

2.4 Word sets

LEVEL	Elementary and above
TIME	20 minutes +
AIMS	To practise <i>word formation</i> and vocabulary development.
MATERIALS	List of words (see the example on the next page); pieces of card.
PREPARATION	Decide which word sets to use. Copy the list of words overleaf or make a similar one at your students' level. Make enough copies for each player to have two sets of four words. Cut out the words and write or stick each one on to a separate card. If you use card, or can laminate it, the game can be re-used, and that will reduce the cutting and sticking in the future.
PROCEDURE	<ol style="list-style-type: none"> 1 Put the students into groups of 5–6. Explain that they are going to play a game and that each person will receive eight cards, each with a word on. The players have to collect two complete word sets. Each word set has a noun, a verb, an adjective, and an adverb (some with negative forms). Shuffle and deal out the cards, face down, so that each player gets eight. 2 Tell the players to look through their cards and decide which word families to collect. Before the collecting starts, ask each person to predict what the missing members of the word families should be. They can use dictionaries to check their guesses and they should write down their ideas. 3 Now the game starts: each player must choose one word and pass it, face down, to the left. If a player receives a card he or she wants to keep, he or she must pass on a different one from his or her hand. 4 When someone has two complete word sets, they shout <i>stop!</i> And the game is at an end. (The quick version of the game is to stop with one complete set.) 5 How close were the others to finishing? Can they predict which cards they needed to complete their hands? How many of their guesses in step 2 were correct? 6 Give the groups 5–10 minutes to try to put as many of their words into the context of a story as possible, using a dictionary for guidance. (This can also be done for homework.)
VARIATION	Instead of each person choosing one card to pass on to their neighbour, each player in turn asks another player for a specific card to complete a set: for example, 'Have you got <i>width</i> ?' If they have, they must hand it over. If not, it's the next player's turn.

Example (Lower-intermediate level)

wide	width	widen	widely
entertaining	entertainment	entertain	entertainingly
nominal	name	nominate	nominally
basic	base	base	basically
decisive	decision	decide	indecisively
productive	product	produce	productively
receptive	reception	receive	receptively
comparative	comparison	compare	comparatively
friendly	friendship	befriend	in a friendly way
argumentative	argument	argue	arguably

repetitive	repetition	repeat	repeatedly
various	variety	vary	invariably
agreeable	agreement	agree	disagreeably
believable	belief	believe	unbelievably
criminal	crime	incriminate	criminally
enthusiastic	enthusiasm	enthuse	enthusiastically
different	difference	differ	differently
satisfied	satisfaction	satisfy	satisfactorily
apparent	appearance	appear	apparently
bored	boredom	bore	boringly

reliable	reliability	rely	unreliably
high	height	heighten	highly
impressive	impression	impress	impressively
soft	softness	soften	softly

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2.5 Affixes

LEVEL

Intermediate and above

TIME

15–20 minutes

AIMS

Raising students' awareness of *word formation*; facilitating vocabulary development.

MATERIALS

One dictionary per pair.

PROCEDURE

- 1 Write the word *happy* on the board. Ask the class how many words they know that have the same **stem**, for example: *happily, unhappy, unhappily, happiness*. Tell the students that they can double their word power by knowing how to use **affixes** (beginnings and endings) such as *un-, -ly, -y* etc.
- 2 Put the class into pairs and ask them to think of endings which make nouns from other words. Give them two minutes to think of as many of these endings as they can.
- 3 They call out the endings they have thought of. Write them up on the board or overhead projector. Ask for examples of words with these endings. Which suffixes refer to people? (*-er, -ee, -or, -ian, -ist*) Which refer to abstract qualities? (*-tion, -sion, -ment, -ity, -ness, -y*)