

Foreword

to the Teacher

Why use this book?

This text is designed for high-intermediate/advanced-level learners of English as a second language and high school-level English first-language speakers. An accompanying CD also offers optional listening practice that prefigures or echoes the reading passage that concludes each lesson.

The primary purpose of this book is to increase the learners' awareness of the morphology of English – bases, affixation, and compounding – and to help them develop their skill in word analysis. This awareness and skill can help turn unknown words into words that are, if not fully understood, at least partially meaningful, and by recognizing the part of speech of the affix (noun, verb, adjective, adverb), the learners can more easily grasp the meaning of whole sentences.

Secondly, an increased awareness of affixes and bases can facilitate vocabulary expansion by helping students see connections among various forms, e.g., contain, maintain, retain, unretained, detainable, detention. In this way, learning one word can lead to learning a bundle of words.

This text will also help develop spelling and pronunciation skills by identifying patterns that occur when bases and affixes are combined, e.g., *explode*, *explosion*.

A fourth purpose is to increase the learners' vocabulary. To this end, we have provided fictitious, “generic” news stories for reading practice at the end of each lesson. A similar version of the “newspaper” story is also available on CD as a “radio news broadcast.” Although the primary purpose of these stories is to showcase selected bases, affixes, and compounds, the learners will also develop their knowledge of words and phrases that are commonly used in the media. The accompanying CD will also give the learners practice in following the discourse of typical radio and TV newscasts.

How to use the book

This book has been designed to facilitate self-directed learning. However, it would still be useful for the teacher to check that students are progressing satisfactorily, and to see if they have questions. Hence, a regular procedure, at its simplest, would be:

Assign the lesson for homework. The optional CD can also be assigned with the recommendation that the learner first listen to the CD to get an overview of the “news” content.

Follow up to see what questions the students have from the assignment.

Follow-up can also be more detailed:

Have the learners brainstorm words exhibiting morphemes that are the focus of the lesson (fill up the blackboard or poster paper).

Have the learners close their books while you read the news story aloud. Ask the them to tap their pencils on their desks every time you say a word that contains the featured morphemes. Alternatively, have them write it down.

Read the news story sentence by sentence (or paragraph by paragraph). After each sentence, ask a few questions: Who? What? When? Where? Why? How long? etc. Vary this approach by having learners read while you listen for pronunciation.

Give a quiz based on the featured morphemes or the news story.

Copy the news story and white out all the featured morphemes. Then re-copy the story and have the learners fill in the blanks.

Copy and bring in a real news story and have the learners go on a word hunt, circling the featured morphemes or all the morphemes that have been studied.

The text can also be used mostly as an in-class activity. In this situation, a typical pattern of work might be:

Introduce the featured affixes.

Go through the explanations, adding elaborations of your own.

Have the learners work individually or in pairs on the exercises, without looking at the answer key.

Go over the learners' answers, clarifying and explaining where necessary.

Read through the news story, or assign it for homework.

The optional CD can be used in a variety of ways.

1. You can initiate the lesson by playing the CD and writing some of the featured morphemes on the board. Then ask the learners to induce the form and meaning of the featured morpheme.
2. Play the CD just before assigning the “newspaper” reading. Or play it just after. The purpose is to hear the news and the morphemes in a different discourse context.
3. A list of the key words in each “newscast” begins on page 113, after the newscast scripts at the back of the book. You can have the students use this list in two ways.

You can have them listen to the CD while looking at the key word list. Then have them read and/or read and listen to the script, highlighting the key words. When they are finished, they can go back to the list to check their work.

Or you can play the CD while the students are looking at the script; have them highlight the featured words as they listen. To do this, the students need to focus on the morphemes used in the lesson (option 1) or to do the exercises before listening (option 2). Then have them check their work by looking at the key word list.