

# To the Teacher

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## Word Form Chart

The word forms included in the chart present students with their first contact with different forms that are possible and frequent for each word. However, a word may not have been included because it is not used frequently enough to be relevant to students at this level. Teachers should review the chart, asking students to recognize which words have only noun forms, which have verb forms, and which have adjective forms that contain suffixes, etc. The form in bold represents the primary form defined/taught in the unit.

The words were cross-checked in two dictionaries (*Longman Dictionary of American English* and *Cambridge English Dictionary*) to be sure that only the most frequent and useful forms were included.

## Definitions and Examples of Word Forms

Definitions and examples are given for each word to further the recognition of forms that students are exposed to, as well as to introduce meanings of each word and contexts the word is frequently used in. Since each unit has a theme, the meanings and contexts are also limited to the ones that correspond to the theme.

## Vocabulary Practice

Vocabulary Practice includes exercises focused on recognizing the meanings of words and their forms. Exercises require students to work with forms and meanings at the word level. You may want students to do these exercises in pairs or individually in class after studying the Word Form Chart and Definitions and Examples section as homework.

- **Branching Out** helps students focus on the forms of the word—both morphological (noun, verb, adjective, adverb) and derivational (present, past). The Word Form Chart should be consulted if students don't know the forms yet. In this way, they will be processing the information while working at a fairly easy level.
- **Fill It In** asks students to choose the correct word, both in terms of form and meaning, to fill in the blanks in an extended context. In addition to the exposure to the words in new sentences, students must practice the links between form and meaning they have begun to establish.
- **In the Wrong Place** focuses on the meaning of each word. While the number of possible answer choices is limited, each word has to be evaluated in each possible blank. Extended paragraph contexts give more information about meaning.
- **Make the Connection** asks students to match a word from the list to a suitable context.
- **Match Point** requires students to match broad meanings or examples to a given form of the word.
- **Off Base** requires students to replace a word or phrase in each sentence with its antonym from the Word Form Chart. This exercise requires that students understand the meaning of the word and that they use the correct form of the word. It also exposes students to another example of how the word is used.

- **Switch It Up** asks students to correct the form of the word given in a sentence. The Word Form Chart may be consulted if students cannot remember the forms. Students may need help analyzing the sentences to determine which form is needed.
- **What's the Word?** allows students to synthesize the form/meaning/use connection. The idea is that students use their memories to create the clues. This requirement allows the information to be practiced productively.

## Frequent Collocations

Collocations are fixed expressions that are frequently used by native speakers. Such terms as *crystal clear*, *middle management*, *nuclear family*, and *cosmetic surgery* are examples of collocated pairs of words. Knowing which words are frequently used together is important for students since even if a student uses the correct grammar, a sentence may sound awkward if the wrong words are used together; for example, a student may use *forceful coffee* instead of *strong coffee*. The collocations listed are **some of** the most frequent ones found in Brigham Young University's Corpus of Contemporary American English (COCA) but are primarily limited to those that are suitable **only** to the context of each unit. In other words, the lists in each unit are not meant to be exhaustive or to include common phrases **not** related to the unit theme. Exercises focus on connecting the unit vocabulary words with possible collocates alone and in example sentences.

- **Ducks in a Row** requires students to read and understand the collocations within sentences and then reorder the sentences into a logical paragraph. (It also appears in Vocabulary Practice.)
- **Complete the Thought** assumes the student can retrieve the collocate or unit vocabulary word that is missing in a complete sentence.

- **Get It Together** provides examples of collocations within sentences that students are required to unscramble and rewrite. This gives them another example in an appropriate context. Clues are offered to get students started.
- **Not Meant To Be** requires students to match a word and its collocate, which helps students to memorize the list.
- **Off the Mark** asks students to identify the collocation used in a sentence and to then use a different collocation to contradict the statement. This requires students to process both forms and meanings of two collocations.
- **The Other Side of the Coin** asks the student to read and understand a situation and then produce a collocation that means the opposite.
- **Pick One Out** asks students to identify which meaning or collocate is most closely associated with the collocate.

## Practice Quiz

- **The Choice Is Yours** is a multiple choice exercise that tests whether students have learned the meanings of the words.
- **Sense or Nonsense?** is a true or false exercise that focuses on the correct use of the words in context.