

Lesson 2

Teacher's Notes

Academic vocabulary 1 p. 10

The Academic Word List

The Academic Word List is a list of 570 word families that are commonly found in academic text, regardless of the discipline. The list was selected by examining a large collection of written academic texts. Each Academic vocabulary page introduces words from the list appropriate to this level.

- 1 Students work in pairs to look at the dictionary entry and answer questions 1–6. Point out that as well as prepositions, the dictionary also gives examples of the most frequent collocations such as *fluent speech*.
- 2a Students turn back to Reading 1 and scan the text to find the words which match the meanings.
- 2b Students categorise the words into nouns, verbs and adjectives by putting them in the correct place in the notes. They then fill in the missing words using their knowledge of suffixes and a dictionary if necessary.
- 2c This provides some controlled practice of some of the words. Students should use a variety of nouns, verbs and adjectives in their questions.
- 3a Point out that as a very general rule, suffixes will change the word type, whereas prefixes will change the meaning. Draw attention to the use of the prefix *bi-* in *bilingual* and elicit that it means 'two'. Ask students to suggest other words with the same prefix. They should be able to suggest *bicycle* and possibly other words from particular areas of work or study such as *bisect*.
- 3b Students match the prefixes with the meanings.
- 3c Ask if students know any other number prefixes. Possible answers include *quin-* (= five), *oct-* (= eight) and *cent-* (= hundred). If necessary, prompt by suggesting they use their knowledge of geometrical shapes such as *octagon*.
- 4 Students work in pairs to work out the meanings of the underlined words, using their knowledge of prefixes and the context.
- 5a Students work in pairs to brainstorm further words with each of the prefixes in 3. Pairs then make groups of four and share words.
- 5b Students look back at the section and choose five words to put in a sentence. Alternatively, you could ask them to record the words in their vocabulary notes, with an example sentence for each one.

Photocopiable activity 1B

This activity aims to further extend students' knowledge of words containing number prefixes and can be used as a follow up to Academic vocabulary 1.

1

1 adjective; it says 'adj' 2 adverb (*fluently*) and noun (*fluency*) 3 uncountable 4 look at the symbols in square brackets after the headword 5 *in*; it's in square brackets 6 they're usually in order, with most common/frequent first

2a

1 proficiency 2 perception 3 concept 4 rate 5 linguistic 6 cognition 7 norm 8 focus

2b

1 proficiency (n); — (v); proficient (adj)
 2 perception (n); perceive (v); perceptive (adj)
 3 concept (n); conceive (v); conceptual (adj)
 4 rating (n); rate (v); — (adj)
 5 linguistics/linguist (n); — (v); linguistic (adj)
 6 cognition (n); — (v); cognitive (adj)
 7 norm (n); normalise (v); normal (adj)
 8 focus (n); focus (v); focused (adj)

2c

Students' own answers

3a

bi- = two

3b

A uni-, mono- B bi- C tri- D quad- E penta-
 F hex- G deca- H semi- I multi-

3c

(Possible answers)

5: quin- 8: octo- 100: cent- 1,000: mill-/kilo-

4

1 bicycle with one wheel 2 square area, like a courtyard, with buildings around it – usually in universities 3 six-sided shape 4 representing or consisting of many cultures 5 once every two years; ten-year period 6 one person speaking; flat voice with no variation in tone

5a/b

Students' own answers

Photocopiable activities

Teacher's Notes

1B Number prefixes

When to use

After Academic vocabulary 1 (CB p. 10)

Aim

To revise and extend knowledge of number prefixes and give practice in inferring the meanings of words

Time

15 minutes

Activity type

Pairwork

Preparation

Make one copy of the worksheet for each pair of students and cut into two sections.

Procedure

- 1 Divide the class into pairs. In each pair, give one student the worksheet for Student A and the other the worksheet for Student B.
- 2 Students look at the number prefixes in the first box. These are the same for both students, so they should decide together what each one means, checking back in the coursebook or with you if necessary.
- 3 Students look separately at the word endings in the second box (these are different for A and B) and then take it in turns to read definitions 1–9 to each other. On hearing each definition, the other student should try to supply the correct word by putting together a prefix from the first box with an ending from the second. Encourage students to guess if they do not know. Students should keep a tally of how many correct answers their partner gives. At the end, the one with the most correct answers is the winner.

Follow-up

At the end of the activity, you may wish to check the pronunciation of some of the words, and especially draw attention to the fact that the prefix *tri-* can have two different pronunciations (e.g. as in *triangle* and *trilogy*).

Answers are supplied on the worksheet.