

Use of English part 5: Word Formation

TASK 1

1. Why is spam such a big problem?
2. What can be done to stop spam?

TASK 2

Check your answers to the questions above with the text below. Ignore the gaps for the moment.

Spam spam spam spam

If you've been deleting a lot of (0) **unwanted** e-mail recently, you're not alone. Perhaps the (1) headache for web users today is dealing with spam - those endless (2) we find in our e-mail inboxes. As many as 100 million spam messages are sent everyday, and downloading and deleting them entails both (3) and expense, costing web users as much as \$1bn a day in lost time. And perhaps even more (4) is the fact that the content of the spam can be (5) or even dangerous. But attempts to make spam (6) have met with opposition in the USA by supporters of free speech.

WANT
BIG
ADVERTISE
CONVENIENT
ANNOY
EMBARRASS
LEGAL

So for now it is up to the individual to stop spam. But without help this can be a (7) process, deleting individual emails by hand. One (8)method has been to install a spam filter which (9) which emails are spam and 'kills' them. Unfortunately, these filters can also delete normal emails too. Technology, it would seem, is no (10) for an old fashioned stamp and envelope.

LONG
SUCCEED
IDENTITY
COMPETE

TASK 3

In the text above use the word given in capitals at the end of each line to form a word that fits in the same line. Use the checklist below to help you.

Checklist

	No.
a. Decide if the word is a noun, verb, adjective or adverb.	.10.
b. Decide if the word is positive or negative (e.g. HELP – helpful / unhelpful)
c. Check if a noun is singular or plural (e.g. IMPRESS – impression / impressions)
d. Check if an adjective is comparative or superlative (e.g. FAST - faster / fastest)
e. Check if an adjective needs '-ing' or '-ed' (e.g. BORE - bored / boring)
f. Check if a verb needs third person 's' (e.g. LOW – lower / lowers)
g. Spelling. Watch out for misspelling in 'internal changes' (e.g. YOUNG – youth - youth).
h. Spelling. Don't misspell words given in the input (e.g. ACHEIVE – achievement - achievement)
i. Spelling. Check words ending in 'ful' e.g. (e.g. beauty - beautifull - beautiful)
j. Make sure you <i>change</i> the key word in your answer!

TASK 4

All the answers below are wrong. Imagine you are talking to the student who gave these answers. Which advice in the checklist would you give for each of their answers? Write the question numbers 1- 10 below in the gaps in the checklist above. The first one (10) has been done for you.

Part 5		Do not write here	
1	bigger	<input type="checkbox"/>	1 <input type="checkbox"/>
2	advertisement	<input type="checkbox"/>	2 <input type="checkbox"/>
3	convenience	<input type="checkbox"/>	3 <input type="checkbox"/>
4	annoyed	<input type="checkbox"/>	4 <input type="checkbox"/>
5	embarrassing	<input type="checkbox"/>	5 <input type="checkbox"/>
6	legal	<input type="checkbox"/>	6 <input type="checkbox"/>
7	lengthy	<input type="checkbox"/>	7 <input type="checkbox"/>
8	sucessfull	<input type="checkbox"/>	8 <input type="checkbox"/>
9	identify	<input type="checkbox"/>	9 <input type="checkbox"/>
10	competing	<input type="checkbox"/>	10 <input type="checkbox"/>

TASK 5 Discussion

1. What arguments can you think of for making spam illegal?
2. What arguments can you think of for protecting spam (e.g. 'freedom of speech')?
3. Which arguments do you find the most convincing?

Use of English part 5: Word Formation

Teacher's notes

- Aims:** To raise students' awareness of common mistakes made by candidates in Use of English part 5: Word Formation.
To provide students with a strategy for attempting Word Formation.
- Level and age:** Anyone preparing for the FCE exam (upper-intermediate)
- Materials:** One copy of the worksheet for each student.

STAGE ONE

To introduce the topic, board 'Snail mail or email?' and elicit a discussion (there are suggestions in the box below). You might like to put your students into small groups to brainstorm ideas about the advantages and disadvantages of each before having a class discussion.

Possible answers

Snail Mail (i.e. traditional mail, letters etc)

Advantages

You can't send parcels through the internet!
It has a personal touch

Drawbacks

If you haven't got a stamp and envelope, you can't send your letter.
Sometimes you have to queue in the post office to send stuff or pick it up.
You only get mail delivered once or twice a day.

Email (i.e. electronic mail)

Advantages

You can check your mail whenever you like.
You can send the same letter to lots of people at the touch of a button.

Drawbacks

You need access to a computer.
You get loads and loads of **spam** so it's difficult to know which email is important and which is just rubbish.
It can take ages to download your mail.

STAGE 2

Move the discussion onto spam and ask if any students have had problems with spam (see note below). Then discuss the questions in **TASK 1**.

Note

Spam is unsolicited (unwanted) email that is sent out to millions of web addresses all over the world. Most spam is adverts for anything from stopping hair loss to dating agencies. Spam has also been used to advertise pornography, to send computer viruses and to advertise dubious get-rich-quick schemes. Spam gets its name from a Monty Python sketch (60's BBC TV surreal comedy series) in which the cast repeat the word 'spam' over and over. Spam was originally used to describe 'spiced ham' (tinned meat).

STAGE 3

Have students read the text in **TASK 2** and check their answers to the questions in **TASK 1**.

Answers

- Why is spam such a big problem?
People waste time and money downloading and deleting spam.
- What can be done to stop spam?
You can install a spam filter which destroys spam, but can kill normal mail too.

STAGE 4

Elicit strategies for doing **TASK 3** and then have students compare their ideas to the checklist. Tell them to ignore the right hand column in the checklist for the moment.

STAGE 5

Have learners work in pairs and complete **TASK 3**. Make dictionaries available if possible. You might like to set a time limit.

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STAGE 6

Elicit and board the answers, eliciting the spelling.

Answers

1. biggest (superlative)
2. advertisements / adverts / ads (plural noun)
3. inconvenience (noun)
4. annoying (-ing adjective)
5. embarrassing (-ing adjective)
6. illegal (negative adjective)
7. lengthy (adjective)
8. successful (adjective)
9. identifies (3rd person present simple verb)
10. competition (noun)

STAGE 6

Draw students' attention to the answers in the box in **TASK 4**. Explain that all these answers are wrong because the candidate didn't use the checklist. Have learners choose the best advice from the checklist for each wrong answer. Draw their attention to 'a' which has already been done (10). Elicit the answer to 'b', and then let them complete the task in pairs. Do class feedback.

Answers

- a) = 10 - competition
- b) = 3 – inconvenience
- c) = 2 – advertisements / adverts / ads
- d) = 1 – biggest
- e) = 4 – annoying
- f) = 9 – identifies
- g) = 7 – lengthy
- h) = 5 – embarrassing
- i) = 8 - successful
- j) = 6 - illegal

STAGE 7

Have students discuss the questions in **TASK 5** in groups, then do class feedback. Alternatively, set question 1 to half the class and question 2 to the other half. Give them time to brainstorm ideas, then pair up students to swap ideas and discuss question three. Then do class feedback.