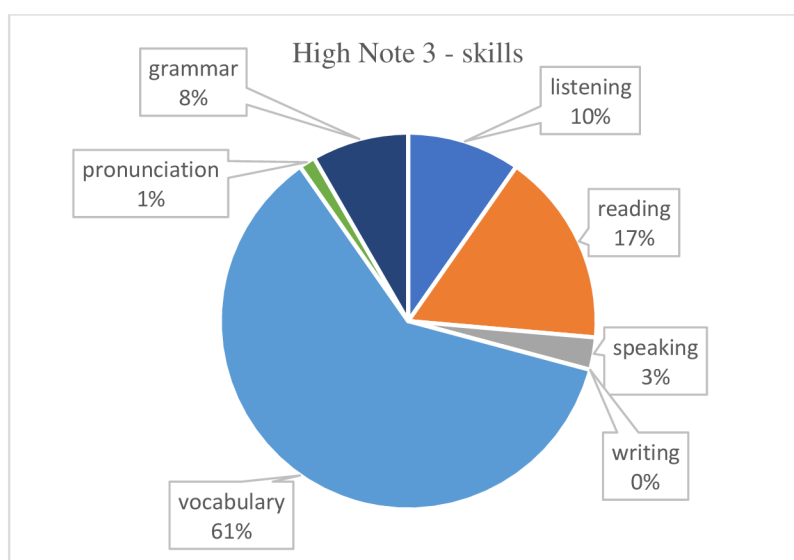
Graph 12: High Note 4 – collocation exercises in specific skills.

The types of exercises with one occurrence were *odd one out, find in the text* and *translation,* which appeared for the first time in the High Note series. Within the exercises, there were two *multiple choice* exercises. Newly there are *free production (2)* exercises that are a bit different from *use in a sentence*. The aim of *free production* exercise is a fluent speech as a response to a prompt. Another type which appeared for the first time was *correct pronunciation (2)*. Among the other types belong *gap fill with isolated words (3), general matching (4), visual input (5), gap fill in the text (6), match the meaning* and *use in a sentence (both 8), check your understanding (10)*. The two most frequent exercises were *matching isolated words (15)* and *fill-the-gap in the isolated sentences (29)*.

Below there are two exercises from High Note 4 which employed the metalanguage in the instructions. Both of them are categorized under *gap filling in the sentences*, while the first one also shows a *visual input* by highlighting the whole phrase.

Example 12: High Note 4, 50/4, 50/5.

III.3.5 Conclusion

In conclusion, the comprehensive examination of the High Note coursebook series has highlighted a progressive pattern in the incorporation of collocation exercises. As learners advance through the levels, there is a noticeable increase in the number of collocation exercises, with High Note 1 featuring 34 exercises, High Note 2 with 63 exercises, High Note 3 with 83 exercises, and High Note 4 with 84 exercises. Intriguingly, this progression is also evident in the task instructions, where the explicit mention of the word *collocation* becomes more frequent with each subsequent level.

High Note 1 predominantly emphasizes *use in a sentence* exercises, often following fixation exercises or being part of combination exercises, thereby fostering learners' understanding of collocations in context. In High Note 2, the focus shifts towards *gap filling*, where learners fill in the gaps in isolated sentences to reinforce collocation usage. Similarly, High Note 3 and High Note 4 also uses the *gap fill in sentences* as the most prevalent exercise, presenting learners with opportunities to solidify their collocational competencies.

Throughout the High Note series, each book contains a greater number of lexical collocation exercises than grammatical ones. These exercises are consistently found the most in the vocabulary sections of each book, emphasizing their importance in enhancing learners' lexical proficiency.

Another observation is the steady variability of exercises in each level, demonstrating the authors' deliberate efforts to diversify learning experiences while maintaining consistency. *High Note 1* offers 13 different exercise types, followed by *High Note 2* presenting 11 and *High note 3* 13 exercise types. Finally, *High Note 4* exhibits the highest variety, providing 15 exercise types, further enriching learners' exposure to collocations.

These findings underscore the progression and strategic design of the High Note coursebook series, enriching learners' collocational abilities as they advance through the levels with the gradual increase in the number of exercises and the growing explicit mention of *collocation* in task instructions.

The *Word list* section highlights the significance of collocation exercises in language learning. In High Note 2, out of the total 63 exercises, 20 are situated in this section, showcasing the valuable emphasis on reinforcing vocabulary knowledge and collocational competence. 11 exercises in High Note 2 come with explicit instructions, and among those, 4 are found exclusively in the *Word list* section, underlining the

importance of this segment. This trend continues in High Note 3, where out of 83 exercises, 22 occur in the *Word list* section. Within these exercises, 4 explicitly mention collocations, with two of them being found the *Word list* section. In High Note 4, with a total of 84 tasks, 19 are included in the *Word list* section, 15 exercises offer explicit instructions, with 4 exercises found in this section.

The *Word list* section thus makes a valuable resource throughout the High Note series, providing learners with targeted collocation exercises and vocabulary development.

III.4 New Success

New Success is a series of English language textbooks designed for young adult and adult learners. The series was developed by Pearson Education and was first published in 2007.

New Success is organized into four levels: Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. Each level consists of a student's book, a workbook, a teacher's book, and a set of audio recordings. There are also additional components available, such as a video program and an online practice platform.

The student's book contains units that are organized around a specific topic, such as *Personalities* or *The Media*. Each unit includes a variety of activities that focus on the four language skills: reading, writing, listening, and speaking.

The workbook provides additional practice exercises that reinforce the material covered in the student's book. The teacher's book contains teaching notes, lesson plans, and answer keys for both the student's book and the workbook.

The audio recordings include listening activities that correspond to the material in the student's book. The video program includes short films that are designed to help learners improve their listening and speaking skills. The online practice platform provides additional interactive activities that can be done on a computer or mobile device.

New Success places a strong emphasis on building learners' vocabulary and developing their speaking and listening skills. The program also includes grammar and pronunciation activities, as well as opportunities for learners to practice using English in real-life situations.

Overall, New Success is a comprehensive English language program that is designed to help young adult and adult learners improve their language skills in a

communicative and engaging way. The program is known for its clear presentation of language and its focus on building learners' confidence and fluency.

III.4.1 McKinlay, S., and B. Hastings. (2012) *New Success Pre-Intermediate: Students' Book*. 1st ed., Pearson.

The New Success Pre-Intermediate consists of 12 units, there is an *Exams revision* part after every even-numbered unit. At the end of the coursebook, there is a *Culture shock 1, 2* and *3 section,* and *Student activities.*

There were in total 37 exercises on collocations, which appeared in 10 units, in 3 of the *Exam revision* sections, and in *Culture shock 1*, there is a glossary box containing collocations, which was classified as a *visual input exercise*. The word collocation was used in the instructions of 4 exercises.

27 tasks throughout the book focused on lexical collocation, which is over 70 % of the lot, 8 or 21,6 % dealt with grammatical collocation, while 2 exercises included both types.

Throughout the skill parts, the most exercises appeared in vocabulary (20), then reading and speaking (both 9), grammar (5), listening (4), and none in writing or pronunciation.
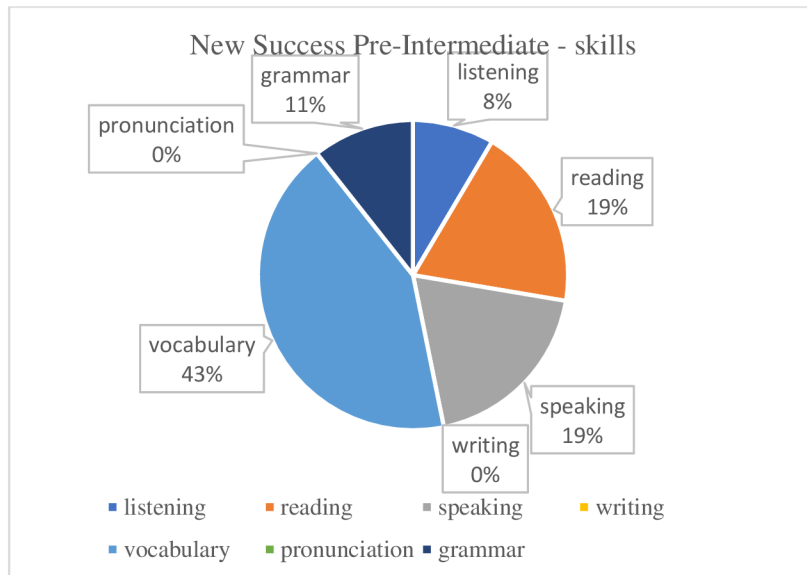
Graph 13: New Success Pre-Intermediate – collocation exercises in specific skills.

There was a scope of 11 exercise types, the most recurring two being *using the phrase in a sentence (11)* and *fill in the gaps of the sentences (10). Matching isolated*

words appeared 4 times and other types includes *matching the meaning (2), underlining (2)* and *picture labelling (2).*

The first example from the New Success series is from Unit 1 of the Pre-Intermediate level, where the metalanguage is used in the instructions. This particular exercise is categorized as *matching words* to form collocations, as there are two distinctly divided columns.

Example 13: New Success Pre-Intermediate, 9/7.

III.4.2 McKinlay, S., and B. Hastings. (2012) *New Success Intermediate: Students' Book*. 1st ed., Pearson.

The New Success Intermediate is comprised of 12 units, *Exams revision section* after every even-numbered unit, *Culture shock 1, 2* and *3,* and *Student activities*.

The total of exercises on collocations was 41, which appeared in every unit except *Unit 6*, in 3 *Exams revision* parts, and *glossaries* in *Culture shock 2* and *3*, are classified as a *visual input*. 5 tasks contained the word *collocation* or the verb *to collocate* in the instructions.

Out of the 41, a combined exercises including both types of collocation appeared the least, only 2 times. Grammatical collocation focused tasks occurred 8 times, that makes up 19,5 %, and lexical collocation exercises were the most prevalent with 75,6 % or 31 occurrences.

Among the skill distribution in the book, none of the exercises appeared in writing and pronunciation. In listening part, there was one exercise, 3 tasks in both speaking and grammar, 6 in reading parts and 33 in vocabulary sections.

New Success Intermediate - skills

listening 2%
reading 13%
speaking 6%
writing 0%
vocabulary 72%
pronunciation 0%
grammar 7%

- listening   - reading   - speaking   - writing
- vocabulary   - pronunciation - grammar
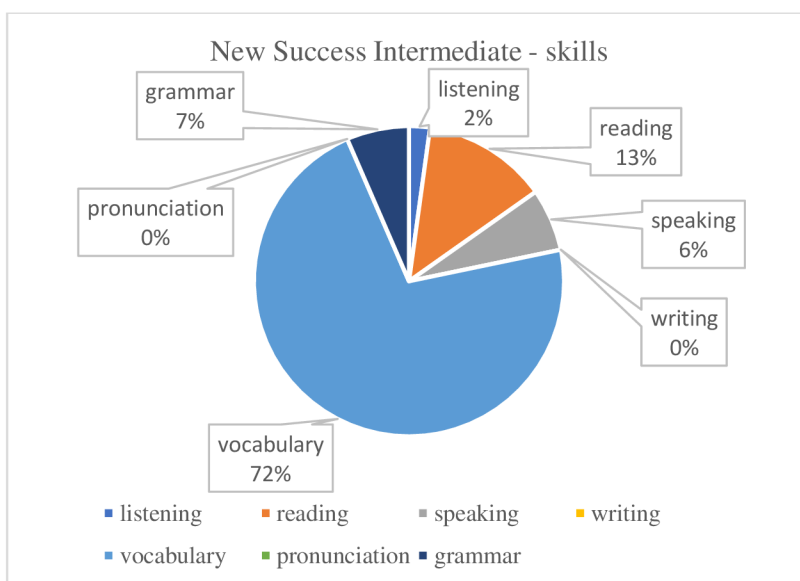
Graph 14: New Success Intermediate – collocation exercises in specific skills.

In the intermediate coursebook from the New Success series, there were 15 types of exercises, the ones with the most frequency being *gap filling in the sentences (12), using the phrases in a sentence* and *checking understanding (both 8)* and *matching isolated words*. Other types which appeared only one or 2 times include *matching the meaning, multiple choice exercise, fill in the box, picture labelling* or *odd one out*.

The chosen example from the Intermediate level of New Success is a *vocabulary* section with the headline being *collocations*. The first exercise is categorized under *gap filling with isolated words*, second *gap filling in sentences* and the third as *gap filling in* sentences with *work out meaning*, as the meaning of underlined words entails the meaning of the collocation. In this section, there is also a *train your brain* box, where the metalanguage is explained to the learners for the better understanding of language phenomena.

VOCABULARY | Collocations

1 Study the dictionary entry in Train Your Brain. Which words collocate with complaint?

  1 verbs which collocate:
    <u>make</u> , _____
  2 prepositions which collocate:
    <u>about</u> , _____ , _____
  3 adjectives which collocate:
    <u>formal</u> , _____

TRAIN YOUR BRAIN | Dictionary skills

Collocations

A dictionary can tell you not only the meaning of a word but also collocations – the words it combines with.

complaint /kəmˈpleɪnt/ *n* a statement in which someone complains about something. | *I would like to make a complaint.* | *The BBC received a lot of complaints.*
formal/official complaint [+ **about**] *He was dismissed after complaints about the quality of his work.*
[+ **from/to**] *complaints from local residents.*

---

2 Use the correct form of words from Exercise 1 to complete the collocations in the sentences below.

  1 The school _____ many complaints _____ parents who were unhappy with the cost of school trips.
  2 She was unhappy with the service and _____ a complaint.
  3 The hotel received a complaint _____ the quality of the food in the restaurant.
  4 He was sacked after someone made a _____ complaint about his work.

3 Use a dictionary to find the meanings of the <u>underlined</u> words below. Then complete the sentences.

  1 Phone Customer Services. I'm sure they'll _____ you a <u>refund</u>.
  2 Those trainers you wanted are now _____ <u>stock</u>.
  3 Would you like to <u>exchange</u> them _____ something else instead?
  4 I wanted to use my credit card, but they told me I could only _____ <u>cash</u>.
  5 The new issue of *Hi!* magazine is _____ <u>sale</u> now!
  6 This shirt was a real bargain! It was <u>reduced</u> _____ £25 _____ £8!
  7 How much did you <u>pay</u> _____ that watch?

Example 14: New Success Intermediate, 110/2, 110/3.

III.4.3 Carr, J. C., et al. (2012) *New Success Upper Intermediate: Students' Book*. 1st ed., Pearson.

The coursebook consists of 12 units, *Exams revision* section after every even-numbered unit, *Culture shock 1, 2, 3* sections, *Student activities, Writing bank* and *Check it out* sections.

The collocation exercise total in this book is 60 occurrences with 10 having the word *collocation* or *collocate* in the task. They appeared at least once in every unit, in 5 out of 6 *Exams revision* sections and in *Culture shock 1*, there was a *picture labelling* exercise.

5 % of the exercises, or 3, contained both types of collocation, 13,3 % focused on grammatical collocations (8) and over 80 % of the exercises concerned specifically the lexical collocation (49).

There were no tasks in speaking and writing sections of the units, however for the first time in the series, collocations appeared in pronunciation sections (3). They appeared repeatedly in listening (3), reading (6) and grammar sections (9), but the most exercises occurred in vocabulary parts of the units (50).
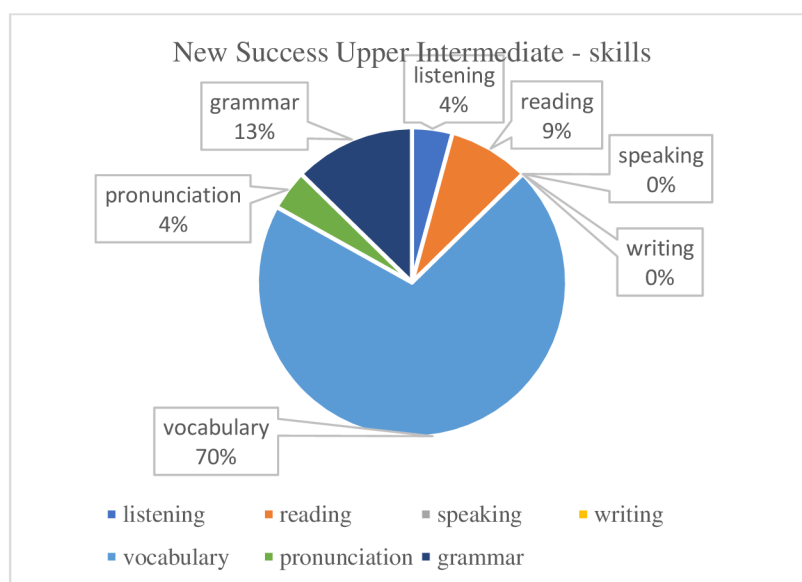
Graph 15: New Success Upper Intermediate – collocation exercises in specific skills.

The 60 collocation exercises appeared in 18 different exercise types, 2 of the most frequent being *matching isolated words (11)* and *gap filling in isolated sentences*. Other types which appeared up to 5 times were *matching the meaning, odd one out, underlining, multiple choice, working out the meaning* and *rewriting*. For the first time, there was a

discussion-based exercise where the focus of the discussion were collocations and the image they created in the context of online forums.

The example below is found at the page 73 of the Upper Intermediate coursebook. This particular exercise has been labelled as *underline type*, as the goal is to find and underline all collocations in the text. This type aims at improving the collocational competence of the learners.

1 Which of these inventions came first?
a the swimming pool
b toothpaste
c the lawn mower
d the pencil

2 Which artist is also famous for his groundbreaking work in science?
a Pablo Picasso
b Michelangelo
c Leonardo da Vinci

3 When was the first radio-controlled device invented?
a 1898
b 1904
c 1915

SCIENCE AND INVENTIONS QUIZ

4 Who choked on his own invention?
a Booth (the vacuum cleaner)
b Smythe (false teeth)
c Branston (pickled onions)

5 Which of these labour-saving devices was not invented by a woman?
a the ironing board
b the automatic dishwasher
c the sewing machine
d correction fluid

6 How many of these scientists were left-handed?
a Marie Curie
b Albert Einstein
c Ivan Pavlov
d Albert Schweitzer

2 Underline the compound nouns and compound adjectives in the quiz (fourteen in total).

Example 15: New Success Upper Intermediate, 73/2.

III.4.4 Conclusion

In conclusion, the analysis of the New Success coursebooks at different levels, namely pre-intermediate, intermediate, and upper intermediate, has revealed notable trends in the incorporation of collocation exercises. As the levels progress, there is a discernible increase in the number of collocation exercises, indicating a deliberate effort to challenge learners' language proficiency and familiarity with word combinations. The types of exercises display greater variation in higher levels, suggesting a pedagogical approach that targets diverse aspects of collocation competence. At the pre-intermediate level, exercises focus on checking understanding, ensuring a solid foundation in collocation usage. In the intermediate level, visual input exercises aid learners in associating collocations with context, reinforcing their practical application. Lastly, at the upper intermediate level, exercises emphasize pronunciation and rewriting, enabling

learners to refine their language skills and master advanced collocational expressions. Fixation exercises appeared in all the levels equally, most frequent being *matching words* and *filling in the gaps in sentences.*

In the New Success series, a greater focus is given to lexical collocation exercises in comparison to grammatical ones. These exercises are consistently featured in the vocabulary sections of each book, highlighting their crucial role in enhancing learners' lexical proficiency.

These deliberate design choices across the coursebooks reflect a strategic progression in guiding learners towards greater proficiency in collocations as they advance through the language levels, making the New Success series a strategically and systematically structured resource for enhancing learners' collocational competence.

III.5 Maturita Solutions

Maturita Solutions is a series of English language textbooks designed for high school students in Central and Eastern Europe who are preparing for their high school leaving exams, or maturita. The series was developed by Oxford University Press.

Maturita Solutions is organized into three levels: Intermediate, Upper-Intermediate, and Advanced. Each level consists of a student's book, a workbook, a teacher's book, and a set of audio recordings. There are also additional components available, such as an online practice platform and a grammar reference book.

The student's book contains units that are organized around a specific topic, such as Health and Fitness or The Media. Each unit includes a variety of activities that focus on the four language skills: reading, writing, listening, and speaking.

The workbook provides additional practice exercises that reinforce the material covered in the student's book. The teacher's book contains teaching notes, lesson plans, and answer keys for both the student's book and the workbook. The grammar reference book provides detailed explanations of key grammar points and includes practice exercises to help learners master them.

The audio recordings include listening activities that correspond to the material in the student's book. The online practice platform provides additional interactive activities that can be done on a computer or mobile device.

Maturita Solutions places a strong emphasis on building learners' academic vocabulary and developing their critical thinking skills. The program also includes

grammar and pronunciation activities, as well as opportunities for learners to practice using English in academic and real-life situations.

Overall, Maturita Solutions is a comprehensive English language program that is designed to help high school students in Central and Eastern Europe prepare for their high school leaving exams. The program is known for its focus on academic language and critical thinking skills, as well as its clear presentation of language and grammar.

III.5.1 Falla, T., et al. (2017) *Maturita Solutions: Pre-Intermediate*. Third edition, Oxford University Press.

Maturita Solutions pre-intermediate 3rd edition consists of 9 units, each of which is divided into sections A-H, each focusing on a different skill. There is a section I. at the beginning of the book which contains parts A-D. After every two units and after *Unit 9* there is an Exam skills trainer part. There is a *Vocabulary builder* section. This coursebook contains 41 exercises focusing on collocations, 11 of which use the word collocation explicitly in the instructions. The explicit description appeared in 6 out of 9 units as well as in the *vocabulary builder* section which corresponds to *Unit 4*. The collocation exercises appeared in every unit except *Unit 7*, including *Unit I.* at the beginning of the book. In the *Vocabulary builder*, there were 7 exercises, and there were no exercises in Exam skills trainer.

The percentage of 78 %, or 32 exercises are lexical collocation focused, 19,5 % or 8 exercises are grammatical collocation focused and one exercise deals with both lexical and grammatical collocations.

Collocation exercises did not appear in writing or pronunciation skills. They mostly appeared in vocabulary (16) and speaking (7).
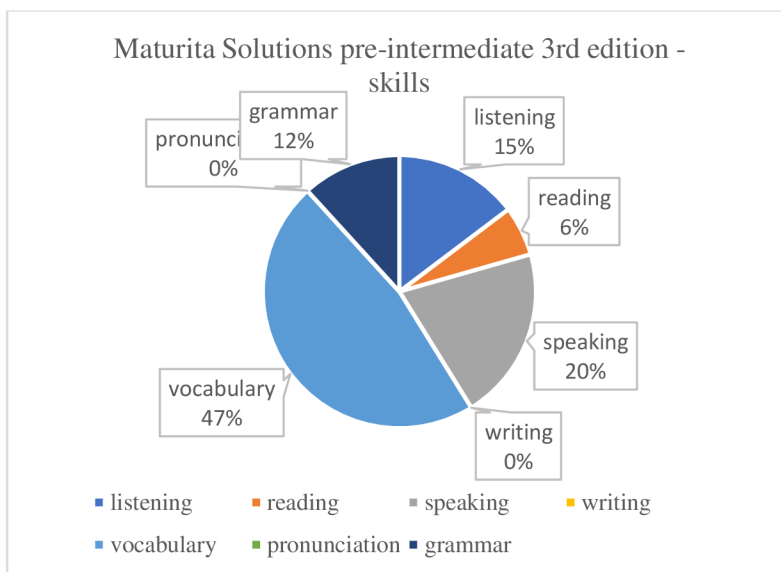
Graph 16: Maturita Solutions pre-intermediate 3rd edition – collocation exercises in specific skills.

The most common type of exercise collocations appeared in was *use in a sentence* type, occurred 11 times and enabled the speakers utilize the context of the collocation they learned. Second and third most frequent types are *gap fill with isolated words (7),* and *gap fill in isolated sentences (6).* Exercises with less frequency include *matching words (5), fill in the box (4)*; this exercise appearing the most times in this coursebook, and *picture labelling (3).* Only once there were *multiple choice exercise, matching meaning, gap filling in the coherent text* and *identifying collocations.*

The example below illustrates a *picture labelling* exercise. With the pre-intermediate levels, a picture provides a sufficient context to categorize the collocations to the topic. The learners are provided with a list of words and a picture, which can sometimes include a visual aid for the particular objects which they are labelling. This particular exercise is a part of the *Vocabulary builder* section.

Unit 4

4G In the street

1 Are all of the things below in the picture?

billboard   bus stop   fire hydrant   parking meter
pedestrian crossing   phone box   postbox   road sign
roadworks   rubbish bin   shop sign   shop window
street lamp   telegraph pole   traffic lights
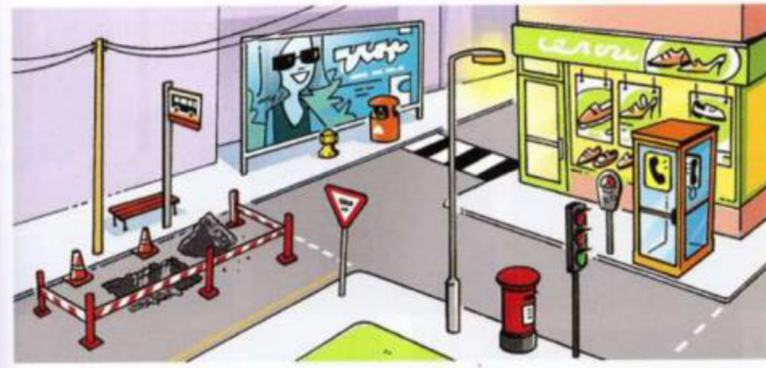
Example 16: Maturita Solutions Pre-Intermediate, 119/4G_1

III.5.2 Falla, T., et al. (2012) *Maturita Solutions: Intermediate*. 2nd edition, Oxford University Press.

The coursebook is divided into 10 units, each of which has parts A-G focusing on a different skill. There are Get ready for your exam sections after every odd-numbered unit, and Language review and Skills round-up sections after every even-numbered unit. After *Unit 10* there is also a Get ready for B2 exams section. A *Vocabulary builder* section appears at the end of the book. The student's book contains in total 41 exercises on collocations. 6 of the exercises have the word collocation used in the instruction line. Out of the 10 units, there are collocation exercises in 7 of them. There is one exercise in 1 out of 5 Get ready for your exam parts, 5 exercises in 4 out of 5 Language review part, none in Skills round-up and none in Get ready for B2 exams. *Vocabulary builder* section contains 19 collocation exercises.

There are more lexical collocation focused exercises in the book than grammatical focused ones. Lexical collocation exercises make up 70,7 %, or 29 exercises, while grammatical make up 29,3 %, or 12 out of 41 exercises.

The exercises appeared most often in vocabulary part of the units. They did not appear in reading or writing sections.
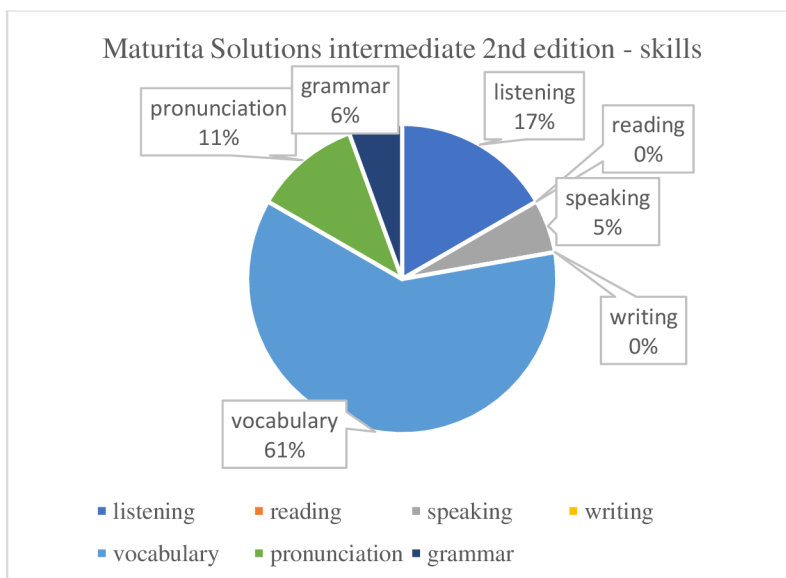
Graph 17: Maturita Solutions intermediate 2nd edition – collocation exercises in specific skills.

Gap fill in the isolated sentences was the most recurrent exercise type in Maturita Solutions Intermediate, with the number of appearances being 13. Second and third exercise with the most occurrences are *matching isolated words (8)* and *gap fill with isolated words or phrases (7).* Newly, there are exercises focusing on *rewriting sentences* using the collocation provided (3) and *noting down collocations (1). Matching the meaning* appeared twice, exercises with the least frequency are *check your understanding, multiple choice, general matching, make as many X, use in a sentence, fill in the box, visual input* and *correct pronunciation.*

Maturita Solutions Intermediate includes this exercise found in Unit 5. It was categorized as a *gap fill with isolated words* and under the section *vocabulary*.

Example 17: Maturita Solutions Intermediate, 46/2.

III.5.3 Conclusion

The comparison between Maturita Solutions Pre-Intermediate 3rd edition and Maturita Solutions Intermediate 2nd edition provides valuable insights into the evolution and improvements of the coursebooks across different levels and editions. By evaluating these two editions, we can gain a comprehensive understanding of how the series addresses collocations, an essential aspect of language learning and proficiency.

Both of the editions contained the same number of collocation exercises, however, the layout and frequency of exercise types varied significantly. In Maturita Solutions Pre-Intermediate 3rd edition, there were 10 unique types of exercises and in Maturita Solutions Intermediate 2nd edition 14 unique types. Even though lower level of a coursebook, the newer edition's most frequent exercise focused on *using the collocations in sentences*, therefore provided a fixation and a free production while still employing means to ensure the correct context, such as questions. Second and third most frequent exercises, namely *gap filling in isolated phrases* and *gap filling in sentences* are used for fixation purposes. Maturita Solutions Intermediate 2nd edition's most frequent exercises were *gap filling in sentences, gap filling in isolated phrases* and *matching words.* While the first type provides a sufficient context for the fixation of the use and meaning of the collocation, it does not allow for the free speech use. The second and third exercises focus mainly on mechanical fixation of the phrase. The trend of *picture labelling* occurred only in the Pre-Intermediate, allowing for the visual representation and therefore more suitable demonstration of the meaning for the younger learners. On the contrary, the exercise appearing in only the higher level is *correct pronunciation*, showing the importance of the speech rhythm suitable for the intermediate learners.

In both volumes, collocations appeared mainly in vocabulary sections of the book, and they were not part of any writing focused exercise. Lexical collocations covered over 70 % of classified exercises in each book.

In both Maturita Solutions Pre-Intermediate 3rd edition and Maturita Solutions Intermediate 2nd edition, the *Vocabulary Builder* section stands out as a significant repository for collocation exercises. In Pre-Intermediate, out of a total of 41 collocation exercises, 7 exercises are featured in the *Vocabulary Builder* section, in Intermediate the *Vocabulary Builder* section contains 19 collocation exercises out of a total of 41. This

highlights the importance of the *Vocabulary Builder* as a crucial component of these coursebooks.

Overall, both coursebooks show the basics of their level, however, for the Intermediate one, more free speech production exercises should be included for the students to learn the use in their own way.

III.6 Comparison of the coursebooks

The overall number of collocation exercises in each series revealed intriguing patterns. Among the coursebooks examined, the High Note series stood out with the highest number of collocation exercises in each level, gradually increasing from High Note 1 (34 exercises) to High Note 4 (84 exercises). In contrast, the English File series had a more moderate increase, starting with 25 exercises at the pre-intermediate level and culminating in 45 exercises at the advanced level. Headway series demonstrated a steady progression, with 30 exercises in pre-intermediate, 46 in intermediate, 42 in upper intermediate, and 45 in the advanced level. The New Success series followed a similar trend, featuring 30 exercises in pre-intermediate, 46 in intermediate, and 42 in upper intermediate levels. The Maturita Solutions series both contained 41 exercises. The findings demonstrated a positive correlation between the progressive number of collocation exercises with the advancing levels, meaning in the pre-intermediate levels, the number of tasks was lower than in the advanced ones. Maturita Solutions does not present a sample of this trend, as the focus was to compare the editions.

As learners progress to higher levels, there is a increase in the inclusion of explicit instructions, indicating a more focused approach to guiding learners in understanding and applying collocations. In the English File series, for instance, at the pre-intermediate level, there were no explicit instructions out of a total of 25 exercises. However, in the intermediate level, 3 out of 46 exercises contained explicit instructions, and this number further increased to 5 out of 42 exercises in the upper-intermediate level. In the advanced level of the English File series, it was 14 out of 45 exercises. A similar progression can be observed in the High Note series, where the number of explicit instructions grows from 3 in High Note 1 to 15 in High Note 4. The New Success series also exhibits a rise in explicit instructions, with 4 in the pre-intermediate, 5 in the intermediate, and 10 in the upper-intermediate level. This increase in metalanguage use underscores the

coursebooks' purposeful design to scaffold learners' understanding and usage of collocations, supporting their linguistic growth and proficiency.

Across all series, the lexical collocations predominated over the grammatical ones. These exercises primarily appeared in the vocabulary sections of each series and level, underlining the significance of enhancing learners' lexical proficiency.

Across the analysed coursebooks, various types of exercises were employed to engage learners in practicing collocations. The most prevalent exercise type was *gap fill in isolated sentences*, which occurred 212 times, offering learners opportunities to fixate the collocations in a sufficient context. *Use in a sentence* followed closely, appearing 111 times, encouraging learners to create meaningful expressions using collocations within context. Another common exercise, *matching words*, appeared 103 times, allowing learners to fixate collocations. *Visual input* exercises were widely used, featuring 74 occurrences, where learners encountered collocations in highlighted phrases or bolded words. *Gap fill with isolated words* and *matching the meaning* exercises both occurred 56 times, serving as valuable exercises for learners to practice and solidify their collocational knowledge.

Work out meaning exercises were particularly dominant in the English File series, aiding learners in deducing the meanings of collocations from the given context, a lot of times appearing simultaneously with *visual input*. *Picture labelling* was a recurrent type of exercise at lower levels, as it provided the context or meaning without the need of complicated explanation. An intriguing inclusion in the coursebooks was *odd one out* exercises, prompting learners to identify the word that does not collocate with the head word based on meaning or usage. 4 *translation-based* exercises occurred, requiring learners to either translate collocations or find their equivalent in their native language, thereby facilitating a deeper understanding of the word combinations. The diversity in exercise types throughout the coursebooks underscores a well-rounded and strategic approach. Throughout the analysis, a total of 27 exercises were used in the classification.

III.7 Modifying exercises

In this subchapter, there is one exercise from each series chosen specifically to show the possible modification of some exercises to focus on developing learners' collocational competence. It is worth considering that a teacher's competence in modifying exercises to specifically develop learners' collocational competence could

prove to be highly valuable, as by explaining collocations, systematically drawing attention to them, and tailoring exercises to suit learners' needs, instructors can potentially foster more efficient and effective learning of collocations among students.

The example below is an exercise from the *English File* series, pre-intermediate level, *revise & check* section. The aim of the exercise is to circle the word which does not fit with the rest based on specific features. In some of the examples (1, 6, 7) the test of the *odd one out* could entail the collocability of said words with one collocator/collocate. The teacher could employ the metalanguage in order to engage learners' collocational competence. The learners can also think of some collocates with the rest of the exercise.

c Circle the word that is different.
1 straight long curly beard
2 kind lazy generous funny
3 clever mean unfriendly unkind
4 dress shirt tie jacket
5 socks gloves trainers sandals
6 necklace bracelet ring scarf
7 windy foggy noisy sunny
8 basic dirty luxurious uncomfortable

Picture 1: English File Pre-Intermediate, 20/VOCABULARY_c

- modification of instructions:

Circle the word that is different. Focus on the groups' meaning or collocations they appear in. Write some of them down.

The second exercise appeared in *Headway Intermediate Student's book*. The focus of the exercise is the pronunciation of provided words. The pronunciation of the isolated words could be followed by pronunciation in longer segments, while employing the collocational competence.

Some common words

7 How are these words pronounced? Read them aloud with your partner.

answer biscuit fruit human cure receipt
recipe vegetable woman women knee

Picture 2: Headway Intermediate, 43/7.

- modification of instructions:

> **Read these words aloud with your partner. Then think of their possible collocations and use those in a sentence. Read them again and focus on the pronunciation.**

High Note 3 contained example shown on Picture 3. The *fill in the box* exercise focuses on the categorization of highlighted words or phrases in the text accompanying it. Modification of this exercise could include collocations used in literary texts.
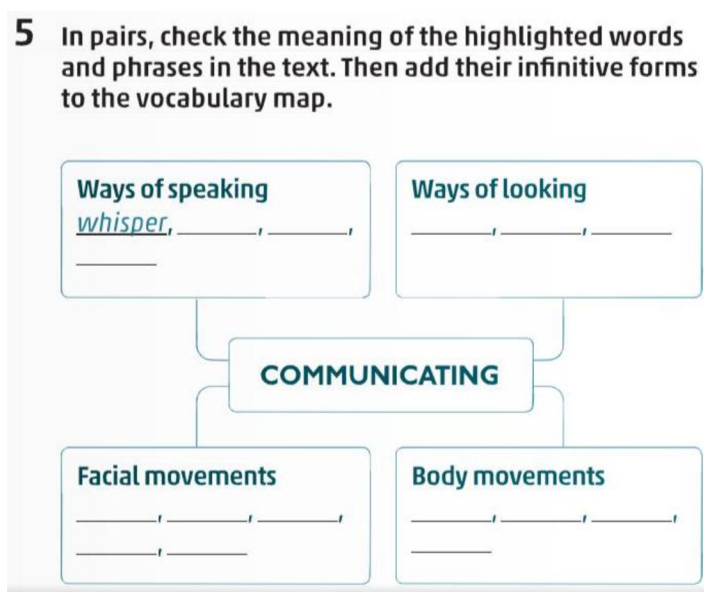
Picture 3: High Note 3, 80/5.

- modification of instructions:

> **In pairs, check the meaning of the highlighted words. Add their infinitive to the vocabulary map. Then look up the collocations they form in literary context.**

The next example is from New Success Upper Intermediate coursebook. The aim is to match the adjectives to the *creatures* in the picture, such as a fish, a lion or a bird.

LISTENING AND VOCABULARY

1 Which adjectives could the creatures in the photos use to describe the places they live in?

dangerous isolated damp cramped
peaceful huge secluded draughty
lonely airy crowded spacious
cosy stuffy

Picture 4: New Success Upper Intermediate, 90/1.

- modification of instructions:

> **Which adjectives could the creatures in the photos use to describe the places they live in? Use them in a correct context. Then think of some words these adjectives usually collocate with.**

The last exercise based on sorting words into categories is from Maturita Solutions Pre-Intermediate. The learners could benefit from matching them with appropriate nouns, as it would help with the fixation process and understanding the correct context.

VOCABULARY Put the adjectives below into three groups: describing a) people, b) extreme sports and c) landscapes. Some adjectives can go into more than one group.

Adjectives to describe adventure athletic brave
impressive remote risky spectacular strong
terrifying thrilling

Picture 5: Maturita Solutions Pre-Intermediate, 21/1.

- modification of instructions:

> **Put the adjectives below into three groups: describing a) people, b) extreme sports and c) landscapes. Then think of some collocations they form in said categories. Some adjectives can go into more than one group.**

III.8 Set of proposed activities

The set of activities will now be proposed in the thesis, which is based on the authentic materials to enhance learners' collocational competence. The proposed activities cater to learners across a broad spectrum of proficiency levels, spanning from pre-intermediate to advanced, as systematic and repeated inclusion of collocation activities is vital for effective and comprehensive learning. Each level will incorporate reading and listening exercises, carefully curated to foster a deeper understanding and application of collocations in context. These activities aim to equip learners with the essential language skills required for expressing ideas naturally.

The layout of the exercises in each section is as follows:

- a visual activity,
- a listening activity,
- a reading activity.

III.8.1 Pre-Intermediate set of activities

1. Visual activity

1. Look at the username at the top of this Instagram post. What could the name suggest the post will be about?

2. Read the poster and underline all collocations you see. Don't forget to read the description.

3. Match the meaning to some of the underlined collocations.

(a) to make sth happen
(b) to repurpose sth
(c) to use a specific method for crafting
(d) to repair clothes

Exercise 1: Pre-Intermediate activity 1.

---

[3] @thredup. *Can we make HAGSS a thing?* 10.7. https://www.instagram.com/p/Cuhx5WRByqV/

2. Listening activity

Task 1: Go through the text quickly before listening. Can you guess some missing lyrics from the context?

Task 2: Listen to the song and fill in the gaps.
OneRepublic – Counting Stars[4]
Lately, I've been, I've been losing _____
Dreaming about the things that we could be
But, baby, I've been, I've been praying hard
Said no more _____, we'll be counting stars
Yeah, we'll be counting stars

I see this life like a swinging vine
Swing _____ across the line
And in my face is flashing signs
Seek it out and ye shall find

Old but I'm not that old
Young but I'm not that bold
And I don't think the world is sold
On just doing what we're told

I feel something so right doing the _____
And I feel something so wrong doing the right thing
I couldn't lie, couldn't lie, couldn't lie
Everything that kills me makes me _____

Lately, I've been, I've been losing _____
Dreaming about the things that we could be
But, baby, I've been, I've been praying hard
Said no more counting _____, we'll be counting stars

I feel _____, and I feel it burn
Down this river every turn
Hope is our four-letter word
Make _____, watch it burn

Old but I'm not that old
Young but I'm not that bold
And I don't think the world is sold
On just doing what we're told

I feel something so right doing the _____
And I feel something so wrong doing the right thing
I couldn't lie, couldn't lie, couldn't lie
Everything that kills me makes me _____

Task 3: Which words commonly collocate with the word *count, lose, make* and with *feel*?

Write as many collocations as possible and compare with your partner. Make sentences with your collocations.

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[4] https://www.azlyrics.com/lyrics/onerepublic/countingstars.html accessed 26.7.2023

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[5]3. Reading activity

Exercise 2: Pre-Intermediate activity 3.

1. Look at the picture at the top of the reddit post. Can you describe the landscape using collocations with *clear, deep* and *fresh*?

2. Find two instances of collocations with the word *super* in the text. What does the context tell you about the usage?

3. Make more collocations with the word *super* based on your understanding.

4. Do you know what a *bucket list* is? Write down 5 activities you would put on your bucket list.

---

[5] r/hiking, uPSKBxSaint. 26.7.2023
https://www.reddit.com/r/hiking/comments/159j136/finally_got_to_hike_machu_picchu/

III.8.2 Intermediate set of activities

1. Visual activity
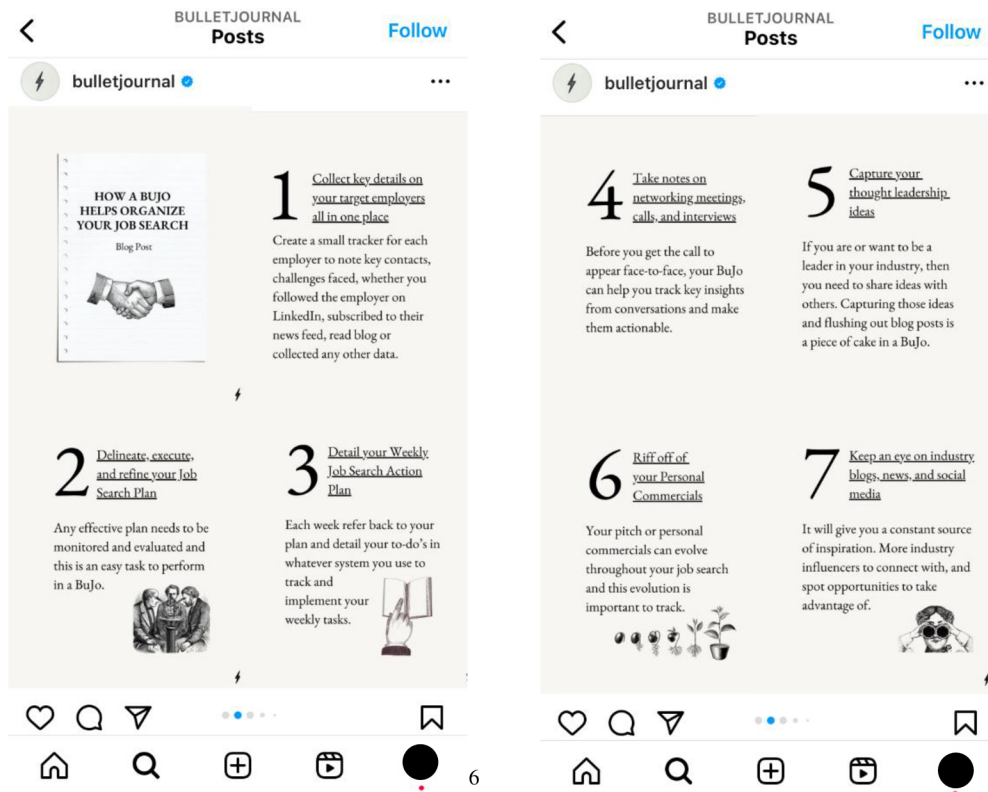
Exercise 3: Intermediate activity 1.

---

1. Look at the username at the top of this Instagram post. What could the name suggest the post will be about?
2. Read the poster and underline all collocations you see.
3. Use the correct collocation in these sentences.
(a) During the lecture, be sure to _____ to help you remember the important information.
(b) When in doubt, _____ to the instructions for guidance.
(c) Please _____ the time so that we don't run late for the meeting.
(d) It's important to pay attention to _____ while filling in important forms.

---

2. Listening activity[7]

Task 1: Listen to the segment (00:00-01:49) of the TED Climate episode of Plastic. Note down collocations the speaker uses with words *climate, bags* and *impact*. Did you manage to get all of them?

Task 2: Before you listen to the audio for the second time, read the options below. Listen for phrasal verbs which mean the same thing and mark them down.
(a) explore, investigate, examine (b) sense, experience
(c) be heading for, approaching (d) distance yourself from (e) be caught in

Task 3: In a group, brainstorm the environment collocations you know.

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[6] @bulletjournal. 6.7.2023. https://www.instagram.com/p/CuXDVs-shwK/?img_index=1
[7] Exercises based on TED Climate episode:
TED Climate, and D. Kwartler. (2021) *What Happens To The Plastic You Throw Away*? TED Audio Collective, Wednesday, August 11, 2021. https://link.chtbl.com/TCTranscripts

3. Reading activity

Meet your host, Fulden

Host on Airbnb since 2017 · Professional Host

⭐ 132 Reviews

✅ Identity verified

My Dear Guests,

I am Fulden and my own story started with a deep respect for food and traditions based on my family heritage, travels and work experience. I have been baking and cooking with my mother and my grandmother since I was a child and I am so in love with it. I love to travel, cook, meet new people and share my passion and family recipes with others... My goal is to create an intimate learning experience that is fun-filled, friendly and inviting to both children and adults. I love to get people excited about spending time together in the kitchen.

Professionally, I have a training and development and management background in the corporate food and beverage industry. I also ran my own boutique cafe in Warwickshire.

Contact host

AIRBNB EXPERIENCES

Cooking

Learn traditional recipes and hear personal stories from local hosts.

Share a meal in unique spaces, from private farms to secret rooftops.

Every experience is reviewed for authentic culinary traditions.

Exercise 4: Intermediate activity 3.

1. Read the text and find one *verb-noun*, one *noun-noun*, one *adjective-noun* and one *adjective-adjective* collocation.

2. Choose one of the words and make as many collocations as you can.
meet – share – spend – create

3. You want to host an experience. Write a short text to draw people in. Use your knowledge on collocations to help you sound natural!

III.8.3 Upper Intermediate set of activities

1. Visual activity

1. Look at the username at the top of this Instagram post. What could the name suggest the post will be about?

2. Read the poster and underline all collocations and phrasal verbs you see. Don't forget to read the description.

3. Use these phrases in your own sentence.

(a) sign up
(b) be in touch
(c) native speakers
(d) age range
(e) study participants

Exercise 5: Upper Intermediate activity 1.

2. Listening activity[9]

Task 1: Answer the questions.

Have you ever listened to any true crime cases? Which ones? Do you know any popular ones?
What do you find intriguing about true crime stories?

Task 2: Look at the poster of this true crime podcast. What do you think it will be about?

Task 3: Listen to the Season 5 Trailer once. Which fixed expressions can you identify?

Task 4: Match the collocations that appeared in the trailer to their meaning.

(a) not widely known **(b)** caution **(c)** easily scared or sensitive **(d)** convicted killer **(e)** highly recommend

Task 5: What other collocates with the word *true* do you know? Write as many as you can and use them in the right context.

---

3. Reading activity

Task 1: Read the article title. In pairs, brainstorm vocabulary you might find in the text based on the topic.

Did you think of any collocations?

Ocean temperatures around South Florida hit hot-tub levels.
The surface 1_____ temperature in and around the Florida Keys soared to typical hot 2_____ levels this week, amid recent warnings from global weather monitors about the dangerous impact of warming waters on ecosystems and extreme weather events.

A water temperature buoy located inside the Everglades National Park in the waters of Manatee Bay hit a high of 101.19 degrees Fahrenheit (38.44 Celsius) late Monday afternoon, U.S. government data showed, while other buoys nearby topped 100F (38C) and the upper 90s (32C).

Normal water temperatures for the area this time of year should be between 73F and 88F (23C and 31C), according to the National Oceanic and Atmospheric Administration (NOAA), which published the findings from the National Data Buoy Center.

The readings add to previous warnings over Florida's warming waters in the southeastern United States as prolonged heat continued to bake other parts of the country.

The growing frequency and intensity of 3_____ weather - both on land and in oceans - is symptomatic of global, human-driven climate change that is fueling extremes, experts in the field say, with current heatwaves expected to persist through August.

Earlier this month, the United Nations' World Meteorological Organization (WMO) said global sea temperatures have reached monthly 4_____ highs since May, also driven in part by an El Nino event. The WMO and NOAA say temperatures like those in South Florida can be deadly for marine life and threaten ocean ecosystems.

That can also impact human food supplies and livelihoods for those who work is tied to the water. As he worked his knife to filet fish hauled into Key Largo on Tuesday, fishing boat captain Dustin Hansel said the catch has been getting "slower and slower" for the past five summers. He's also been seeing more dead fish in waters around Key Largo.

"As far as all of our bay waters, any near-shore waters, everything is super, super hot," Hansel told Reuters.

NOAA warned earlier this month that the warmer water around Florida could supercharge tropical storms and hurricanes, which build more energy over warmer waters. Rising temperatures are also severely stressing coral reefs, the agency said. Our Standards: The Thomson Reuters Trust Principles.

Cardona, M. (2023, July 26). *Ocean temperatures around South Florida hit hot-tub levels*. Reuteurs. https://www.theweathernetwork.com/en/news/climate /impacts/ocean-temperaturesaround-south-florida-hit-hot-tub-levels

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Exercise 6: Upper Intermediate activity 3.

Task 2: Choose the correct word to go in the gap.
1. **a.** average **b.** falling **c.** ocean
2. **a.** tub **b.** sun **c.** plate
3. **a.** sunny **b.** stormy **c.** severe
4. **a.** seasonal **b.** temperature **c.** record
5. **a.** running **b.** getting **c.** growing

Task 3: In pair, determine, if all the choices in Task 2 are possible collocations of the surrounding words. Can you use them in a sentence?

III.8.4 Advanced set of activities

1. Visual activity

1. Look at the title in the poster. Brainstorm the vocabulary based on the topic.

2. Read the poster and underline all collocations and phrasal verbs you see. Don't forget to read the description.

3. What other collocations do you know with these words?

(a) key
(b) mortgage
(c) check
(d) support

Exercise 7: Advanced activity 1.

2. Listening activity[11]

Task 1: Look at the title of the video you will be watching. What can you expect in terms of vocabulary? Create a mind map.

Task 2: Write down as many collocations regarding the field of news broadcasting to your mind map.

Task 3: Watch the first three minutes of the video. Were your predictions correct? Discuss with the class your opinions using the ideas from your mind map.

China removes foreign minister Qin Gang after mystery absence – BBC News

Exercise 8: Advanced activity 2.

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[10] @ukgovofficial. 11.7.2023 https://www.instagram.com/p/CujN4y8IvZd/
[11] BBC News. *China removes foreign minister Qin Gang after mystery absence* 26.7.2023. https://www.youtube.com/watch?v=pGCBtFPWwHk

3. Reading activity

NASA rover reveals new evidence about organic molecules on Mars
Evidence is mounting about what may be a wealth of organic molecules - a potential indicator of life- on Mars, with new findings from NASA's Perseverance rover suggesting the presence of a diversity of them in rocks at a locale where a lake existed long ago.
The latest evidence comes from an instrument called SHERLOC mounted on the six-wheeled rover's robotic arm that enables a detailed mapping and analysis of organic molecules. Researchers are reporting SHERLOC's findings from 10 places on two geological formations on the floor of Jezero crater.

They obtained evidence indicating the presence of organic molecules in multiple rock samples, including some collected for potential return to Earth for future analysis. The researchers noted that evidence of such molecules is not proof of life past or present on Mars, and that non-biological processes remain a more likely explanation.
"Organics are the molecular building blocks of life as we know it, but can also be formed from geological processes not directly related to life. We see multiple signals that appear to vary across the formations of the crater floor and in the minerals they are associated with," said astrobiologist Sunanda Sharma of NASA's Jet Propulsion Laboratory in California, lead author of the research published this week in the journal Nature.

Perseverance, on a mission to search for evidence of ancient life on Mars and collect samples of rock and soil for possible return to Earth, landed in February 2021 at Jezero crater, an area in the planet's northern hemisphere that once was flooded with water and home to an ancient lake basin.
Mars has not always been the inhospitable place it is today, with liquid water on its surface in the distant past. Scientists suspect that microbial life once could have lived in Jezero crater. They believe river channels spilled over the crater wall and created a lake more than 3.5 billion years ago.
Signals of organic molecules were detected at all 10 places that SHERLOC - short for Scanning Habitable Environments with Raman and Luminescence for Organics and Chemicals - studied on the crater floor. The rocks were igneous - volcanically formed.
SHERLOC employs cameras, a laser and instruments called spectrometers that analyze light wavelengths to search for organic molecules that may be signs of past microbial life. Joining the Sherlock Holmes theme, SHERLOC is assisted by WATSON, a color camera for getting close-up images of rock grains and surface textures.
The researchers do not know the specific organic compounds that SHERLOC detected, but have some clues. Study co-author Ryan Roppel, a University of Pittsburgh graduate student in chemistry, said the chemical signatures could come from compounds like benzene or naphthalene.
"On Earth, these are quite common in crude oil, which has a biotic origin, but we can also form these synthetically through various chemical reactions," Roppel said.
"The concentrations we've detected are generally low, but we've observed signals associated with organics on nearly every rock we've sampled," Roppel added.
Roppel said the researchers cannot rule out that inorganic - metal - sources could be responsible for the some of the signals that suggest organic molecules. Signs of organic molecules were first detected on Mars in 2015 by a different rover called Curiosity, followed by more evidence in subsequent years. With Perseverance now detecting possible signatures of organic molecules, the evidence is accumulating that organic molecules may be relatively common on Mars, though at low levels.
The researchers remain cautious about the findings.
"There are both biotic and abiotic mechanisms that can form organic molecules. Interplanetary dust, infall from meteorites or water-rock interactions can produce organics abiotically," Roppel said. "On the other hand, ancient life could produce these organics as well, but this is generally a last resort hypothesis. We need to rule out all abiotic mechanisms before we jump to the conclusion that any organic molecule is a sign of life.

Dunham, W. (2023, July 13). NASA rover reveals new evidence about organic molecules on Mars. Reuteurs.
https://www.reuters.com/technology/space/nasa-rover-reveals-new-evidence-about-organic-molecules-mars-2023-07-13/

Exercise 9: Advanced activity 3.

Task 1: Scan through the text and underline the first 10 collocations you come across. Don't forget to include various types!
Task 2: In pairs, compare your underlined collocations. Discuss, which of them might be the most frequent in English.
Use Oxford Collocations Dictionary For Students Of English **to check.**
Task 3: Read through the text again. How many combinations with the word *chemical* **can you find? Can you think what other words collocate with it?**

Conclusion

This thesis delved into the lexicological basis of the study of collocation and for the analysis purposes adopted the BBI (2010) terminology, categorizing collocations into lexical and grammatical types. The methodological aspects of teaching vocabulary in the context of the *English as the Foreign Language* with a particular focus on collocations were explored, leaning on the methodological foundations. The practical part consisted of a systematic examination of five widely used coursebooks in levels ranging from pre-intermediate to advanced: English File, Headway, High Note, New Success, and Maturita Solutions.

The findings revealed intriguing patterns concerning the number and progression of collocation exercises in each series. High Note series stood out with the highest number of collocation exercises across all levels, steadily increasing from High Note 1 to High Note 4. English File and Headway series exhibited a gradual increase in collocation exercises with advancing levels and the New Success series demonstrated a similar trend. Maturita Solutions analysis focus was on the comparison of editions and, therefore, did not exhibit a clear progressive pattern. The presence of metalanguage in the exercises also increased as learners advanced to higher levels, indicating a more focused approach to guiding learners in understanding and applying collocations.

Across all the analysed coursebooks, lexical collocations predominated over grammatical ones, emphasizing the importance of enhancing learners' lexical proficiency. Various exercise types were used to engage learners in practicing collocations, with *gap fill with the whole context field being isolated sentences* appearing the most frequently, followed by *use in a sentence* and *matching words* exercises. *Visual input exercises, gap fill with isolated words,* and *matching the meaning* exercises were also widely employed to solidify collocational knowledge. Across the coursebook series, there were 27 types of exercises used overall, one of the less recurring being *odd one out* and *translation-based* exercises. One representative exercise, which was not categorized as collocational, from each coursebook series was selected to exemplify how teachers can effectively modify existing exercises to enhance learners' collocational competence. The chosen exercises were analysed to identify opportunities for improvement and enrichment.

As a practical contribution, a set of activities for teaching collocations was designed based on authentic materials, incorporating reading and listening activities

ranging from pre-intermediate to advanced levels. These activities aimed to provide learners with meaningful contexts to encounter and practice collocations, fostering their language acquisition and fluency.

This thesis has shed light on the significance of collocations in language learning and teaching. The research findings and the proposed activities can serve as valuable resources for educators and curriculum developers in devising effective approaches to teaching collocations in EFL settings, ultimately enhancing learners' language proficiency and communicative competence. By acknowledging the pivotal role of collocations in natural speech and expression, language learners can become more proficient at using words conventionally paired together, thereby elevating the quality and coherence of their written and spoken discourse.

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Appendices

Appendix 1 – List of figures

Appendix 2 - Available transcript of the proposed listening activity

Intermediate activities, activity 2.

Hi and welcome to TED Climate, a podcast from the TED Audio Collective. I'm your host, Dan Kwartler. On this show, we're staring straight into the abyss of the climate crisis. Don't worry though, we promise not to bum you out too much. Each episode of this season we'll look at two different sides of the same issue. We'll explore big questions like, "Could we transition to only renewable energy?" and "What would happen if every human disappeared?". But we'll also dig into the smaller things that affect your day to day life. Hopefully, these stories will reveal some small changes you can make to feel like you're doing something, instead of just, ya know, tumbling toward inevitable doom.

This week's topic? Plastic.

Our first question's probably one you asked on your last shopping trip: "Which bag should I use? Plastic, paper, or cloth?" Cities around the world have begun moving away from single-use plastic bags -- you know, the thin and flimsy kind you might see

stuck in a tree? But what exactly is the environmental impact of using a plastic bag as opposed to another kind of bag.

Surely a paper bag or a cotton tote would be the better option. But is that really true?

Each of these three materials has a unique environmental impact that's determined by three things: its carbon footprint, its potential to be reused and recycled, and its degradability. So, to get the full story on these grocery bags let's talk about how they're made, how they're used, and where they ultimately go.

TED Climate, and D. Kwartler. (2021) *What Happens To The Plastic You Throw Away*? TED Audio Collective, Wednesday, August 11, 2021. https://link.chtbl.com/TCTranscripts, accessed 26.7.2023

Appendix 3 – Explanatory notes for abbreviations used in the research

Exercise types	Abbrv.
Correct pronunciation	CPro
Check your understanding	CU
Discuss	DSC
Fill in a box	FiB
Find in the text	FiT
Free production exercises	FPE
Gap fill - isolated words	GFI
Gap fill - isolated sentences	GFS
Gap fill - text	GFT
Identify	IDE
Make as many X	MaM
Multiple choice	MC
Matching - general	MG
Mix of exercises	MoE
Match the meaning	MtM
Matching isolated words	MW
Note down	ND
Odd-one-out	OOO
Picture labelling	PL
Rewrite	RW
Translation	TR
Use a dictionary	UaD
Underline	UND
Use in a sentence/form a sentence	US
Visual input	VI
Work out meaning	WoM

Word rearranging				WR			

Appendix 4 – Visual representation of the analysed data

Latham-Koenig, C., et al. (2019). *English File: Pre-Intermediate*. **Fourth edition, Oxford University Press.**

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L col.	type of exercise	skill
1	A	Are you? Can you? Do you? Did you?	—	—	—	—	—
	B	The perfect date?	—	—	—	—	—
	C	The Remake Project	10/1_b	N	L	PL	vocabulary
	Practical English		—	—	—	—	—
2	A	OMG! Where's my passport?	—	—	—	—	—
	B	That's me in the picture!	—	—	—	—	—
	C	One dark October evening	19/3_a	N	L	MW	vocabulary&speaking
	Revise & check 1+2		—	—	—	—	—
3	A	TripAside	—	—	—	—	—
	B	Put it in your calendar!	—	—	—	—	—
	C	Word games	—	—	—	—	—
	Practical English		—	—	—	—	—
4	A	Who does what?	30/1_c	N	L	MG	reading+vocabulary
	B	In your basket	—	—	—	—	—
	C	#greatweekend	—	—	—	—	—
	Revise & check 3+4		36/VOCAB_b	N	L	GFI	
5	A	I want it NOW!	—	—	—	—	—
	B	Twelve lost wallets	—	—	—	—	—
	C	How much is enough?	—	—	—	—	—
	Practical English		—	—	—	—	—
6	A	Think positive - or negative?	—	—	—	—	—
	B	I'll always love you	49/4_b	N	G	GFS	vocabulary+speaking
	C	The meaning of dreaming	51/4_a		L	GFI	vocabulary
	Revise & check 5+6		52/VOCAB_d		L	GFS	
7	A	First day nerves	—	—	—	—	—
	B	Happiness is...	—	—	—	—	—
	C	Could you pass the test?	—	—	—	—	—

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L coll.	code	type of exercise
		Practical English	–	–	–	–	–
			63/5_a	N	G	MtM	
8	A	Should I stay or should I go?	63/5_c	N	G	VI	vocabulary&speaking
	B	Murphy's Law	–	–	–	–	–
	C	Who is Vivienne?	–	–	–	–	–
	Revise & check 7+8		–	–	–	–	–
9	A	Beware of the dog	71/3_a	N	L	GFT	reading&speaking
	B	Fearof.net	–	–	–	–	–
	C	Scream queens	–	–	–	–	–
	Practical English		–	–	–	–	–
10	A	Into the net	78/1_c	N	L	FiT	vocabulary&pronunciation
	B	Early birds	80/2_a	N	G	VI+CU	vocabulary&grammar
			80/2_b	N	G	MG	vocabulary&grammar
			81/4_a	N	G	GFS	pronunciation
			81/5_b	N	G	VI	speaking
	C	International inventions	–	–	–	–	–
	Revise & check 9+10		84/VOCAB_c	N	G	GFS	
11	A	Ask the teacher	–	–	–	–	–
	B	Help! I can't decide!	89/4_d	N	G+L	GFS	vocabulary
	C	Twinstrangers.net	–	–	–	–	–
	Practical English		–	–	–	–	–
12	A	Unbelievable!	–	–	–	–	–
	B	Think before you speak	–	–	–	–	–
	C	The English File quiz	–	–	–	–	–
	Revise & check 11+12		–	–	–	–	–

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	A	–	–	–	–
	B	150/1/a	N	L	PL
	C	–	–	–	–
2	A	152/1_a	N	L	PL
		152/2_a	N	L	GFI
	B	–	–	–	–
	C	–	–	–	–
3	A	–	–	–	–

	B	–	–	–	–
	C	–	–	–	–
4	A	154/1_a	N	L	PL
		154/2_a	N	L	GFI+PL
	B	–	–	–	–
	C	–	–	–	–
5	A	155/box	N	L	GFT
	B	–	–	–	–
	C	157/a	N	L	PL
6	A	–	–	–	–
	B	–	–	–	–
	C	–	–	–	–
7	A	–	–	–	–
	B	–	–	–	–
	C	–	–	–	–
8	A	159/a	N	L	PL
	B	160/a	N	L	PL
	C	–	–	–	–
9	A	–	–	–	–
	B	–	–	–	–
	C	–	–	–	–
10	A	–	–	–	–
	B	163/a	N	G	PL
	C	–	–	–	–
11	A	–	–	–	–
	B	–	–	–	–
	C	–	–	–	–
12	A	–	–	–	–
	B	–	–	–	–
	C	–	–	–	–

Latham-Koenig, C., et al. (2019) *English File: Intermediate*. **Fourth edition, Oxford University Press.**

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L col.	type of exercise	skill
1	A	Eating in...and out	6/1_d	N	L	MaM	vocabulary
			6/1_ e	N	L		
			6/2_b,	N	L	CPro	pronunciation
			6/3_a	N	L	VI+CU	listening&speaking
			7/4_a	N	G+L	US	reading

					G+		
			9/6_d	N	L	US	grammar
	B	Modern families	−	−	−	−	−
	Practical English		−	−	−	−	−
2	A	Spending money	17/3_e	N	L	FiT	reading
	B	Changing lives	23/7_a	N	L	GFS	vocabulary&speaking
	Revise & check 1+2		24/VOCAB_c	N	L	MtM	
			24/VOCAB_d	N	L	GFI	
			24/VOCAB_e	N	G	GFS	
3	A	Survive the drive	27/3_e	N	G	VI+WoM	reading&listening
	B	Men, women, and children	32/4_a	N	L	US	listening&speaking
			33/5_a	Y	G	GFS	vocabulary
			33/5_c	Y	G	GFS	vocabulary
	Practical English		−	−	−	−	−
4	A	Bad manners?	36/1_a	N	G+L	VI+MG	vocabulary
			36/1_c	N	G+L	VI+US	vocabulary
	B	Yes, I can!	40/1_a	N	L	US	grammar
			41/3_c	N	L	VI+MG	listening
			41/4	N	L	VI+US	speaking
	Revise & check 3+4		44/VOCAB_a	N	L	GPS	
			44/VOCAB_b	N	G	GFS	
5	A	Sporting superstitions	47/4_a	N	L	VI+US	reading
	B	#thewaywemet	−	−	−	−	−
	Practical English		−	−	−	−	−
6	A	Behind the scenes	−	−	−	−	−
	B	Every picture tells a story	63/5_h	N	L	CU	reading&listening
	Revise & check 5+6		64/VOCAB_e	N	G	GFS	
7	A	Live and learn	−	−	−	−	−
	B	The hotel of Mum and Dad	71/3_a	N	L	VI+CPro	pronunciation&speaking
	Practical English		−	−	−	−	−
8	A	The right job for you	76/1_a	N	G+L	VI+PL	vocabulary
			76/1_d	N	G+L	VI+WoM	vocabulary
	B	Have a nice day!	−	−	−	−	−

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	
	Revise & check 7+8		–	–	–	–	–
9	A	Lucky encounters	87/3_a	N	G+L	VI+CPro	pronunciation
	B	Digital detox	90/1_d	N	G	MtM	vocabulary&pronunciation
			90/1_f	N	G	CPro	vocabulary&pronunciation
	Practical English		–	–	–	–	–
10	A	Idols and icons	99/7_a	N	L	MW	vocabulary&pronunciation
			99/7_c	N	L	IDE	vocabulary&pronunciation
	B	And the murderer is...	–	–	–	–	–
	Revise & check 9+10		104/VOCAB_b	N	G+L	GFS	
			104/VOCAB_d	N	L	GFI	

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	A	152/2_a	N	L	PL
		152/3_a	N	G	GFS
	B	–	–	–	–
2	A	154/4_a	N	G	GFS
	B	–	–	–	–
3	A	155/2_a	N	L	PL
		155/4_a	N	G	GFS
	B	–	–	–	–
4	A	–	–	–	–
	B	156/2b	Y	G	GFS
5	A	157/1_c	N	L	MW
		157/3_a	N	G	VI+MtM
	B	158/2_a	N	G+L	GFS
6	A	–	–	–	–
	B	–	–	–	–
7	A	161/2_a	N	G	GFT
	B	–	–	–	–
8	A	163/1_a	N	G+L	GFS
	B	–	–	–	–
9	A	–	–	–	–
	B	–	–	–	–
10	A	–	–	–	–
	B	–	–	–	–

Latham-Koenig, C., et al. (2020) *English File: Upper Intermediate*. **Fourth edition, Oxford University Press.**

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L col.	type of exercise	skill
1	A	Questions and answers	9/4_d	N	L	VI+WoM	reading&vocabulary
			9/4_e	N	L	MtM	reading&vocabulary
	B	It's a mystery	13/5_d	N	L	WoM	vocabulary
			13/5_e	N	L	US	vocabulary
	Colloquial English 1	talking about...getting a job	—	—	—	—	—
2	A	Doctor, doctor!	16/A_a	N	L	VI+WoM	vocabulary
			16/A_d	N	L	US	vocabulary
			18/5_c	N	L	VI+MtM	reading&speaking
	B	Act your age	22/3_b	N	L	VI+GFT	vocabulary
			22/5_a	N	L	US	listening&speaking
	Revise & check 1+2		24/VOCAB_e	N	G	GFS	
3	A	Fasten your seat belts	—	—	—	—	—
	B	A really good ending?	—	—	—	—	—
	Colloquial English	talking about...books	—	—	—	—	—
4	A	Stormy weather	—	—	—	—	—
	B	A risky business	43/6_c	N	L	GFS	vocabulary
			43/6_d	N	L	VI+WoM	vocabulary
	Revise & check 3+4		44/VOCAB_e	N	L	GFS	
5	A	I'm a survivor	—	—	—	—	—
	B	Wish you were here	—	—	—	—	—
	Colloquial English	talking about...waste	—	—	—	—	—
6	A	Night night	58/4_c	N	L	VI+CU+US	vocabulary
	B	Music to my ears	—	—	—	—	—
	Revise & check 5+6		64/VOCAB_a	N	L	GFS	
7	A	Let's not argue	—	—	—	—	—
	B	It's all an act	—	—	—	—	—
	Colloquial English	talking about...performances	75/2	N	L	VI+GFS	
8	A	Cutting crime	76/1_c	N	G	PL	listening
	B	Fake news	—	—	—	—	—

X

Unit			pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	
	Revise & check 7+8		–	–	–	–	–
9	A	Good business?	–	–	–	–	–
	B	Super cities	–	–	–	–	–
	Colloquial English	talking about...advertising	95/2_a	N	L	VI+GFS	
10	A	Science fact, science-fiction	97/2_f	N	G+L	VI+GFS	vocabulary&pronunciation
	B	Free speech	102/4_a	Y	L	TR	vocabulary
			102/4_b	Y	L	MW	vocabulary
			102/4_c	Y	L	GFI	vocabulary
			103/4_e	Y	L	MtM	vocabulary
			103/4_f	Y	L	GFS	vocabulary
	Revise & check 9+10		104/VOC AB_d	N	L	GFS	

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	A	–	–	–	–
	B	–	–	–	–
		–	–	–	–
2	A	152/1_c	N	L	MtM
		152/3_a	N	G	MtM
	B	153/1_a	N	L	PL
		153/1_c	N	L	PL
		153/2_a	N	L	MtM
3	A	154/1_a	N	L	MtM
		154/2_a	N	L	GFT
		154/4_a	N	G	GFS
	B	–	–	–	–
4	A	156/3_a	N	L	GFT
	B	–	–	–	–
5	A	157/1_a	N	L	MG
	B	–	–	–	–
6	A	–	–	–	–
	B	–	–	–	–
7	A	–	–	–	–
	B	159/2_a	N	L	GFI
8	A	160/2_a	N	L	GFS
	B	–	–	–	–
9	A	162/1_a	N	L	VI+GFS
		162/1_c	N	L	FiB
		162/2_a	N	L	VI+MtM
	B	–	–	–	–

10	A		–	–	–	–
	B		–	–	–	–

Communication	108/4B_a	N	G	GFS
	114/4B_a	N	G	GFS

Latham-Koenig, C., et al. (2020) *English File: Advanced*. **Fourth edition, Oxford University Press.**

Un it	Section	Title	pg/exerci se number, letter	explicit instruct ions	G/ L col l.	type of exercise	skill
1	A	We are family	7/1_d	Y	L	VI+CU	listening
			8/6_c	N	G	VI+WoM	reading+speaking
			8/6_d	N	G	look up meaning	reading+speaking
	B	A job for life?	12/4_d	N	L	VI+MtM	reading
			13/5_a	N	L	MtM	grammar
	Colloquial English 1		–	–	–	–	–
2	A	Do you remember...?	19/6_f	Y	L	VI+GFS	vocabulary+pronu nciation
	B	On the tip of my tongue	22/5_b	Y	G+ L	MC+GFS+M W+GFS	vocabulary
	Revise & check		24/VOC AB_b	N	L	GFS	
3	A	A love-hate relationship	28/3_d	N	L	MC	listening&speakin g
			29/4_a	N	G+ L	MtM	grammar&vocabu lary
			29/4_c	N	G	GFS	grammar&vocabu lary
			29/5_	N	G+ L	VI+US	speaking
	B	Dramatic licence	–	–	–	–	–
	Colloquial English		–	–	–	–	–
4	A	An open book	37/3_a	N	L	GFS	vocabulary
	B	The sound of silence	42/5_c	N	L	MG	reading
	Revise & check 3+4		44/VOC AB_a	N	G+ L	GFS	
5	A	No time for anything	46/2_d	N	G	GFS	reading
			49/8_	N	G+ L	VI+GFS	speaking
	B	Not for profit?	–	–	–	–	–
	Colloquial English		–	–	–	–	–
6	A	Help, I need somebody!	59/6_d	Y	L	MW	vocabulary&pron unciation
	B	Can't give up	63/7_a	N	G	VI+GFS	vocabulary

Unit	Section	title	pg/exercise number	explicit instructions	G/L coll.	type of exercise	skill
	Revise & check 5+6		–	–	–	–	–
7	A	As a matter of fact...	–	–	–	–	–
	B	A masterpiece?	73/7_a	Y	L	VI+GFS	vocabulary
			73/7_b	N	L	WoM	vocabulary
			73/7_c	N	L	US	vocabulary
	Colloquial English		–	–	–	–	–
8	A	The best medicine	79/5_e	N	G	VI+GFI	listening&speaking
			79/6_b	N	L	GFI	vocabulary&pronunciation
	B	A 'must-see' attraction	81/1_d	N	L	VI+MtM	reading
	Revise & check 7+8		84/VOCAB_b	Y	L	GFI	
9	A	Pet hates	87/2_d	Y	L	VI+GFS	vocabulary&speaking
			87/2_e	Y	L	TR	vocabulary&speaking
			89/5_f	Y	L	GFS+VI	listening
			89/6_b	Y	L	GFS	vocabulary&speaking
	B	How to cook, how to eat	91/3_h	N	L	US	reading&speaking
	Colloquial English		–	–	–	–	–
10	A	On your marks, set, go!	98/4_b	N	L	MG	listening&speaking
	B	No direction home	–	–	–	–	–
	Revise & check 9+10		–	–	–	–	–

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	A	162/3_a	Y	L	MtM
	B	163/2_a	Y	L	MW+GFS
		163/2_c	Y	L	GFI
2	A	–	–	–	–
	B	–	–	–	–
3	A	164/1_a	N	G+L	GFS
		164/2_a	Y	L	MG
		164/3_a	N	G	MtM
	B	–	–	–	–
4	A	–	–	–	–
	B	–	–	–	–
5	A	167/1_a	N	L	GFS
		167/3_a	N	L	MG

	B	–	–	–	–
6	A	–	–	–	–
	B	–	–	–	–
7	A	–	–	–	–
	B	–	–	–	–
8	A	–	–	–	–
	B	170/2_a	N	G	GFI
9	A	–	–	–	–
	B	172/1_a	N	L	PL
10	A	172/2_a	N	L	PL
	B	–	–	–	–

Grammar bank	159/a	N	L	MC
Appendix	173	N	G+L	VI

Soars, L. & J., and P. Hancock. (2019) *Headway Pre-Intermediate*. **Fifth edition, Oxford University Press.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**Getting to know you**	13/2	N	L	CU	listening
		16/1	N	L	GFS	vocabulary
		16/2	N	L	OOO	vocabulary
2	**Let's get together**	23/1	N	L	MW	vocabulary&speaking
		23/2	N	L	US	vocabulary&speaking
		23/3	N	L	GFS	vocabulary&speaking
		23/4	N	L	US	vocabulary&speaking
		23/5	N	L	US	vocabulary&speaking
		24/5	N	L	MtM	vocabulary
		24/6	N	G+L	US	vocabulary
3	**Good news, bad news!**	36/1	N	L	MW	vocabulary&speaking
		36/3	N	L	GFI	vocabulary&speaking
4	**Food for thought**	–	–	–	–	–
5	**The future's in your hands**	56/1	N	G	CU	vocabulary&speaking
		56/2	N	G	GFS	vocabulary&speaking
		56/3	N	G	CU	vocabulary&speaking
		56/4	N	G	GFS	vocabulary&speaking
		56/5	N	G	MtM	vocabulary&speaking
		56/6	N	G	PL	vocabulary&speaking
		56/7	N	G	GFS	vocabulary&speaking
		56/8	N	G	GFS+US	vocabulary&speaking
6	**History repeats itself**	–	–	–	–	–
7	**Simply the best**	–	–	–	–	–

8	Living dangerously	83/2	N	L	MG	speaking
9	What a story	97/6	N	L	US	speaking
10	All-time greats	103/1	N	L	VI	vocabulary&speaking
		103/2	N	L	MaM	vocabulary&speaking
		103/3	N	L	OOO	vocabulary&speaking
		103/4	N	L	US	vocabulary&speaking
		103/5	N	L	VI+GFS	vocabulary&speaking
		103/6	N	L	US	vocabulary&speaking
		108/2	N	L	VI	vocabulary
11	People with a passion	–	–	–	–	–
12	You never know...	126/5	N	L	MW	vocabulary&speaking

Soars, L. & J., and P. Hancock. (2019) *Headway Intermediate*. **Fifth edition, Oxford University Press.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	What's your story	12/2	N	L	VI+MW	vocabulary
		12/3	N	L	MW	vocabulary
		12/4	N	L	MaM	vocabulary
2	Language matters	27/6	N	L	MW	vocabulary
3	Just a job?	35/6	N	L	MW	vocabulary
		36/1	N	L	MaM	vocabulary&listening
		36/2	N	L	PL	vocabulary&listening
		36/3	N	L	US	vocabulary&listening
4	Tales of the unexpected	47/2.2	N	L	VI	vocabulary
		47/4	N	L	VI+US	pronunciation
5	Rights and wrongs	53/4	N	L	MW+US	vocabulary
		56/1	N	G	CU	vocabulary&speaking
		56/2	N	G	CU	vocabulary&speaking
		56/3	N	G	WR	vocabulary&speaking
		56/4	N	G	WR	vocabulary&speaking
		56/5	N	G	GFS	vocabulary&speaking
6	Easier said than done	63/1	N	L	MW	vocabulary
		63/2	N	L	GFS	vocabulary
		63/3	N	L	US	vocabulary
7	Best years of your life?	76/3	N	L	MW	vocabulary and idiom
		76/4	N	L	CU	vocabulary and idiom
		76/5	N	L	MtM	vocabulary and idiom
		76/6	N	L	MaM	vocabulary and idiom
8	Future friendly	–	–	–	–	–
9	Caring and sharing	96/2	N	L	GFS	vocabulary
		98/4	N	L	MW	vocabulary
		96/5	N	L	US	vocabulary
10	Beyond belief!	106/1	N	G	MtM	vocabulary
		106/2	N	G	MoE	vocabulary
		106/3	N	G	GFS	vocabulary
		107/4	N	G+L	MW	vocabulary

		107/5	N	G	MtM	vocabulary
		107/6	N	G	US	vocabulary
11	Back in the real world	116/1	N	L	CU+VI	vocabulary&speaking
		116/2	N	L	Cpro	pronunciation
		116/3	N	L	CU	vocabulary&speaking
		116/4	N	L	US	vocabulary&speaking
		116/5	N	L	MsM	vocabulary&speaking
		116/6	N	L	GFI	vocabulary&speaking
		116/7	N	L	US	vocabulary&speaking
		116/8	N	L	MaM	vocabulary&speaking
12	Living the dream	126/3	N	G	GFS	vocabulary&listening

Soars, L. & J., and P. Hancock. (2019) *Headway Upper Intermediate*. **Fifth edition, Oxford University Press.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	Home and away	17/box	N	L	VI	vocabulary&pronunciation
		17/1	N	L	MaM	vocabulary&pronunciation
		17/2	N	L	US	listening
		17/3	N	L	GFS	vocabulary
		17/4	N	L	CPro	pronunciation
		17/5	N	L	MW	vocabulary
		17/6	N	L	CU	vocabulary
2	The ends of the Earth	25/7	N	L	MW	vocabulary
		27/2	N	G+L	FiB	vocabulary
		27/3	N	L	GFS	vocabulary
		27/4	N	L	IDE	vocabulary
		27/5	N	G	MtM	vocabulary
		27/6	N	G	MtM	vocabulary
3	The kindness of strangers	–	–	–	–	–
4	A pack of lies	–	–	–	–	–
5	A future perfect?	57/1	N	G	VI+MtM	vocabulary
		57/2	N	G	FiB	vocabulary
		57/3	N	G	GFS	vocabulary
		57/4	N	G	MG	vocabulary
		57/5	N	G	GFS	vocabulary
6	Making it big	–	–	–	–	–
7	Let there be love!	77/2	N	G	MtM	vocabulary&speaking
		77/3	N	G	GFS	vocabulary&speaking
		77/4	N	G	MtM	vocabulary&speaking
		77/5	N	G	US	vocabulary&speaking
		77/6	N	G	MtM	vocabulary&speaking
8	Going to extremes	86/6	N	L	GFS	vocabulary
		87/1	Y	L	MW	vocabulary
		87/3	Y	L	GFS	vocabulary

		87/4	Y	L	US	vocabulary
		87/5	Y	L	CPro	pronunciation
		87/6	Y	L	CPro	vocabulary&pronunciation
9	The good old days!	96/SE	N	L	GFS	vocabulary
10	Over my dead body!	104/5	N	L	MW	vocabulary
		107/2	N	L	WoM	vocabulary
		107/3	N	L	GFS	vocabulary
		107/4	N	L	MG	vocabulary
		107/5	N	L	UaD	vocabulary
11	Just suppose...	117/box	N	L	GFI	vocabulary
		117/1	N	L	MtM	vocabulary
		117/2	N	L	CPro	pronunciation
		117/3	N	L	GFS	vocabulary
		117/4	N	L	MW	vocabulary
		117/5	N	L	ND	vocabulary
12	About time!	124/2	N	L	US	reading&speaking
		124/7	N	L	MW+US	vocabulary
		126/4	N	L	WoM	vocabulary
		127/1	N	L	GFI	vocabulary
		127/2	N	L	GFS	vocabulary
		127/3	N	L	ND	listening

Soars, L. & J., and P. Hancock. (2019) *Headway Advanced*. Fifth edition, Oxford University Press.

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	What makes us human?	14/2	N	G+L	US	vocabulary+listening
2	In so many words	17/2	N	L	MG	vocabulary
		19/VOC	N	G	MtM	vocabulary
	!!+ grammar reference	20/1	Y	L	GFS	grammar/vocab
		20/2	Y	L	MW+US	grammar/vocab
		22/6	N	L	MtM	vocabulary
		22/SE	N	G+L	GFS	vocabulary
3	Enough is enough?	26/1	N	L	CU	listening&speaking
		26/4	N	L	US	listening&speaking
		28/5	N	G+L	VI+FiB	reading&speaking
		31/1	N	G	CU	vocabulary
		31/2	N	G	CU	vocabulary
		31/3	N	G	US	vocabulary
		31/4	N	G	US	vocabulary
		31/5	N	G	CU	vocabulary

		31/SE	N	G	GFS	vocabulary
		32/3	N	L	MtM	vocabulary
		32/4	N	L	TR???or like compare	vocabulary
		32/7	N	L	US	listening
4	**Not all it seems**	40/1	Y	L	WoM	vocabulary
		40/2	Y	L	MW	vocabulary
	!!!	40/3	Y	L	US - but also at the back	vocabulary
		41/4	Y	L	US	speaking
		41/5	Y	L	GFS	vocabulary
	!!!	41/6	Y	L	FPE	listening
5	**Culture clashes**	–	–	–	–	–
6	**Fruits of war**	57/VOC	N	G	VI	vocabulary
		57/1	N	G	GFS+MtM	vocabulary
		57/2	N	G	GFS+MtM	vocabulary
		57/3	N	G	US	vocabulary
7	**Lighten up!**	65/1	N	G	CU+GFS	vocabulary
		65/2	N	G	WoM	vocabulary
		65/3	N	G	GFS	vocabulary
		65/4	N	G	MC	vocabulary
		65/5	N	G	US	vocabulary
		66/2	N	G+L	GFS	vocabulary
		66/3	N	G+L	US	vocabulary
8	**Gender matters?**	68/2	N	L	MG	reading&speaking
9	**The sound of music**	76/5	N	L	MW	vocabulary
		79/SE	N	L	MW	vocabulary
		80/4	N	L	VI+MW	vocabulary
10	**Body and mind**	84/5	N	L	MW	vocabulary
11	**Our high-tech world**	97/4	N	L	FiB or GFI	vocabulary
12	**Turning points**	–	–	–	–	–

Grammar reference	150/2.4	Y	L	VI+CU
Phrasal verbs	165-166	N	G	VI
Pairwork Student A	169/VOC	Y	L	CU+US
Pairwork Student B	171/VOC	Y	L	CU+US

Morris, C., et al. (2019) *High Note 1: Student's Book*. 1st ed., Pearson.

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
Welcome	0A - About me	–	–	–	–	–
	0B - About my stuff	–	–	–	–	–
	0C - About my family	–	–	–	–	–
	0D - About my class	–	–	–	–	–
	0E - About my time	–	–	–	–	–
1	**The things we do**	14/1	N	L	MW	vocabulary
		14/3	N	L	GFT	vocabulary

		17/5	N	G	GFS	reading&vocabulary
		19/6	N	G	GFS	listening
	Revision 1	22/1	N	L	GFI	
		22/2	N	G	GFS	
2	**No place like home**	26/5	N	L	CU+US	speaking
		30/5	N	L	GFS	listening&vocabulary
		30/6	N	L	US	listening&vocabulary
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
3	**Eat in - eat out**	44/7	N	G	US	reading&vocabulary
	Revision	–	–	–	–	–
4	**School life**	54/5	Y	L	MW	reading&vocabulary
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
5	**Appearances**	66/3	N	L	FiB	vocabulary
		66/4	N	L	WR	vocabulary
	Revision	–	–	–	–	–
6	**The arts around us**	80/1	N	L	PL+US	speaking
		80/4	N	L	CU+MC	listening
		83/1	N	L	US	speaking
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
7	**Going to town**	91/6	N	L	GFI	grammar&vocabulary
		91/8	N	L	US	grammar&vocabulary
		92/4	N	L	GFI	vocabulary
	Revision	100/3	N	L	MG	
8	**Smart future**	104/1	N	L	PL	vocabulary
		104/6	N	L	OOO	vocabulary
	Revision	112/1	N	L	MW	
	Life skills	115/3	N	L	GFS	listening
9	**Fit and healthy**	121/5	N	L	GFS	vocabulary
		122/6	N	L	US	reading&vocabulary
		124/1	N	L	US	speaking
	Revision	126/1	Y	L	GFI	
		126/2	N	L	GFS	
10	**Our planet, our hands**	136/5	N	L	US	speaking
	Revision	–	–	–	–	–
	Life skills	140/3	N	L	MG	reading
	Culture spot 1	143/2	N	L	PL	
	Culture spot 2	–	–	–	–	–
	Literature spot 1	–	–	–	–	–
	Literature spot 2	–	–	–	–	–
	Watch and reflect 1	–	–	–	–	–
	Watch and reflect 2	–	–	–	–	–
	Watch and reflect 3	152/5	N	L	GFT	
	Watch and reflect 4	–	–	–	–	–

	Watch and reflect 5	–	–	–	–	–
	Watch and reflect 6	–	–	–	–	–
	Watch and reflect 7	–	–·	–	–	–
	Watch and reflect 8	–	–	–	–	–
	Watch and reflect 9	–	–	–	–	–
	Watch and reflect 10	–	–	–	–	–

Hastings, B., et al. (2019) *High Note 2: Student's Book*. **1st ed., Pearson.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**Close to you**	5/8	N	L	CU	grammar&vocabulary
		6/7	N	G	GFS	reading&vocabulary
	Word list	14/3	N	L	MW	
		14/4	N	G	GFP	
	Revision	–	–	–	–	–
2	**Learn to play**	19/11	Y	L	MW	grammar & vocabulary
	Word list	28/3	Y	L	MW	
		28/4	Y	L	MW	
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
3	**Far from home**	35/1	N	L	CU	grammar & vocabulary
		35/2	N	L	US	grammar & vocabulary
		35/10	N	L	GFI	grammar & vocabulary
		37/2	N	L	MO	speaking & vocabulary
	Word list	44/2	Y	L	MW	
	Revision	46/1	N	L	MW	
		46/2	N	L	GFI	
4	**A good buy**	–	–	–	–	–
	Word list	58/3	N	L	GFI	
	Revision	60/2	N	L	OOO	
	Life skills	–	–	–	–	–
5	**Fit and well**	66/2	Y	L	GFI	vocabulary
		66/3	N	L	MW	vocabulary
		66/4	N	L	US	vocabulary
		67/6	N	L	US	grammar
		68/1	N	L	CU+US	speaking
		69/2	N	L	CU+US	listening&vocabulary
		69/4	N	L	PL	listening
		70/5	Y	G+L	VI+GFS	reading & vocbulary
	Word list	74/1	N	L	FiB	
		74/2	N	L	MW	
		74/3	N	L	MW	
		74/4	N	G	GFS	

	Revision	76/3	N	G	GFS	
6	**A new you**	79/10	Y	L	MW	grammar&vocabulary
		79/11	N	L	US	speaking
		80/8	N	G	CU+US	reading & vocbulary
		80/9	N	G	US	reading & vocbulary
		82/5	N	L	CU	grammar&vocabulary
	Word list	88/2	N	G	GFS	
		88/3	N	L	MW	
	Revision	90/4	N	G	GFS	
	Life skills	–	–	–	–	–
7	**A job for life?**	95/6	Y	L	US	grammar&vocabulary
		98/3	N	L	CU	vocabulary
		100/4	N	L	GFI	reading & vocbulary
		100/6	N	L	GFS	reading & vocbulary
	Word list	104/3	N	L	MW	
		104/4	N	G	GFS	
	Revision	–	–	–	–	–
8	**Switch on**	110/3	N	L	GFS	vocabulary
		110/4	Y	L	MaM	vocabulary
		113/8	N	G	GFS	reading & vocbulary
		115/1	N	L	MM	vocabulary
		115/2	N	L	US	vocabulary
	Word list	118/2	N	L	GFS	
		118/3	N	G	GFS	
		118/4	N	G	GFS	
	Revision	–	–	–	–	–
	Life skills	122/1	N	L	PL	
9	**Art lovers**	128/5	N	L	CU	reading & vocbulary
		132/2	N	L	US	speaking
	Word list	134/2	N	G	GFS	
	Revision	–	–	–	–	–
10	**Crimewatch**	138/3	Y	L	MW+US	grammar&vocabulary
	Word list	148/2	Y	L	MW+US	grammar&vocabulary
		148/4	N	G	GFS	
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
	Culture spot 1	155/4	N	G+L	CU	
	Culture spot 2	–	–	–	–	–
	Literature spot 1	–	–	–	–	–
	Literature spot 2	–	–	–	–	–
	Watch and reflect 1	–	–	–	–	–
	Watch and reflect 2	163/4	N	L	GFS	
	Watch and reflect 3	–	–	–	–	–
	Watch and reflect 4	–	–	–	–	–
	Watch and reflect 5	166/4	N	L	GFS	
	Watch and reflect 6	–	–	–	–	–
	Watch and reflect 7	168/4	N	G	GFS	
	Watch and reflect 8	168/5	N	L	US	
	Watch and reflect 9	–	–	–	–	–
	Watch and reflect 10	–	–	–	–	–

Brayshaw, D., et al. (2021) *High Note 3: Student's Book*. **1st ed., Pearson.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**Looking good**	5/6	N	L	GFS	grammar+vocabulary
		5/7	N	L	US	speaking
		6/3	N	L	PL	vocabulary
		8/4	N	G	VI+US	reading+vocabular\
		13/9	N	L	US	vocabulary
	Word list	14/1	Y	L	MW	
		14/2	N	L	GFI	
		14/3	N	G	GFI	
		14/4	N	L	GFI	
	Revision	16/1	N	L	OOO	
2	**The digital mind**	22/5	N	L	GFS	vocabulary
	Word list	–	–	–	–	–
	Revision	–	–	–	–	–
	Life skills	33/7	N	L	PL	
3	**Active and healthy**	36/3	N	L	GFS	vocabulary
		36/5	N	L	GFS	vocabulary
		37/2	N	L	WOM	vocabulary
		37/5	N	L	GFS	listening&vocabulary
		39/6	N	L	CU	speaking and voc
	Word list	44/1	N	L	GFI	
		44/2	N	L	GFS	
		44/4	N	L	GFS	
	Revision	46/1	Y	L	GFI	
		46/2	N	L	MC	
4	**Time to move**	49/5	Y	L	GFI	grammar&vocab
		51/7	N	G+L	VI+GFS	
		52/3	N	L	PL	vocabulary
		52/5	N	L	GFS	vocabulary
		52/6	N	G+L	MC	vocabulary
		54/5	N	G+L	MC	vocabulary
	Word list	58/2	N	G	GFS	
		58/3	Y	L	MW	
	Revision	60/1	N	G+L	MC	
		60/2	N	L	MtM	
	Life skills	–	–	–	–	–
5	**The next step**	66/1	N	G	GFT	vocabulary
		66/2	N	G	MtM	vocabulary
		66/3	N	G	GFS	vocabulary
		68/5	N	L	GFS	speaking
		70/5	N	G+L	GFS	vocabulary
	Word list	74/1	N	L	GFT	

		74/2	N	G	GFS	
		74/3	N	L	MW	
	Revision	–	–	–	–	–
6	**Do the right thing**	79/2	N	L	MtM	grammar&vocab
		82/3	N	L	CU	vocabulary
		85/3	N	L	MO	vocabulary
		85/5	N	L	MC	vocabulary
	Word list	88/1	N	G+L	GFS	
		88/2	N	L	GFS	
		88/3	N	L	MWI	
	Revision	90/3	N	G+L	GFS	
	Life skills	–	–	–	–	–
7	**In the spotlight**	94/1	N	L	VI+WOM	grammar&vocab
		96/5	N	L	MW+US	vocabulary
		96/6	N	L	US	vocabulary
		97/4	N	L	VI+MtM	listening+vocab
	Word lsit	104/2	N	L	MW	
		104/3	N	G+L	GFS	
	Revision	–	–	–	–	–
8	**Consumers' world**	110/4	N	L	VI+MtM	listening&vocab
		111/2	N	L	VI+MtM	vocabulary
		111/3	N	L	VI+MtM	vocabulary
		111/4	N	L	GFS	vocabulary
		115/2	N	L	MC	listening
	Word list	118/1	N	L	GFS	
		118/2	N	G	GFT	
	Revision	120/1	N	G+L	MC	
	Life skills	–	–	–	–	–
9	**The power of nature**	127/2	N	L	CU	vocabulary
		127/3	N	L	MC	vocabulary
		131/7	N	L	MO	reading&vocabu
		131/8	N	L	MtM	reading&vocabu
		132/2	N	L	MW+GFS	vocabulary
	Word list	134/1	N	L	MW	
		134/3	N	L	GFI	
	Revision	–	–	–	–	–
10	**Justice for all**	140/2	N	G+L	CU	vocabulary
		143/6	N	G	CU+MtM	reading+vocab
		147/7	N	L	MO	vocabulary
	Word list	148/2	N	G	GFS	
	Revision	–	–	–	–	–
	Life skills	152/7	N	L	MO	
	Culture spot 1	155/4	N	L	MO	
		155/5	N	L	US	
	Culture spot 2	157/5	N	G+L	GFS	
	Literature spot 1	158/7	N	L	MC	
	Literature spot 2	–	–	–	–	–
	Watch and reflect 1	162/4	N	L	GFS	
	Watch and reflect 2	163/4	N	L	GFS	
	Watch and reflect 3	–	–	–	–	–
	Watch and reflect 4	165/4	N	L	MtM	
	Watch and reflect 5	–	–	–	–	–

	Watch and reflect 6	–	–	–	–	–
	Watch and reflect 7	168/4	N	L	GFS	
	Watch and reflect 8	–	–	–	–	–
	Watch and reflect 9	170/4	N	L	GFS	
	Watch and reflect 10	–	–	–	–	–

Roberts, R., et al. (2019) *High Note 4: Student's Book*. **1st ed., Pearson.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**Get the message**	4/1	N	L	FPE	
		4/2	Y	L	MG	grammar+vocabulary
		6/5	N	G	MtM	reading&vocabulary
		6/6	N	G	GFS	reading&vocabulary
		8/1	N	L	CU+US	vocabulary
		8/3	N	L	CU+GFS	vocabulary
		8/7	N	L	MtM	vocabulary
		8/8	N	L	TR	vocabulary
	Word list	14/1	Y	L	OOO	
		14/2	N	L	GFS	
		14/3	N	G	GFI	
	Revision	16/1	N	G+L	GFS	
2	**Looking ahead**	20/2	N	L	MW	vocabulary
		20/3	N	L	?	pronunciation
		20/4	N	L	?	vocabulary&listening
		20/5	N	L	GFS	vocabulary
		21/2	Y	L	MW	listening&vocabulary
		22/5	Y	L	GFS	reading&vocabulary
		22/6	Y	L	GFT	reading&vocabulary
		27/7	Y	L	MW+GFI	vocabulary
	Word list	28/2	Y	L	MW	
	Revision	30/1	N	L	GFS	
	Life skills	–	–	–	–	–
3	**Influences**	34/2	N	G+L	CU	grammar+vocabulary
		34/3	N	G+L	MtM	grammar+vocabulary
		36/7	N	G+L	VI+CU	listening&vocabulary
		38/7	N	L	MtM	reading&vocabulary
		40/1	N	L	US	speaking
	Word list	44/2	N	G+L	GFS	
		44/3	Y	L	MW	

Unit	Section	Page/Ex	Y/N	L/G	Code	Skill
		44/4	N	L	GFW	
	Revision	–	–	–	–	–
4	**Inside story**	50/3	Y	L	FiT	vocabulary
		50/4	Y	L	GFS/MW	vocabulary
		50/5	Y	L	GFS	vocabulary
		51/1	N	L	US	grammar
		53/8	Y	L	GFS/MW	reading&vocabulary
	Word list	58/2	N	L	GFS	
		58/4	Y	L	MW	
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
5	**Making sense of the senses**	65/3	N	G+L	VI+GFS	grammar+vocabulary
		68/8	N	G	VI+MW/GFS	reading&vocabulary
		71/5	N	L	FPE	speaking
		73/5	N	L	VI+GFS	vocabulary
		73/6	N	L	GFS	vocabulary
	Word list	74/1	N	L	GFS	
		74/3	N	L	MC	
	Revision	–	–	–	–	–
6	**Where we live**	80/7	N	L	MW	listening&vocabulary
		80/8	N	L	GFS	listening&vocabulary
		84/1	N	L	US	vocabulary
		84/3	N	L	CU+US	vocabulary
		84/5	N	G	GFS	vocabulary
	Word list	88/3	N	G	GFT	
		88/5	N	L	MW	
	Revision	90/2	N	L	MC	
	Life skills	–	–	–	–	–
7	**Is it fair?**	94/2	N	L	CU	listening
		94/3	Y	L	MW	grammar&vocabulary
		96/2	N	L	CU	vocabulary
		103/7	N	L	MO	vocabulary
	Word list	104/1	N	G+L	GFS	
		104/3	N	L	MW	
	Revision	–	–	–	–	–
8	**Digital perspectives**	111/6	N	L	GFS	vocabulary
		112/6	N	G	MtM	reading&vocabulary
	Word list	118/3	N	G	MW	
	Revision	–	–	–	–	–
	Life skills	123/1	N	L	CU+US	
9	**Highs and lows**	126/5	N	L	VI+GFS	listening&vocabulary
		127/2	N	G	MW	vocabulary
		127/5	N	G+L	GFS	vocabulary
		129/7	Y	L	MtM	reading&vocabulary
	Word list	134/1	N	G	GFS	
		134/2	N	G	GFS	

	Revision	136/3	N	G	GFS	
10	**Culture vulture**	142/6	N	G+L	GFI	reading&vocabulary
		142/7	N	G+L	MtM	reading&vocabulary
		144/3	N	L	MG	vocabulary
		144/4	N	L	MtM	vocabulary
	Word list	148/1	N	L	GFT	
	Revision	–	–	–	–	–
	Life skills	–	–	–	–	–
	Culture spot 1	155/7	N	L	CU	
		155/9	N	L	US	
	Culture spot 2	–	–	–	–	–
	Literature spot 1	–	–	–	–	–
	Literature spot 2	–	–	–	–	–
	Watch and reflect 1	162/4	N	L	GFS	
	Watch and reflect 2	163/4	N	G+L	GFT	
	Watch and reflect 3	–	–	–	–	–
	Watch and reflect 4	165/3	N	L	CU+US	
		165/4	N	G+L	GFS	
	Watch and reflect 5	–	–	–	–	–
	Watch and reflect 6	167/4	N	L	GFT	
	Watch and reflect 7	168/4	N	L	GFT	
	Watch and reflect 8	–	–	–	–	–
	Watch and reflect 9	170/4	N	L	GFS	
		170/5	N	G	MG	
	Watch and reflect 10	–	–	–	–	–

McKinlay, S., and B. Hastings. (2012) *New Success Pre-Intermediate: Students' Book*. 1st ed., Pearson.

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**It's me!**	9/7	Y	L	MW	reading&speaking
		9/8	Y	L	GFS	reading&speaking
		13/6	N	L	US	speaking
2	**On our way**	16/2	N	L	PL+US	reading&listening
		18/6	N	G+L	GFS	speaking&listening
		19/1	N	L	GFI	vocabulary
	Exams revision 1-2	22/2	N	G	GFS	vocabulary
3	**Growing up**	25/2	N	L	US	reading&speaking
		26/1	N	L	GFS	reading
		26/8	N	G+L	MG	reading
4	**Create and inspire**	33/8	N	L	US	listening
		35/1	N	G	GFS	vocabulary
		35/2	N	G	MtM	vocabulary

		35/3	N	G	GFS	vocabulary
		35/4	N	G	US	vocabulary
	Exams revision 3-4	40/2	N	G	GFS	vocabulary
5	A place called home	–	–	–	–	–
6	Good food!	54/3	N	L	CU	vocabulary
	Exams revision 5-6	–	–	–	–	–
7	Looking ahead	63/10	N	L	US	speaking
		66/1	N	L	UND	vocabulary
8	Jobseekers	–	–	–	–	–
	Exam revisions 7-8	–	–	–	–	–
9	Friends and family	81/1	N	G	VI+MtM	vocabulary
		81/2	N	G	GFS	vocabulary
		84/1	N	L	US	speaking
10	What's on?	86/2	N	L	US	grammar&vocabulary
		88/1	N	L	CU	reading
		88/2	N	L	US	speaking
		91/lis_1	N	L	US	speaking
		91/lis_2	N	L	MG	listening
		91/voc_3	N	L	UND	vocabulary
		91/voc_4	N	L	GFS	vocabulary
	Exams revision 9-10	–	–	–	–	–
11	It's criminal!	97/7	N	L	MW	grammar&reading
12	Fit and well	105/6	N	L	US	grammar&vocabulary
		106/1	N	L	PL	vocabulary
		106/3	N	L	WoM	vocabulary
		107/4	Y	L	MW	reading&vocabulary
	Exams revision 11-12	112/1	N	L	GFS	vocabulary&grammar
		112/2	Y	L	MW	vocabulary&grammar
	Culture shock1	114/glossary	N	L	CU	
	Culture shock2	–	–	–	–	–
	Culture shock3	–	–	–	–	–
	Student activities	–	–	–	–	–

McKinlay, S., and B. Hastings. (2012) *New Success Intermediate: Students' Book*. 1st ed., Pearson.

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	One of the gang	*through teachers book	N	G	GFI	vocabulary
2	Keep in touch	17/2	N	L	CU	vocabulary
		17/3	N	L	US	vocabulary
		18/6	N	L	GFS	vocabulary
	Exams revision 1-2	22/2	N	G	GFS	vocabulary&grammar
3	Outside the law?	29/1	N	L	UND	vocabulary
		29/3	N	L	CU	vocabulary
		29/4	N	L	GFT	vocabulary

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
4	**His and hers**	36/2	N	L	US	speaking
		37/8	N	L	MW	listening&speaking
		37/4	N	G	VI+CU	vocabulary
	Exams revision 3-4	40/1	N	L	GFS	vocabulary
5	**What a disaster!**	44/5	N	G	MtM+VI	vocabulary
		44/6	N	G	GFS	vocabulary
6	**Animal magic**	–	–	–	–	–
	Exams revision 5-6	–	–	–	–	–
7	**Nobody's perfect**	63/6	N	L	GFS	reading&vocabulary
		63/7	N	G+L	CU+MG	reading&vocabulary
8	**Getting away**	70/5	N	L	FiB	reading&vocabulary
		70/6	N	L	US	vocabulary
		70/7	N	L	US	vocabulary
		72/1	N	L	CU+VI	vocabulary
		72/2	N	L	GFS	vocabulary
		72/3	Y	L	MW	vocabulary
		72/4	N	L	GFS	vocabulary
		72/5	N	L	US	vocabulary
	Exams revision 7-8	76/1	N	G+L	MC	vocabulary&grammar
9	**Feelings**	82/1	N	L	PL	grammar
10	**True art**	91/4	N	L	OOO	reading&vocabulary
		92/1	N	G	CU+MW	vocabulary
		92/2	N	G	MC	vocabulary
	Exams revision 9-10	–	–	–	–	–
11	**Looking good**	97	N	L	US	speaking
		99/8	Y	L	GFS	vocabulary
		101/8	N	L	GFS	vocabulary
		101/9	N	L	US	vocabulary
12	**The hard sell**	105/6	N	G	GFS+US	grammar
		106/5	N	L	MtM	reading
		108/5	N	L	MW	vocabulary
		110/1	Y	L	GFI	vocabulary
		110/2	Y	L	GFS	vocabulary
		110/3	Y	L	WoM+GFS	vocabulary
	Exams revision 11-12	–	–	–	–	–
	Culture shock1	–	–	–	–	–
	Culture shock2	117/glossary	N	L	CU	
	Culture shock3	118/glossary	N	L	CU	
	Student activities	–	–	–	–	–

Carr, J. C., et al. (2012) *New Success Upper Intermediate: Students' Book*. **1st ed., Pearson.**

Unit	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
1	**A fresh start**	6/1	N	L	VI	grammar

		8/5	Y	L	IDE+MW	vocabulary
		8/6	N	L	UND	vocabulary
		8/7	N	L	WoM+DSC	reading
		8/11	N	L	WoM	listening
		12/1	N	L	MQ	vocabulary
		13/7	N	L	GFI	reading
2	Know what I mean?	16/9	N	G	MtM	vocabulary
		16/10	Y	L	GFS	vocabulary
	Exams revision 1-2	22/1	Y	L	MW	vocabulary&grammar
		22/4	N	G+L	GFS	vocabulary&grammar
3	Everybody changes	25/7	N	L	GFI	vocabulary
		27/5	N	L	MW	vocabulary
		27/6	N	L	GFS	vocabulary
		29/1	N	L	US	vocabulary
		29/2	N	L	RW	vocabulary
		29/6	N	L	meaning	vocabulary
		29/7	N	L	RW	vocabulary
4	Inspiration	34/1	N	L	MW	vocabulary
		34/2	N	L	US	vocabulary
		39/7	N	L	OOO	vocabulary
	Exams revision 3-4	40/1	N	G+L	MC	vocabulary&grammar
5	Bad or good?	48/3	N	G	MG	listening
		48/4	N	L	MtM	vocabulary
		48/7	N	G	IDE	vocabulary
		48/8	N	G	GFS	vocabulary
6	Secrets uncovered	55/1	N	G	MtM	vocabulary
		55/3	N	G	MC	vocabulary
		55/4	N	G	GFT	vocabulary
		55/5	Y	L	OOO	vocabulary
		56/6	Y	L	UND+MG	reading
	Exams revision 5-6	58/1	Y	L	MW	vocabulary&grammar
		58/2	N	L	GFT	vocabulary&grammar
		58/3	N	L	GFS	vocabulary&grammar
7	Page, stage, screen	63/6	N	L	MtM	reading&vocabulary
		63/7	N	L	MW	reading&vocabulary
		65/4	Y	L	OOO	vocabulary
		65/6	N	L	MC	vocabulary
8	Hi-tech	73/1	N	L	VI	vocabulary
		73/2	N	L	UND	vocabulary
		73/3	N	L	VI	vocabulary
		73/4	N	L	MW	vocabulary
		73/5	N	L	OOO	vocabulary
		73/6	N	L	MW	vocabulary

		73/7	N	L	GFS	vocabulary
	Exams revision 7-8	76/1	N	L	MC	vocabulary&grammar
		77/6	N	L	UND+CPto	pronunciation
9	No regrets	83/1	N	L	FiB	vocabulary
		83/2	N	L	GFS	vocabulary
		83/3	N	L	GFS	vocabulary
		83/4	N	G	MtM	vocabulary
		83/5	N	G+L	GFS	vocabulary
10	No place like home	91/4	N	L	GFS	vocabulary
		91/5	N	L	CPro	pronunciation
		92/3	Y	L	MW	vocabulary
		93/7	Y	L	MW	reading
	Exams revision 9-10	–	–	–	–	–
11	Solve it!	102/5	N	L	RW	vocabulary&listening
12	Media 2.0	107/1	N	L	MG	vocabulary
	Exams revision 11-12	112/2	Y	L	MW	vocabulary&grammar
	Culture shock1	114/1	N	L	PL	
	Culture shock2	–	–	–	–	
	Culture shock3	–	–	–	–	
	Student activities	–	–	–	–	
	Writing bank	–	–	–	–	
	Check it out	–	–	–	–	

Falla, T., et al. (2017) *Maturita Solutions: Pre-Intermediate*. **Third edition, Oxford University Press.**

Unit	Section	Title	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise	skill
I	A - vocabulary	Likes and dislikes	–	–	–	–	–
	B - grammar	Contrast present simple and present c.	5/7_	N	L	US	speaking
	C - vocabulary	Describing people	6/3_	N	L	FiB	vocabulary
	D - grammar	Articles	–	–	–	–	–
1	A - vocabulary	How do you feel?	–	–	–	–	–
	B - grammar	Past simple (affirmative)	–	–	–	–	–
	C - vocabulary	Problems, problems!	11/6_	Y	L	MW	listening
	D - grammar	Past simple (negative and interrogative)	–	–	–	–	–
	E - word skills	Adjective endings	–	–	–	–	–
	F - reading	Painless	–	–	–	–	–
	G - speaking	Narrating events	–	–	–	–	–
	H - writing	A description of an event	17/4_	N	G	GFI	vocabulary

2	A - vocabulary	Landscapes	18/4_	N	L	MW	vocabulary
			19/6_	N	L	GFS	listening
	B - grammar	Past continuous	—	—	—	—	—
	C - vocabulary	Adrenalin junkies	—	—	—	—	—
	D - grammar	Contrast: PS and PC	—	—	—	—	—
	E - word skills	Word building	—	—	—	—	—
	F - reading	Lost at sea	—	—	—	—	—
	G - speaking	Photo description	—	—	—	—	—
	H - writing	An invitation	—	—	—	—	—
	Exam skills trainer 1		—	—	—	—	—
3	A - vocabulary	Films and TV programmes	30/2_	N	L	PL	vocabulary
	B - grammar	Quantity	32/1_	N	L	US	speaking
	C - vocabulary	Advertising	—	—	—	—	—
	D - grammar	must, mustn't and needn't/don't have to	—	—	—	—	—
	E - word skills	Negative adjective prefixes	—	—	—	—	—
	F - reading	Video games and health	37/6_	Y	L	GFI	vocabulary
	G - speaking	Reaching an agreement	—	—	—	—	—
	H - writing	An informal letter	39/7_	N	L	US	speaking
4	A - vocabulary	Weather	41/2_	N	L	FiB	vocabulary
	B - grammar	Comparison	—	—	—	—	—
	C - vocabulary	Eyewitness	—	—	—	—	—
	D - grammar	Superlative adjs, too and enough	—	—	—	—	—
	E - word skills	Phrasal verbs	45/2_	N	L	GFT	listening
			45/3_	N	G	IDE	reading
			45/5_	N	G	MtM	reading
			45/6_	N	G	GFS	grammar
	F - reading	Gliders in the storm	—	—	—	—	—
	G - speaking	Photo comparison	—	—	—	—	—
	H - writing	An article	49/4_	Y	L	GFI	vocabulary
	Exam skills trainer 2		—	—	—	—	—
5	A - vocabulary	Jobs	52/5_	N	L	US	vocabulary
			53/6_	N	G+L	PL	vocabulary
	B - grammar	will and going to	—	—	—	—	—
	C - vocabulary	Changing jobs	—	—	—	—	—
	D - grammar	First conditional	—	—	—	—	—
	E - word skills	Prefixes	57/1_	N	L	US	speaking
	F - reading	Dream jobs					

			58/5_	Y	L	GFI	vocabulary
			59/6_	N	L	US	speaking
	G - speaking	Choosing a job	—	—	—	—	—
	H - writing	An application letter	—	—	—	—	—
6	A - vocabulary	Worth a visit	—	—	—	—	—
	B - grammar	Present perfect	64/7_	N	L	US	speaking
	C - vocabulary	Check your ticket	—	—	—	—	—
	D - grammar	Contrast: past simple and present perf.	—	—	—	—	—
	E - word skills	Compounds	67/3_	N	L	FiB	vocabulary
			67/8_	N	L	MW	listening
	F - reading	Holidays without parents	69/7_	N	L	GFI	vocabulary
	G - speaking	Planning a holiday	70/2_	N	L	US	vocabulary
			70/7_	N	L	US	speaking
	H - writing	A holiday blog	—	—	—	—	—
	Exam skills trainer 3		—	—	—	—	—
7	A - vocabulary	Spending power	—	—	—	—	—
	B - grammar	Second conditional	—	—	—	—	—
	C - vocabulary	Honesty pays	—	—	—	—	—
	D - grammar	Past perfect	—	—	—	—	—
	E - word skills	Verb + infinitive or ing	—	—	—	—	—
	F - reading	Aaron Levie	—	—	—	—	—
	G - speaking	Photo comparison and presentation	—	—	—	—	—
	H - writing	An opinion essay	—	—	—	—	—
8	A - vocabulary	Crimes and criminals	85/5_	Y	L	GFI	vocabulary
	B - grammar	Reported speech (1)	—	—	—	—	—
	C - vocabulary	A life of crime	—	—	—	—	—
	D - grammar	Reported speech (2)	—	—	—	—	—
	E - word skills	Adjective suffixes	—	—	—	—	—
	F - reading	An Australian murder mystery	90/6_	N	L	GFI	vocabulary
	G - speaking	Photo descripion and comparison	—	—	—	—	—
	H - writing	An email	—	—	—	—	—
	Exam skills trainer 4						
9	A - vocabulary	Gadgets	—	—	—	—	—
	B - grammar	The passive (present s. and past s.)	—	—	—	—	—
	C - vocabulary	Intentions of the speaker	99/5_	Y	L	MW	listening
	D - grammar	The passive (present perfect and future)	—	—	—	—	—

E - word skills	Verb + preposition	101/5_	Y	G	GFS	grammar
		101/7_	Y	G	MC	grammar
		101/8_	Y	G	GFS	grammar
F - reading	Great inventions?	104/3_	N	L	US	vocabulary
G - speaking	Making a complaint	–	–	–	–	–
H - writing	A formal letter	–	–	–	–	–
Exam skills trainer 5		–	–	–	–	–

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	H	117/1H	N	G	US
2	–	–	–	–	–
3	–	–	–	–	–
4	G	119/4G_1	N	L	PL
	H	119/4H_3	Y	L	FiB
	H	119/4H_4	Y	L	GFS
5	–	–	–	–	–
6	G	120/6G_1	N	L	MG
	G	120/6G_2	N	L	GFS
	H	120/6H_3	N	L	MW
7	–	–	–	–	–
8	–	–	–	–	–
9	–	–	–	–	–

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Unit	Section	Title	pg/exercise number_letter	explicit instuctions	G/L coll.	type of exercise	skill
1	A - vocabulary and listening	Fashion	–	–	–	–	–
	B - grammar	Present tense contrast	–	–	–	–	–
	C - culture	Big Brother	–	–	–	–	–
	D - grammar	Verb patterns	–	–	–	–	–
	E - reading	Eyeborg	–	–	–	–	–
	F - speaking	Photo description	–	–	–	–	–
	G - writing	An informal letter	–	–	–	–	–
	Get ready for your exam 1		–	–	–	–	–

2	A - vocabulary and listening	How did you feel?	–	–	–	–	–
	B - grammar	Past tense contrast	–	–	–	–	–
	C - culture	Remembering the past	–	–	–	–	–
	D - grammar	used to	–	–	–	–	–
	E - reading	Amnesia	–	–	–	–	–
	F - speaking	Narrating events	–	–	–	–	–
	G - writing	Narrative	21/4_	N	G	MW	vocabulary
	Language review 1-2		22/1_	N	L	MC	
	Skills round-up 1-2		–	–	–	–	–
3	A - vocabulary and listening	The world of work	–	–	–	–	–
	B - grammar	Defining relative clauses	–	–	–	–	–
	C - culture	Education for life?	–	–	–	–	–
	D - grammar	Non-defining relative clauses	–	–	–	–	–
	E - reading	Reversing roles	–	–	–	–	–
	F - speaking	A job interview	–	–	–	–	–
	G - writing	A job application	–	–	–	–	–
	Get ready for your exam 2		33/6	N	L	GFI	
4	A - vocabulary and listening	The human body	34/4_	N	L	GFI	speaking
			34/5_	Y	L	GFS	listening
	B - grammar	Past simple and present perfect contrast	–	–	–	–	–
	C - culture	Public health?	36/6_	Y	L	GFI	vocabulary
	D - grammar	Present perfect continuous	–	–	–	–	–
	E - reading	All in the mind	–	–	–	–	–
	F - speaking	At the doctor's	–	–	–	–	–
	G - writing	An announcement	–	–	–	–	–
	Langugage review 3-4		42/1_	N	L	MW	
			42/4_	N	L	GFS	
	Skills round-up 1-4		–	–	–	–	–
5	A - vocabulary and listening	Computing	–	–	–	–	–
	B - grammar	Speculating and predicting	–	–	–	–	–
	C - culture	Time capsules	46/2_	N	L	GFI	vocabulary
			46/3	N	L	Cpro	pronunciation
	D - grammar	Future perfect and future continuous	–	–	–	–	–
	E - reading	Visions of the future	48/4	N	L	MW	vocabulary
			48/5	N	L	GFS	grammar
	F - speaking	Talking about plans	50/1	N	L	ND	listening&vocabulary
	G - writing	An informal email	–	–	–	–	–

	Get ready for your exam 3		—	—	—	—	—
6	A - vocabulary and listening	Crime at the manor	54/2	N	L	MW	listening&vocabulary
			54/3	N	L	GFI	vocabulary
	B - grammar	Reported speech (statements)	—	—	—	—	—
	C - culture	Crime writers	—	—	—	—	—
	D - grammar	Reported speech (questions)	—	—	—	—	—
	E - reading	Who was he?	59/4	N	G	MG	vocabulary
	F - speaking	Speculating about events	—	—	—	—	—
	G - writing	A formal letter: asking for information	—	—	—	—	—
	Language review 5-6		62/5	N	L	GFS	
	Skills round-up 1-6		—	—	—	—	—
7	A - vocabulary and listening	Relationships	—	—	—	—	—
	B - grammar	Comparison	—	—	—	—	—
	C - culture	Love poems	—	—	—	—	—
	D - grammar	Talking about imaginary situations	—	—	—	—	—
	E - reading	Love on the internet	—	—	—	—	—
	F - speaking	Stimulus description	—	—	—	—	—
	G - writing	For and against essay	—	—	—	—	—
	Get ready for your exam 4		—	—	—	—	—
8	A - vocabulary and listening	Getting ftom A to B	74/2	N	L	MW	vocabulary
			74/3	N	L	Cpro	pronunciation
	B - grammar	The passive	—	—	—	—	—
	C - culture	Explorers	—	—	—	—	—
	D - grammar	Indefinite pronouns: some-, any-, no-, every-	—	—	—	—	—
	E - reading	A year away	—	—	—	—	—
	F - speaking	Travel problems	—	—	—	—	—
	G - writing	Description of place	—	—	—	—	—
	Language review 7-8		82/5	N	L	MW	
	Skills round-up 1-8		—	—	—	—	—
9	A - vocabulary and listening	Money and payment	84/2	N	L	GFS	vocabulary
	B - grammar	have something done	—	—	—	—	—
	C - culture	Advertising	—	—	—	—	—
	D - grammar	Third conditional	—	—	—	—	—
	E - reading	A charmed life	—	—	—	—	—
	F - speaking	Photo description	—	—	—	—	—
	G - writing	Opinion essay	—	—	—	—	—

	Get ready for you exam 5		–	–	–	–	–
10	A - vocabulary and listening	Performers	–	–	–	–	–
	B - grammar	Participle clauses	–	–	–	–	–
	C - culture	Music festivals	96/3	N	L	GFI	vocabulary
	D - grammar	Determiners: all, each, very, every, few, little...	–	–	–	–	–
	E - reading	Beautiful minds	–	–	–	–	–
	F - speaking	Stimulus description	–	–	–	–	–
	G - writing	Book review	–	–	–	–	–
	Language review 9-10		–	–	–	–	–
	Skills round-up 1-10		–	–	–	–	–
	Get ready for B2 exams		–	–	–	–	–

Unit	VOCABULARY BANK SECTION	pg/exercise number, letter	explicit instructions	G/L coll.	type of exercise
1	1.2	127/1	N	L	MW
	1.2	127/2	N	L	US
2	2.3	128/1	N	G	GFS
3	3.3	129/1	N	G	CU
		129/2	N	G	RW
		130/3	N	G	RW
4		0			
5	5.2	131/1	Y	L	MW
		131/2	Y	L	GFS
6	6.1	132/1	N	L	GFS
		132/2	N	L	MaM
	6.3	132/1	N	G	GFS+VI
		132/2	N	G	RW
7	7.1	133/1	N	G	GFI+MtM
		133/2	N	G	GFS
	7.2	133/1	Y	L	MtM
		133/2	Y	L	GFS
8	8.2	134/1	N	G	FiB
		134/2	N	G	GFS
9		0			
10	10.2	136/1	N	L	GFS