B2 First for Schools / C1 Advanced: Use of English - word formation

Description

This lesson plan is to help students prepare for the B2 First for Schools and C1 Advanced word formation task and for the collaborative aspect of the Speaking paper.
It can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Students read a text adapted from an article in the British newspaper 'The Guardian' before trying a word formation task. They then build vocabulary through a matching task. To finish, they discuss mysteries and puzzles in real life or in literature and do some internet research on these.

Note to teachers: *You can use the lesson plan as a starting point and create your own PowerPoint slides to support the lesson. If you are teaching with an online platform, use the functionality that you have available to you.*

Time required:	60 minutes (can be extended or shortened as required)
Materials required:	▪ Student handout with exercises x 3 ▪ Prepared presentation/PowerPoint slides
Aims:	▪ to test knowledge of how prefixes, suffixes, internal change and compounding are used in forming words ▪ to give practice in reading around the gap for clues ▪ to encourage discussion of topic with peers

Procedure

Lesson Stages	Online options
Welcome students – ask them say hello to confirm they can see and hear you.	If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.
Lead-in/warmer On the PowerPoint, show some images of e.g. the Loch Ness Monster, a UFO, the Yeti, the Bermuda Triangle etc. Ask the students: • what these things are called	Responses can be typed or

• what these have in common Elicit the topic/theme. (Tell students that the topic of the lesson is <u>unsolved mysteries</u>.)	spoken.
Show students a picture of the Voynich Manuscript (or access the article at **https://www.theguardian.com/books/booksblog/2016/aug/27/voynich-manuscript-unbreakable-encryption**) Share ideas and try to elicit what they think it is/is about.	If your platform allows you to type on the presentation, write their responses down for all students to see.
Tell students that now they will look at an exam task that appears in B2 First for Schools and C1 Advanced Reading and Use of English: word formation.	
Reading Encourage reading for understanding first by having T or F questions written on your presentation: • People have been discussing the Voynich Manuscript for years. (T) • The Manuscript deals with different subjects. (T) • It is not known who owned the Manuscript. (F) • The Manuscript is written in an ancient language. (F) Encourage students to tell you how they arrived at the answer by making reference to the text.	Students can type answers in the chat box or speak up if your platform allows you to hear students. If your platform has breakout rooms, students can be put into 3s to discuss before sharing their answers.
Focus on exam task Remind students how words can be formed (affixation, compounding, internal change). Elicit ideas and examples (items that they've learned recently). Ask students to read the task rubric (= instructions). Remind them that **spelling has to be correct**.	If your platform has breakout rooms, put students in pairs and ask them to find the answers together before sharing.
Set the word formation task and a time limit (7 minutes).	Students can make their own 'mini whiteboards' if they have a plastic wallet and a board pen. Or, students can write their answers on a blank piece of paper and hold up their answers to the camera for all to see and compare. You could also use an online whiteboard such as Padlet.

Feedback Check answers via PowerPoint slide. Challenge the students to label the ways in which the words were formed, e.g. a prefix was added, there was internal change; what parts of speech were changed e.g. they changed an infinitive to a past participle, a verb to a noun, etc. Ask students to say which items were the most and least challenging	
Vocabulary development Tell students they can now develop their vocabulary further by engaging with the text again. They should look at the words in blue in the text and at the Handout 2 activity. Give students 5-10 minutes for this. Students can do this individually then check with others.	Can be in a breakout room in pairs.
Feedback Have the answers up on the PowerPoint slide and be ready to check pronunciation or deal with questions about meaning.	If you can hear your students, drill the items.
Speaking Ask students to discuss the questions.	If your platform has breakout rooms, put students in pairs or threes and ask them to discuss together before sharing.
Ask students to analyse which kind of word formation they need to practise more. Get them to access the word formation task at B2 or C1 level to work on at home on **www.cambridgeenglish.org.** They can scan it and send it in.	

Student Handout 1: The Voynich Manuscript[1]

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line.**

The Voynich Manuscript is an illustrated book on parchment _____[1] in what   **WRITE**

looks like an _____[2] language. It's been the subject of intense debate   **KNOW**

ever since its acquisition in 1912 by antiquarian Wilfrid Voynich, who gave the

manuscript its name.

There are 240 pages in the manuscript which seem to be split into _____[3]   **THEME**

sections: herbs, astronomy, biology, pharmaceuticals and recipes. Experts

generally agree that the parchments are not a modern _____[4]. Radiocarbon   **FORGE**

dating carried out by the University of Arizona places them _____[5] in the 1400s.   **FIRM**

However, no one has ever managed to figure out what the manuscript says, or

even if it says anything at all.

What is clear is that the manuscript is medieval. The chain of ownership is

fairly clear, _____[6] back to the early 17th century in Prague, when   **REACH**

the manuscript was owned by someone affiliated with the court of the Habsburg

Emperor Rudolf II, and possibly by Rudolf himself.

The question is whether the medieval writer of the Voynich Manuscript was

writing in a language, in code or if it was just gibberish. The idea that the

manuscript contains a forgotten language is the most far-fetched, said Gordon

Rugg, a researcher at Keele University in the United Kingdom, who has _____[7]   **STUDY**

the properties of the manuscript's text. "This is clearly not a language," Rugg

says. "It's just too different from all the languages in the world."

The Voynich Manuscript is one of the oldest _____[8] riddles in the world.   **SOLVE**

Cryptologists have spent decades trying to work out what it means. Every other

time a strange document has been discovered, it has been _____[9]   **CYPHER**

somehow. Languages have been _____[10] from tiny fragments, while   **BUILD**

complex enemy messages were decrypted with relative ease. Why, then, would

it be different for the Voynich Manuscript?

[1] Source: https://www.theguardian.com/books/booksblog/2016/aug/27/voynich-manuscript-unbreakable-encryption
https://www.livescience.com/60401-why-voynich-manuscript-is-undecipherable.html

Cambridge

English Qualifications

Student Handout 2: vocabulary development

Complete the following activity by matching the word or expression to its definition[1]:

Parchment	1. The fact that you possess something.
Antiquarian	2. A method of calculating the age of very old objects.
Split into	3. Spoken or written words that have no meaning.
Radiocarbon dating	4. Something that is confusing or difficult to be solved.
Figure out	5. To understand or solve something.
Ownership	6. Someone who collects and studies old, valuable or rare objects.
Gibberish	7. Very small.
Far-fetched	8. Divided into two or more parts.
Riddle	9. To understand or solve something.
Work out	10. The thin, dried skin of some animals that was used in the past as paper.
Tiny	11. Unlikely to be true.

[1] Definitions have been adapted from the Cambridge online dictionary: **https://dictionary.cambridge.org/**

Student Handout 3
Speaking practice

Skim read the text again and discuss the questions in pairs

1. In your own words, tell your partner what the Voynich Manuscript is.
2. Why is it so difficult to work out the content of the Manuscript?
3. What other unsolved riddles or mysteries are there? With the person sitting next to you, discuss some of the following famous mysteries. If you don't know what they are, look them up online:
   ➢ The Bermuda Triangle
   ➢ The Loch Ness monster
   ➢ Stonehenge
4. Do you like reading about mysteries? Why or why not? Do you know any of the following famous mystery novels? Judging by their titles, discuss what they could be about, and then look them up online and read the blurbs to check whether you guessed correctly:
   ➢ "The Hound of the Baskervilles" by Sir Arthur Conan Doyle
   ➢ "Murder on the Orient Express" by Agatha Christie
   ➢ "The Name of the Rose" by Umberto Eco

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ANSWER KEY

Student Handout 1 – The Voynich manuscript

1. WRITTEN

2. UNKNOWN

3. THEMATIC

4. FORGERY

5. FIRMLY

6. REACHING

7. STUDIED

8. UNSOLVED

9. DECYPHERED

10. BUILT

Student Handout 2 – Vocabulary development

Parchment – 10

Antiquarian – 6

Split into – 8

Radiocarbon dating – 2

Figure out – 5

Ownership – 1

Gibberish – 3

Far-fetched – 11

Riddle - 4

Work out – 9

Tiny - 7