Noisy Collocations

Language level:	Elementary (A2)
Learner type:	Young learners; Teens; Adults; CLIL
Time:	25 minutes
Activity:	Matching collocations
Topic:	Film & cinematography
Language:	Verb + noun collocations; The –*ing* form of the verb
Materials:	Video; Worksheets

Preparation, materials and equipment

1. For this activity, you will need an advert by Saatchi & Saatchi, Italy for *Top Digital*, an audio productions company. The advert is titled ***What sound can do***. You can access it on YouTube by clicking on the following link:

   http://www.youtube.com/watch?v=JH4cjveaqVA

2. In the activity, you will have to play the clip to your students without letting them see it (i.e. audio only). If you are using a projector and screen, find out how to disable the display so that students hear the clip only.

3. For each student, make a copy of the worksheets on pages 5 and 6 (**Collocation puzzles 1 and 2** and **Which is the loudest?**)

Decide how you are going to display the clip in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone or other mobile device (good for one-to-ones/intimate classes)

Don't forget the loudspeakers

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use www.savevid.com or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

Lesson plan

1. Tell students that you have a puzzle for them. Give out copies of the first worksheet (**Collocation puzzles 1 and 2**) for them to complete.

   - Note that any unknown language can probably be explained using mime, gesture, or your own sound effects.
   - '*Scratching the decks*' (or more commonly '*scratching*') is the sound that DJs make – you will hear this in the video clip.

2. Let students compare their answers.

3. Go over the answers (these are on the second worksheet – **Which is the loudest?**) and drill students' pronunciation of the phrases.

4. Give out copies of the second worksheet – **Which is the loudest?** Ask students to consider each pair of collocations and decide which of the two actions would make the most noise.

> Note that this is a subjective activity. Decisions are open to debate and may give rise to emergent language. The activity can work well if you put students into pairs or small groups to discuss their ideas and come to consensus decisions.

5. Let different groups share their answers. This can lead to students giving reasons to justify their ideas. For example:

   - *Eating spaghetti* versus *eating chips*: It depends if we are talking about British or American *chips*.
   - *Sawing wood* versus *sawing a woman in half*: It depends how much the woman screams.

6. Tell students to hide their worksheets. If you have the type of student that cheats, take all the worksheets back.

7. Tell students that they are going to hear seven sounds. Play the video but do not let students see the screen. Ask students to identify and write down all the sounds they hear in the correct order.

8. Let students hear the clip a few more times before going over the answers.

> **Answer**: Playing with a squeaky toy; Typing a letter; Playing the congas; Playing table tennis; Sharpening a knife; Scratching (the decks); Sawing a woman in half.

9. Tell students that all of the sounds are being made by the same individual. Ask them to guess what he or she looks like.

10. Play the clip and this time let students see the video as well.

Follow up

There are actually two adverts in the *Every sound tells a story* series. The second ad uses the same format: A repeated movement (in this case a jumping frog) accompanied by a series of different sounds.

Warning: This advert contains a rude part!

As a follow up activity, the frog advert could be used in reverse: Tell students to put themselves in the position of the people who created the advert. Play the entire video with the sound down. Ask students to think of as many different sounds as possible to accompany the jumping frog and write these on the board. Finally play the advert with the sound up so that students can hear the sounds that the advertisers chose. Note that you may want to stop the clip before the sixth sound which is the rude one.

Collocation puzzle 1

Make ten collocations by matching each verb on the left with two items on the right:

I

Chopping
Playing
Scratching
Sharpening
Brushing

the decks
your head
a computer game
your hair
table tennis
a knife
wood
a pencil
onions
your teeth

Collocation puzzle 2

Make ten collocations by matching each verb on the left with two items on the right:

II

Eating
Typing
Firing
Playing
Sawing

a gun
a letter
a woman in half
with a squeaky toy
an email
wood
chips
spaghetti
the congas
an employee

Which is the loudest?

For each pair of collocations, decide which of the two actions would make the most noise. Make your decisions and tick the boxes ☑

Chopping onions	☐	*Eating spaghetti*	☐
Chopping wood	☐	*Eating chips*	☐
Playing a computer game	☐	*Typing an email*	☐
Playing table tennis	☐	*Typing a letter*	☐
Scratching the decks	☐	*Firing a gun*	☐
Scratching your head	☐	*Firing an employee*	☐
Sharpening a knife	☐	*Playing the congas*	☐
Sharpening a pencil	☐	*Playing with a squeaky toy*	☐
Brushing your teeth	☐	*Sawing wood*	☐
Brushing your hair	☐	*Sawing a woman in half*	☐

- - ✂ - - - - - - ✂ - - - - - - ✂ - -

Which is the loudest?

For each pair of collocations, decide which of the two actions would make the most noise. Make your decisions and tick the boxes ☑

Chopping onions	☐	*Eating spaghetti*	☐
Chopping wood	☐	*Eating chips*	☐
Playing a computer game	☐	*Typing an email*	☐
Playing table tennis	☐	*Typing a letter*	☐
Scratching the decks	☐	*Firing a gun*	☐
Scratching your head	☐	*Firing an employee*	☐
Sharpening a knife	☐	*Playing the congas*	☐
Sharpening a pencil	☐	*Playing with a squeaky toy*	☐
Brushing your teeth	☐	*Sawing wood*	☐
Brushing your hair	☐	*Sawing a woman in half*	☐