



Chapter 4.

Words, Idioms and Word Formation

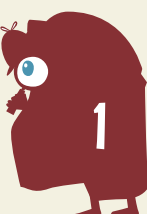
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Preciseness and variety

Web activity 1

1. Find synonyms for the following words and determine what you associate with them: their connotations. NB: Some words can be put into pairs and have either positive or negative connotations, for example *skinny* and *slender*. How are they similar and different?
2. Choose at least five words and use them in sentences.



bright
slut
religious
strong-willed
moron
infantile
automobile
childlike
skinny

spinster
pigheaded
loud
slender
elderly
mentally
impaired
porky
churchy

retarded
anodyne
geriatric
nigger
well-padded
unmarried
woman

Web activity 2.

1. Here are some text passages from a text in which a learner in Year 10 did not use precise and varied vocabulary. Identify the problems and suggest which synonyms to use (ignore the other mistakes).
2. How would you teach the learner to use more precise words?

1 I did open the door and into a dungeon I came, and it was a little scary in the start but after
2 some hours where I have just walked around in the big dungeon it wasn't that bad, but then
3 just at ones there came some noises in the dungeon, and then it started to be scary... But then I
4 here a noise who sounded like an old man singing. I followed the noise until I found the man, he
5 where just sitting and singing around a table with some glasses of bier. It sounded like he was a
6 little drunk. Not also was he drunk but also very old. I started to talk with him and that was a
7 very bat Idea because he where very scary... I did Just run so fast I could. But it just seemed like
8 I didn't came any further on. Just at ones I stopped op to get my breath so I could run again.
9 After a while I started to run again I just ran and ran and ran then I did hit a rock and fall down
10 and hit my legs. I did stand op and just started to run it was very hard but I started to se the
11 door and then I started to run faster and faster until I came to the door and I came out of the
12 door and lived happy ever after

Web activity 3.

Here are some examples of tasks regarding the use of precise words.

1. Below are some synonyms for "teacher". Match a word from the right column with a word from the left column:

1. University
2. Football
3. Private
4. School
5. Driving
6. Racehorse

a. Coach
b. Teacher
c. Lecturer
d. Instructor
e. Trainer
f. Tutor

3. Order the following types of "schools" in a timeline, starting with what you attend when you are very young. Also find out which ones are British and American:



Sixth form college
Secondary school
Nursery school
Infant school
University
Junior high school
Primary school

Kindergarten
Junior school
Elementary school
High school
College
College of education

Child ←————→ Adult

Web activity 4.

1. Match the synonyms from the list of British words and the list of American words. Can you think of other pairs of words?
2. Discuss what it says about these varieties in the CKF areas for English. How important is it to be consistent?
3. Discuss when and why it is important to teach varieties of English.
4. Which variety, do you think, is dominant today – why?
5. Do you know other vocabulary that is used in other geographical varieties, e.g. in Scottish English, Jamaican English, Indian English etc.

a. *Ill*
b. *Crisps*
c. *Autumn*
d. *Cock*
e. *Flat*
f. *Ground floor*

g. *Lift*
h. *Pavement*
i. *Petrol*
j. *Shop*
k. *Tin*
l. *Underground*

1. *Subway*
2. *Store*
3. *Sidewalk*
4. *Chips*
5. *Apartment*
6. *Fall*

7. *Sick*
8. *Rooster*
9. *Elevator*
10. *Gas*
11. *Can*
12. *First floor*

The level of style

Web activity 5.

Learners sometimes have problems regarding when to use the following synonyms: *big, great, high, large* or *tall*. Create an exercise to help them.

Web activity 6.

Find out connotations and details of the level of style, e.g. relating to generations, regarding who would use the following synonyms for the neutral word *drunk*. It could help to put the adjectives on a scale of drunkenness: between *slightly drunk* and *very drunk*.

This on-line thesaurus is also helpful: <http://en.wiktionary.org/wiki/Wikisaurus:drunk>



intoxicated
pissed
tipsy
under the influence
smashed
drunken
pissed as a newt
blotto

tight
stewed
inebriated
having had a drop too much
well-oiled
brahms and liszt
plastered
drunk as a lord

Web activity 7.

Here are some neutral words. Find at least one formal and one informal synonym for each word:

lie (noun)
children
house
clothes

rich
smell (noun)
good

die
alcohol
alight

Web activity 8.

1. Now use some of the words from web activities 6 and 7 to start a letter to a friend and a letter to your headmaster.
2. Change the genres and the target groups: now write an article for teachers and your diary.

Web activity 9.

In groups of three: Cut out the following topics on slips of paper. Take turns picking up a slip and start talking about the topic. Try to keep on mock-discussing by using as many fillers as possible. The others should try to interrupt you.

Elections
Computer games
Musicals
Fashion
Cooking
??

Hiphop
Your college
Your house/flat
Your garden
Your town
??

Direct translations and “false friends”

Web activity 10.

1. Write sentences in English that include the translation of the following Danish words:

engageret
blank
kalender
publikum

speaker
overtage
chef
referat
disposition

2. Find at least 10 other important false friends. Maybe this link can be useful in which there is a list of false friends for Danes: <http://www.ikontext.dk/?id=30>.



Web activity 11.

Here are some famous examples with false friends and direct translations. Have a laugh! Find more here: <http://www.mandala.dk/view-post-comments.php4?blogID=17&postID=2513>

- a. *Screw down your expectations*
- b. *Two chocolate balls, please* (Biker-Jens in a bakery in the USA)
- c. *I am in the beginning of my period* (Marianne Jelved)
- d. *The prick over the i* (Jytte Hilden)
- e. *A Dane in an English pub, "Can I borrow the toilet?"*
- f. *A Dane on leaving the train in London, "Let's get out in a fart!"*

Proverbs and fixed expressions

Web activity 12.

Here are some exercises on fixed expressions. Discuss them from a teacher's perspective. When would you use which task and can you think of others?

A. Here are some fixed expressions. Match the Danish or English equivalents:

- | | |
|--|--|
| a. <i>Det var tider!</i> | 1. <i>You lucky devil!</i> |
| b. <i>Hun står op, før fanden får sko på</i> | 2. <i>She gets up at an unearthly hour</i> |
| c. <i>Han gik helt agurk</i> | 3. <i>Those were the days</i> |
| d. <i>Din heldige kartoffel</i> | 4. <i>He went completely bananas</i> |

B.

1. Here are some Danish and English fixed expressions. Use a dictionary to find the appropriate expressions in the other language. They do not match. Which word entry did you find the expression in?
2. Do you know other fixed expressions in English?

Danish:

1. *Det har du rigtig godt af*
2. *Det giver stof til eftertanke*
3. *Slå to fluer med et smæk*
4. *Endelig så hun lyset.*
5. *Nu må det briste eller bære*
6. *Den tid den sorg*
7. *Hun vil gå gennem ild og vand for ham*
8. *Nu må han selv tage skraldet*
9. *Hun er helt på spanden*

English:

- a. *Like father, like son*
- b. *Let's call it a day*
- c. *It turned out to be a red herring*
- d. *At the end of the day we will all die*
- e. *Like father, like son*
- f. *She pulled his leg and had a laugh*
- g. *It was a blessing in disguise*
- h. *When all is said and done*
- i. *Practice makes perfect*



Web activity 13.

1. Here is a link for the short story *I Spy* by Graham Greene: <http://sejuta-topan-badai.blogspot.com/2009/05/i-spy.html>.
2. Find the proverbs and fixed expression in the story that the father uses in the story. What is the effect of this use?

Web activity 14.

1. In the following story written by a learner, there are several idioms. Find them.

1 **Call It A Day**
2 by Mercedes S.
3
4 "Sarah, you're as fat as a pig!" said Jesse as she walks by. Sarah runs in the bathroom down in the
5 mouth. "Why does everyone hate me! I feel like a dead duck right now," she yells. "I don't. You're
6 the apple of my eye." A girl walks out of the bathroom washes her hands and says, "Why do people
7 hate you, you're nice, pretty, and fun. "Sally, you're back from your grandma's house, I thought I
8 would be pushing up daisies and going bananas without you."
9 "So what have you been doing," said Sally. "Well ... I've been ...dying of humiliation because Jesse
10 Stanton is getting under my skin, she told the whole world that I peed my pants in fourth grade,"
11 said Sarah. "Well we should pay her back for that," said Sally. "Yeah, we should, so, do you want to
12 come over today?" said Sarah. "We see eye to eye," said Sally.
13 "So, what should we do to the mean, evil Jesse, pour milk on her like in the movies, or dump paint
14 on her favorite shirt, or would that open a can of worms? I mean we are airing her dirty laundry in
15 public?" said Sally. "I was kind of thinking print her grade slip all over the school," said Sarah.
16 "That's a bee in your bonnet idea!" said Sally. I'm going to be on top of the world after this!" said
17 Sarah.
18
19 Jesse saw the grade slip and ate her heart out about what she did to Sarah. "Sarah, I'm sorry for
20 driving you up the wall and not holding my tongue about telling every one that you peed your pants
21 in fourth grade," said Jesse. "So I guess we are even," said Sarah. "I guess so," said Jesse. "Let's just
22 call it a day," said Sally. After that, life was a bowl of cherries.

(Here are more stories: http://staff.4j.lane.edu/~holte/2003website/idioms_stories/idioms_short_stories.html)

2. Then write your own story, using as many of the idioms from the previous exercises as possible. Here are some more:

call it a day, the black sheep of the family, save it for a rainy day, bark up the wrong tree, blood is thicker than water, once in a blue moon, to be all ears, see eye to eye, little pitchers have big ears, to bite off more than one can chew, a piece of cake, and bite the dust.

Collocations

Web activity 15.

1. Here are two lists of words. Match the words into collocations. E.g. *wide awake*.

- | | |
|--------------------|----------------------|
| 1. <i>heavy</i> | a. <i>thin</i> |
| 2. <i>personal</i> | b. <i>devotion</i> |
| 3. <i>crystal</i> | c. <i>end</i> |
| 4. <i>pitch</i> | d. <i>belongings</i> |
| 5. <i>wide</i> | e. <i>clear</i> |



- | | |
|-------------------|--------------------|
| 6. <i>all-out</i> | f. <i>traffic</i> |
| 7. <i>brisk</i> | g. <i>awake</i> |
| 8. <i>rock</i> | h. <i>walk</i> |
| 9. <i>tall</i> | i. <i>war</i> |
| 10. <i>razor</i> | j. <i>deal</i> |
| 11. <i>loud</i> | k. <i>deaf</i> |
| 12. <i>stone</i> | l. <i>sharp</i> |
| 13. <i>fast</i> | m. <i>dark</i> |
| 14. <i>brand</i> | n. <i>bottom</i> |
| 15. <i>paper</i> | o. <i>noise</i> |
| 16. <i>bitter</i> | p. <i>order</i> |
| 17. <i>broad</i> | q. <i>daylight</i> |
| 18. <i>thin</i> | r. <i>straight</i> |
| 19. <i>strong</i> | s. <i>asleep</i> |
| 20. <i>blind</i> | t. <i>new</i> |
| 21. <i>rough</i> | u. <i>air</i> |
| 22. <i>stark</i> | v. <i>naked</i> |
| 23. <i>dead</i> | w. <i>tea</i> |

Web activity 16.

1. How many idioms can you find involving the noun *horse*? E.g. *to hold your horses* means to wait a little bit because you are doing something too fast.
2. Which other expressions can you find involving the verb *hold*? E.g. *to hold your tongue* means to stop talking or not tell everything.
3. Make up similar exercises with other words and give them to other students to try.

Word classes

Web activity 17.

Sorting task¹.

Remind yourself about the most important word classes by working in pairs on this task.

Table A below is in a mess and the word classes are in the wrong order. Fill in the correct order in Table B.

1. Shuffle the words and explanations around in Table B below so that you get the Danish, the Latin and the English word for the same word class along with the right explanation so that you end up with a table that gives you an overview of the word classes.
2. Afterwards, mention at least four words from each category.



3. Discuss this task from a teacher's perspective.

Table A: WRONG order

PRONOUNS	BIORD	UDSAGNSORD	ADVERBIER
VERBER	Are names of things, people, concepts...	PRONOMINER	FORHOLDSORD
TILLÆGSORD	In connection with e.g. nouns they can tell us about time, place...	CONJUNCTIONS	VERBS
Indicate action – what happens...	STEDORD	SUBSTANTIVER	Indicate characteristics of nouns and pronouns
BINDEORD	ADVERBS	ADJECTIVES	Connect words and sentences
Are used instead of nouns	NOUNS	Tell us how, when, why, where things are done. Add extra information about adverbs, verbs, adjectives, sentences	KONJUNKTIONER
NAVNEORD	PRÆPOSITIONER	PREPOSITIONS	ADJEKTIVER

Table B: CORRECT order

Word class in English	Danish term	Latin term	Explanation/ description	Examples
NOUNS				



Web activity 18.

Here are some activities on word classes.

1. Sort the words into word classes by following the instructions in the activities. Consult a dictionary if in doubt.
2. Compare the activities regarding advantages and disadvantages when teaching learners word classes. Reflect on what you can learn by doing them and at which level to use them.
3. Why is it problematic to teach word classes out of context. Why is it necessary also to teach word classes in context?
4. Why may teaching grammar traditionally and only through word classes be problematic when taking the poem “Grammar” by Michael Rosen into consideration? Find it in this paper: <http://www.englishteacher.com.au/Resources/KenWatsonAddress/KenWatsonAddress2005.aspx>

18-1.

1. Sort the words below the box into word classes
2. Did any words not fit into the categories below?
3. Which words fit into several categories and why is that important? How can you prove that these words can belong to several categories – by writing sentences and/or looking up the words in a dictionary?
4. Find out how you can recognize the word classes in your dictionary.
5. What might the problems be with a sorting task like this?

Word class:	Examples:
Nouns	
Verbs	
Adjectives	
Adverbs	
Auxiliary verbs	
Pronouns	
Prepositions	
Conjunctions	
Articles	
Interjections	

Sang, the, might, girl, is, his, singing, if, did, Peter, himself, I, some, small, scissors, this, most beautiful, sing, badly, an, well, hard, in, not, against, off, to, when, Christmas, because, first, better, three, oh, Denmark, feel, short, a, would, which, could, sung, spring, Monday, now, money, furniture, good, information, singing, but, mine, that and present.

18-2.

1. Sort the words from the sentences below into word classes.
2. What are the advantages about this task compared to task A?



- a. *The present Prime Minister speaks well. He will be in the lead.*
- b. *She presented me with a nice present. The present is mine.*
- c. *The well leads into a mine where they used to mine copper and lead.*

18-3.

1. In groups: play a ball game (e.g. you could make balls out of sheets of paper).
2. Take turns throwing the ball to someone else, who must catch the ball while responding. Here are your options:
 - a. Say a word class (*noun*) and the student that catches the ball has to give an example (*car*).
 - b. Say a word (*car*) and the student that catches the ball must give the word class (*noun*).
 - c. Put the word into a sentence.

18-4.

Preparations: Divide the class into groups. You need a flyswatter for each group. Cut out the cards with words belonging to the genre fairytales.

1. The teacher writes the following word classes in various positions on the blackboard: *adjectives, nouns, verbs, adverbs and conjunctions*.
2. Each group chooses a runner (take turns) that must run to the blackboard when the teacher calls out e.g. "*princess*" and hit the right word class "*noun*" with the flyswatter to get a point. Making a sentence with the word is worth an extra point. The other students help the runner.
3. How could you make sure that the words are learnt in context? How could a word like *witch* be a problem? Could you say the word in a sentence? Could you use words from a text you are working on? Could you ask pupils to write a fairy tale by using as many words as possible afterwards?
4. Can you make up other games with these cards? And can you use this template (type of activity) to teach other vocabulary or grammar?

SAD	HAPPY	HUNGRY	GOOD	EVIL
DANGEROUS	MAGIC	KING	CASTLE	WITCH
DRAGON	PRINCESS	BOY	TREASURE CHEST	WAND
GIVE	KILL	WIN	SAVE	FIND
CONQUER	BUT	BECAUSE	WHEN	THAT



AND	FINALLY	DRAMATICALLY	SILENTLY	HAPPILY
SUDDENLY	INSIDE	OUTSIDE	BRAVELY	EAGERLY

Web activity 19.

Here is an exercise that will help you automatize word classes and other terms from this chapter even more. The crossword is in two versions with only half of the words in each. Do not show your version to your partner.

1. In pairs take turns either asking for or describing words used in this chapter by giving examples and explanations.
2. This is an information gap task. What can you use the type of task for with learners?

STUDENT A
Words and Idioms
Ulla Bryanne

ADJECTIVE
NOUN
COLLOCATION
FALSE FRIEND
LEVEL OF STYLE
VERB
CONTENT WORD
IDIOM

EclipseCrossword.com

STUDENT B
Words and Idioms
Ulla Bryanne

PRONOUN
WORD
CLAS
GRAM
ATIC
CAL
W
OR
D
ILER
D
IDIOM

EclipseCrossword.com



Web activity 20.

Creative task on word classes and poems.

1. Read the small poems below: Decide on the pattern of each poem regarding word classes.
2. Listen to some instrumental music and make a brainstorm while listening: write down all the words that spring to your mind.
3. Afterwards in pairs/in class: Make a pool of your words and organize them into word classes: nouns, verbs and adjectives.
4. In pairs now write a poem that follows one of the patterns below.
5. Comment on this task from a teacher's point of view.

Cinquain poem

War
Sad, destructive
Killing, injuring, destroying
A thing that kills life
Terminator

Diamante poem:

Winter
Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot
Summer

Word classes and dictionaries

Web activity 21.

1. Look up the entries for the words *råd*, *skade* and *skam* in your Danish-English dictionary to find out how entries are structured and what help they provide. If possible, try electronic as well as book versions.
 - A. Specifically examine the following in the book version:
 - a. The small number behind the entry word (the same word may have several entries if the spelling is the same but the meaning differs within the entries of the three words due to them being homographs and/or homonyms).
 - b. What do the words in bold within a particular entry indicate?
 - c. What form of a word can you look up in a dictionary? E.g. if you want to know how to say *skader* as a verb (e.g. in *Farvestoffer skader børn*), why do you need to look up the entry "*skade*³ vb."? And if you want to look it up as a noun (e.g. as in *Bilen fik mange skader pga skadernes syreholdige fugleklatte*), why do you need to look up in different entries of the word *skade*?
 - d. How is the word class marked?
 - e. How does "*fx...*" in the parentheses help you?
 - f. Find out what the symbols ~ and □ mean.
 - g. Where in an entry can you find help concerning chunks and idiomatic expressions such as collocations and prepositions? You could check the fixed expression *have råd til* (e.g. as in *Jeg har ikke råd til at købe bilen*).
 - h. Try to sum up by comparing the entries: what is the general structure of an entry? How



does an entry develop in terms of describing the most common and general meaning and use of a word towards more and more specific meaning and use?

B. Specifically examine the electronic version:

- How is the electronic version different from the book version regarding the indication of word classes and the help it provides for idioms? If you for instance look up *skader* as a verb (e.g. in *Farvestoffer skader børn*) and the expression *har råd til* (e.g. in *Jeg har ikke råd til at købe bilen*), how does the dictionary help you so that you do not look up the wrong meaning (and the wrong word class)?
- Where on the screen does the electronic dictionary provide you with examples of the words used in context?

Skader (excerpts of the entry):

1. *skader er pluralis ubestemt af skade substantiv fælleskøn (fx personskade)*
2. *skader er pluralis ubestemt af skade substantiv fælleskøn (fugl; fisk)*
3. *skader er præsens af skade verbum (beskadige)*

Har råd til (here are some examples of the chunks given):

Ordforbindinger:

- *han har dårligt råd til det 1. he can ill afford it*
- *han har dårligt råd til det 1. he cannot very well afford it*
- *han har godt råd til det 1. he can easily afford it*
- *han har ikke råd til det 1. he cannot afford it*

C. How do the electronic and the book versions differ? Which one do you prefer yourself - why? Which one would you recommend for learners at school - why?

2. Discuss the following activity for learners.²

Work on your dictionary strategies by using both a book and an electronic version (if possible compare the two) of the Danish-English dictionary by Gyldendal.

- a. Find the entries for *helt*: how many are there (why is there more than one?) and which word classes do the entries belong to?
- b. Look at the list of abbreviations for word classes at the beginning of your dictionary (book version) and/or check how your electronic dictionary indicates word classes.
- c. How can you translate the word *helt* in the following sentences:
 - *Schwarzenegger og Obama er store helte*
 - *Han er helt død*
- d. What do the symbols ~ and □ stand for in the book version? What does “fx ->” and the brackets <...> (e.g. <mere formelt>) indicate in the electronic version?
- e. Find out how to translate the expression: *nu til noget helt andet*. Where did you find this in the entry in the book and in the electronic version?
- f. In the entry *helt*³ in the book version: Find out how to translate: “*Kom helt hen til huset*” og “*Du skal skrive ordet helt ud*”. Also consult the electronic version.
 - What does [med præp. & adv.] mean in the book version?
 - How do you find the expressions in the electronic version?
 - Why do you always need to consider the context a word appears in and check specific examples in the dictionary with words that belong together in chunks instead of looking up each word individually?
- g. Find out which entry to look up for the words in bold writing below when you look up in a book version and then try to conclude what form of a word you need to look up in a dictionary. What do you need to do with the endings on adjectives, verbs and nouns before looking



up a word in a book version? Why is it important to look up the base form of a noun, an adjective and a verb?

How is all this different in the electronic version?

- *Husene er lave.*
- *Mette ler når hun ser stand up comedy.*
- *Pigen red lange ture.*

3. Sum up:

- Is there anything else you find important for learners to know about dictionaries and can you think of other activities?
- When, how and why will you teach learners to use a dictionary? E.g. why is it important to teach them to check examples and the context surrounding the word they are looking up? Why do they need to know about word classes and the base form of these when consulting a dictionary?

4. Relate to what it says in *Fælles Mål* regarding dictionaries.

Web activity 22.

Which base form of a word do pupils need to check in the dictionary (book version) when translating these sentences and why may finding the right word be difficult for some students? How does the electronic version make it easier?

- Der sejler to både på havet.*
- Pigen får mange gaver.*
- Vi skal slagte de fede grise til jul.*

Web activity 23.

Here are some more exercises related to dictionaries and word classes.

Try the exercises and discuss them from a teacher's perspective:

23-1.

- Find den rigtige engelske glose, der svarer til det fremhævede ord i hver af de følgende 5 sætninger.
 - Hvad kan du lære af øvelsen?
- Vi måtte ringe efter Falck, for sneen betød at vi kørte fast i en **drive**.*
 - Den danske skakmester mistede en **løber** i spillet i morges.*
 - Når kvinden har født, **fælder** hun en masse hår.*
 - Drengen er nervøs og **stammer** lidt, når han taler.*
 - Kniven skal slibes for **bladet** er for sløvt.*

23-2. Using a dictionary 4³

Here is an exercise

- Consult your Danish-English dictionary for the Danish word *lige*. Read all the examples to find out how *lige* can be said in English. It is also a good idea to check the meaning of the following English words in your English-Danish dictionary.
- Afterwards write sentences with each of the words.

straight
just
like
equal

match
even
deuce
equally



Prefixes and suffixes

Web activity 24.

Here are some activities on prefixes. Discuss them from a teacher's perspective: could you use them with kids – when and how? Do you have other ideas for teaching prefixes?

24-1. Match a prefix with a word to create new words:

- | | |
|-------------------|----------------------|
| 1. <i>un-</i> | a. <i>code</i> |
| 2. <i>for-</i> | b. <i>theist</i> |
| 3. <i>hyper-</i> | c. <i>ordinating</i> |
| 4. <i>de-</i> | d. <i>function</i> |
| 5. <i>mal-</i> | e. <i>ventilate</i> |
| 6. <i>pseudo-</i> | f. <i>conscious</i> |
| 7. <i>a-</i> | g. <i>give</i> |
| 8. <i>super</i> | h. <i>scientific</i> |

24-2. Change the meaning of these sentences by adding a prefix:

- Turn the handle clockwise*
- She is capable of understanding grammar!*
- This pupil is very mature*
- It is legal to beat pupils*
- The list is complete*

Web activity 25.

Here are some activities on suffixes. Discuss them from a teacher's perspective

25-1. Correct the errors

The following words have the wrong suffixes. Correct them:

- | | |
|--------------------|-----------------------|
| • <i>summarify</i> | • <i>washbare</i> |
| • <i>intensize</i> | • <i>rapidness</i> |
| • <i>dukess</i> | • <i>starvingness</i> |
| • <i>violinier</i> | |

25-2.

Match the words with suffixes to create new words. Use at least five of them in sentences and determine their word class. Make necessary adjustments regarding spelling.

- | | |
|----------------------|------------------|
| 1. <i>picture</i> | a. <i>-en</i> |
| 2. <i>act</i> | b. <i>-ful</i> |
| 3. <i>eat</i> | c. <i>-ical</i> |
| 4. <i>ornament</i> | d. <i>-ive</i> |
| 5. <i>shock</i> | e. <i>-less</i> |
| 6. <i>simple</i> | f. <i>-ify</i> |
| 7. <i>coward</i> | g. <i>-esque</i> |
| 8. <i>psychology</i> | h. <i>-ize</i> |
| 9. <i>drama</i> | i. <i>-able</i> |
| 10. <i>harm</i> | j. <i>-al</i> |
| 11. <i>care</i> | k. <i>-ing</i> |
| 12. <i>deep</i> | l. <i>-ly</i> |



25-3.

Some words undergo rather big changes when they change from one word class to another. Find the correct spelling of the following words. You probably need to consult a dictionary.

- a. *The murderer took on a (beast + -ial) appearance.*
- b. *You must be (caution + -ious) when you climb the mountain.*
- c. *The (empire + -ial) War Museum in London is impressive.*
- d. *The Twelve Days of Christmas are the (feast + -ive) days beginning Christmas Day.*
- e. *He was condemned to do (punish + -ive) work.*
- f. *Library cuts are (division + -ive) and unfair .*
- g. *Could you (clear + -ify) this for me?*
- h. *Everybody is welcome with the (exclude + -sion) of drunks.*

Web activity 26.

Here are two excerpts from tests in language and language use from the written exams after Years 9⁴ and 10⁵. Discuss them from a teacher's perspective: which is which – why? What is tested regarding suffixes?

Test a

Read the text below. Use the word given in CAPITALS at the end of some of the lines to form a NEW word that fits in the gap IN THE SAME LINE.

There are two examples at the beginning (0 and 00).

A Strange Experience

It was a cold and windy morning but still dark. The branches from the old oak tree whipped against the roof of the house. I (0) sat in the kitchen eating my breakfast. Suddenly I noticed something moving slowly past the window. A figure floated by and its (00) presence was overwhelming.

It could not be true. At first I (1) _____ to rely on my common sense. I went over to the window. What was it that I could see in the (2) _____?

I was in a state of (3) _____. Was that the (4) _____ ghost all the neighbours were talking about?

It (5) _____ slowly up the hill and turned. It took the (6) _____ of a human and lifted its hand as if (7) _____ me to come nearer. After my initial

surprise at the experience I came to my (8) _____. There had to be a (9) _____ explanation for this strange happening. I plucked up the courage to (10) _____

what was behind this vision. I walked closer and, to be (11) _____

I was quite (12) _____.

It was (13) _____ only some mist on the hill playing games with my (14) _____.

It was what I had (15) _____, just a light fog dissolving in the warmth of the rising sun.

SIT

PRESENT

DECIDE

DISTANT

SHOCKING

FAME

MOVE

FORMING

WANT

SENSIBLE

SCIENCE

INVESTIGATION

HONESTY

SCARY

PROBABILITY

IMAGINE

SUSPICION



Test b

Choose the right word.

There are more words than you will need.

No word may be used more than once.

belief, beliefs, believer, believe, believes, believed, believable, believably

Example:

All people have the right to have their own beliefs

- He _____ everything they tell him.
- He acted _____ sincere in his role as Hamlet.
- He is a great _____ in keeping fit.
- It is my _____ that everyone deserves a second chance.

variety, vary, varies, varied, varying, various

- The temperature _____ depending on what time of the year you visit the country
- There is a wide _____ of wildlife in Australia
- Don't forget to _____ your diet to make sure you stay healthy.

After reading about vocabulary, word classes and idioms

Web activity 27.

Identify, categorize, correct and explain the problems regarding vocabulary and idioms in the sentences below. Some of the sentences originate in recent reports published every year by Skolestyrelsen based on an evaluation of the tests at lower secondary school. These reports are known as PEU⁶ and are available on-line.

- She was afraid to bind her.*
- In holydays we habit to travel.*
- I will give the poet right.*
- She ended her days on the closed department.*
- It began to ran her cold down her bag.*
- I heard to him.*
- I knight every day.*
- He prisoner 3 fish.*
- He is wood page of us.*
- We connoisseur each other very gut.*

Web activity 28.

A. Reflections in relation to didactics

- Among the issues discussed in this chapter, which are most important for the learners to learn?
- What is most important to know about the words, idioms, dictionaries, prefixes and suffixes and word classes for an English teacher?
- Sum up what is difficult for Danes to learn or teach.
- What is easiest and what is most difficult to learn? Why?
- What needs automatization already for young learners?



- f. Think back at your own experience as a learner: reading this chapter, did you change your opinion about how to teach vocabulary, word classes, dictionaries, prefixes and suffixes and idioms?

B. Reflections in relation to what you have learned

- a. How is the level of style visible in the choice of vocabulary?
- b. What is meant by preciseness and variety in the choice of words – and how can words have different connotations?
- c. What are false friends?
- d. Define an idiom.
- e. Give examples of collocations.
- f. What is the difference between lexical and grammatical words?
- g. Why is this distinction important?
- h. Define all the word classes and give at least three examples of each class.
- i. Why is it important to teach word classes in context?
- j. How is an entry in a dictionary structured?
- k. Which areas relating to the words, idioms, dictionaries and word classes do you master now?
- l. In which areas do you need to improve?
- m. What are prefixes and suffixes and why is it useful to know them?

Web activity 29.

1. Identify, categorize, correct and explain vocabulary and idiomatic problems in the learner's text "Friends are not hanging".
2. How is the learner doing regarding these matters?
3. How will you help her?

1 Friends are not hanging on the trees. We all know that. Some is lucky to have a friend or more than
2 one. I am one of them.

3

4 Before I came back to the primary school I lived on a boardingschool. There we were living two
5 and two together, but some lived three together. I lived with a girl named Helle. She became
6 quickly my best friend. In the start I thought that she absolutely not was my type. But I gave her a
7 chance and today we are as thick as thieves. We made lot of fun on the boarding school. She played
8 fortuneteller and I was the one hwo should be foretelled. Do you know what she said. She said that
9 I was Hitlers dog! And we had also waterfights. But then came the difficultt time to me. I started to
10 have homesickness. I cryed for hours. Whatever I cryed or was glad, Helle was there for me, all the
11 time. Even when I talked in one's sleep.

12

13 Once I woke up because I was cold. My quilt was on the floor. And I waited and waited. I thought
14 that Helle was the one hwo should give it to me. Finally I said: "Then it is the same quantity", and I
15 took my quilt and fall in sleep again. The next day Helle told me about it, but I did not remember
16 anything.

17

18 Well what I want to say is that without Helle, I was lost. I needed her to console when I was sad.
19 Let me tell you it was not Helle hwo made me stop on the boarding school. It was because I missed
20 my littelbrother, but today I have regreted. Mike was not more worth than a perfect friendship. I
21 miss Helle so much, even when we still see eachother once or two times in a month. We can talk
22 about everything: Boys, educations, movies, school and clothes.

23

24 And all the others on the boardingschool is missing me too. They need me they say. The need my

25 good mood. Now they just sit in there room and talk. When I was there wee played "The earth is
 26 poisonous". That was so fun.
 27
 28 So let me tell you: do not spoil a perfect friendship, just becaus of a littelbrother. I love him very
 29 much, but now I see, I could have loved him weekends and hollidays when I was home.
 30
 31 I wish that I never had stopped. But done is done and I have to move on. Even when my best friend
 32 is living in Slagelse.

Links

Exercises and games

- <http://www.eslflow.com/collocationsandphrasalverbs.html> (list of links)
- <http://www.englishclub.com/vocabulary/collocations-lists.htm> (lists + exercises)
- <http://fds.oup.com/www.oup.com/pdf/elt/products/cwpretrpi.pdf> (game)
- <http://www.englishcorner.vacau.com/vocabulary/vocabulary.html#colls> (interactive, drag and drop)
- <http://www.britishcouncil.org/learnenglish-central-games-noun-collocations.htm> (quiz)
- <http://www.better-english.com/vocabulary/understand.htm> (interactive)
- http://www.quia.com/cm/110179.html?AP_rand=467901053 (pictures and quiz)
- http://en.wikiquote.org/wiki/English_proverbs (list of proverbs)
- <http://library.thinkquest.org/4382/idiom.html> (text + quiz)
- <http://www.speak-read-write.com/nightout.html> (text with idiomatic multi-word verbs)
- <http://www.speak-read-write.com/idiom.html> list (listening texts with idioms)
- http://www.bbc.co.uk/schools/ks3bitesize/english/writing/formal_informal/activity.shtml (informal versus formal English)
- <http://www.autoenglish.org/idioms/id-uk-us.pdf> (The UK ↔ US)
- <http://learnenglish.britishcouncil.org/grammar-explained/british-english-and-american-english> (British versus American varieties)
- <http://esl.about.com/library/vocabulary/blbritam.htm> (American versus British English)
- <http://learnenglish.britishcouncil.org/en/how/how-understand-differences-between-british-and-american-english> (info and exercise on British versus American English)
- <http://www.bbc.co.uk/worldservice/learningenglish/quizzes/crosswords/bathroom.shtml> (exercise on British and American vocabulary)
- <http://www.englishclub.com/esl-quizzes/vocabulary-5-british-american.htm> (matching task on British and American vocabulary)
- <http://www.quia.com/jg/710077.html> (British versus American vocabulary exercises)
- http://www.bbc.co.uk/schools/ks2bitesize/english/spelling_grammar/word_types/play.shtml (word classes)
- <http://www.funbrain.com/grammar/index.html> (word classes)
- <http://www.onestopenglish.com/support/ask-the-experts/vocabulary-questions/vocabulary-teaching-collocations/146415.article> (teaching collocations)
- <http://www.effingpot.com/food.shtml> (cartoons and other funny stuff on the difference between American and British English)

Corpora

- <http://www.collins.co.uk/corpus/CorpusSearch.aspx>
- <http://www.natcorp.ox.ac.uk/>

Writing small poems

- <http://darkwing.uoregon.edu/~leslieob/pizzaz.html>



Free on-line dictionaries

- <http://www.yourdictionary.com> (includes pronunciation)
- <http://en.wiktionary.org/wiki/Category:Wikisaurus>
- <http://en.wiktionary.org/wiki>
- <http://termbase.ciriusintra.dk/soeg.aspx> (Dansk-engelsk uddannelsesterminologi)
- http://www.webopedia.com/quick_ref/textmessageabbreviations.asp (Collection of "Text Messaging and Chat Abbreviations")

Dictionaries on slang

- www.peevish.co.uk/slang (English slang)
- www.manythings.org/slang (American slang)
- www.aldertons.com (Cockney rhyming slang)
- <http://www.interlink.org.nz/projects/chewfat/chewscot.html> (Scottish slang)
- www.koalanet.com.au/australian-slang.html (Australian slang)
- <http://www.irishslang.co.za/> (Irish slang)

Geographical varieties

- <http://www.englishclub.com/vocabulary/british-american.htm> (List of vocabulary in British and American English)
- http://www.englisch-hilfen.de/en/words/british_australian_english.htm (Australian versus British English)
- <http://www.musicalenglishlessons.org/vocabulary/diffs.htm> (Lists of vocabulary from Britain, Australia, the US and New Zealand)
- <http://www.michellehenry.fr/britus.htm> (collection of good links regarding British and American English)
- <http://www.answers.com/topic/african-american-vernacular-english> (African American English)

Varieties and social classes

http://famouspoetsandpoems.com/poets/john_betjeman/poems/785 (poem by John Betjeman, "How to get on in society")

Films regarding vocabulary and varieties

- *Keeping up appearances*
- *Educating Rita*: <http://www.youtube.com/watch?v=smKTxgOp8S0>
- Harry Enfield: Mr Cholmondley Warner on The Working Class: http://wn.com/Harry_Enfield's_Television_Programme
- Stephen Fry & Hugh Laurie, *The Subject of Language* <http://www.youtube.com/watch?v=hHQ2756cyD8>
- Monty Python's Flying Circus
 - o "Working-Class Playwright": <http://www.youtube.com/watch?v=HLoVF7vcBtY>
 - o Upper-Class Twit of the Year: <http://www.youtube.com/watch?v=TSqkdcT25ss>

Pre- and suffixes

- Prefixes: <http://www.learnenglish.de/grammar/prefixtext.htm>
- Suffixes: <http://www.learnthat.org/pages/view/suffix.html>

Quotes

- 1 This exercise was made by senior lecturer Jette Laursen, UC Sydjylland
- 2 Inspired by Boesen, Joan and Christiane Misslbeck-Winberg, *Learner's Companion*, Lr Uddannelse, 2002, pp. 96 – 98
- 3 Based on Wendy A. Scott, *Blue Cat – engelsk for tiende, Teacher's Book*, Gyldendal Uddannelse, p. 173



- 4 Undervisningsministeriet, fsa, *Folkeskolens Afgangsprøve ENGELSK*, Hæfte 2, maj 2009
- 5 Undervisningsministeriet, fs10, *10.-klasse-prøven, ENGELSK*, Hæfte 1, Eksempelsæt
- 6 Prøver Evaluering Undervisning (PEU), Skolestyrelsen, <http://www.skolestyrelsen.dk/skolen/afsluttende%20proever/2%20fagene/evaluering%20af%20proever.aspx>

