

Weird museums

Topic

Word building for FCE Use of English part 3

Aims

- To remind students how to form new words from a 'stem' word.
- To familiarise students with part 3 of the Use of English test of the FCE exam.
- To extend students' vocabulary by practising forming new words from stem words.

Age group

Adults or teenagers

Level

B2

Time

60 minutes approximately

Materials

1. Worksheets 1A and 1B (students need one copy of either 1A or 1B)
2. Worksheet 2A/2B to be cut in half (students need one copy of either the first or second half)

Introduction

In this lesson students practise word building in preparation for part 3 of the Use of English test in the FCE exam. Through a series of activities students will become more aware of word 'families', enabling them to do the Use of English (part 3) more successfully.

Procedure

1. Lead in: brainstorming game

- Put students into teams of four to six to play a brainstorming game. First play a 'practice' game so that everyone understands the rules. Write 'competition' on the board. Elicit an example of a related word by asking 'What's the verb?' and writing the answer (compete) on the board. Give teams a limited time of 30 to 60 seconds (depending on your students) to write as many related words as possible. Explain that they will win a point for each correct word that is correctly spelled.
- When the time is up, get teams to exchange papers and to check each other's answers by looking the words up in a dictionary. The group with most points wins.

	<ul style="list-style-type: none"> • Some groups will probably lose points for spelling errors and other groups will win extra points for remembering negative words (uncompetitive) or plurals (competitions). Draw attention to negatives and plurals if they remain unnoticed! After this activity, you might like to brainstorm different ways students know for making word families, e.g. different prefixes or suffixes, common ways of forming verbs from nouns, etc. • Play 'for real' with a few other words. Here are some suggestions: photo happy friend organise luck
2. Pair work activity	<ul style="list-style-type: none"> • Divide students into two groups, A and B. Give each student in group A a copy of worksheet 1A. Give each student in group B a copy of worksheet 1B. Students work together in small groups <i>with the same worksheet</i>, first reading their text and then deciding together which words they should write in the gaps. Give students 5-8 minutes for this part of the task. • Then put students into pairs (one student from group A with one student from group B). Students take it in turns to read out the other student's complete text from the bottom of their worksheet. The student who is listening should correct their answers. • Students stay in their pairs and discuss which words were the trickiest in their texts.
3. Make your own word-building exercise	<ul style="list-style-type: none"> • Put students into two groups again, A and B. Give each student in group A a copy of worksheet 2A. Give each student in group B a copy of worksheet 2B. Students work together in small groups <i>with the same worksheet</i>, to make a new word-building exercise from the text. First they identify ten words in the text that belong to a 'word family'. Then they copy the text carefully, replacing the ten words with numbered gaps and providing a list of ten <i>related</i> words, to create a new worksheet. Allow them to use a dictionary if they need to. They should also keep a note of the answers! • Before they start, you might like to highlight the layout of the Use of English part 3. You can draw their attention to how the exercises on worksheets 1A and 1B are arranged, so that when they copy the text, they leave space on the right to list the words, with each word on the same line as the relevant gap. • Students stay in their groups of A and B, but all student As swap the worksheet they created with all student Bs. They work together in small groups <i>with the same worksheet</i> to do the exercises. • Now put students into pairs again, A and B. They exchange worksheets, and using the answer key they prepared when creating it, they correct them.
4. Extension	<ul style="list-style-type: none"> • Students work in small groups. They choose one of the four museum texts and look at the ten 'answers'. Then they brainstorm all of the possible words in each of the ten word families. When they finish, they should swap their lists with another group. Then each group checks the words in a dictionary and awards one point for each correct answer. The group with the most points wins! • You could also ask the groups to list any words they find in the dictionary that weren't listed by the first group. This time, the group with the least points wins!

Contributed by

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