**INTRODUCTION**

##### The Importance of Vocabulary

Vocabulary is very important in language learning; and it is hard to imagine learning a language without vocabulary. All language skills are concerned with words. In listening, learners hear words; in speaking, they speak words; in reading, they face words; and in writing, they use words. In addition, in pronunciation practice, ideally learners practice the pronunciation of sounds within word context. It is strange to practice sounds independently of words. Furthermore, if learners understand the words by which the sounds are learned, learning becomes more meaningful, more communicative, and of course more effective than otherwise. So important is vocabulary that a grammarian calls it “the flesh” of a language, being the structure the skeleton.

#### **How to Study Vocabulary**

Considering the importance of vocabulary as explained above, it is highly urgent to find effective ways of teaching and learning vocabulary. Aware or not, individual learners employ certain ways of memorizing words which they find helpful. Some dutifully look up at the dictionary for the meaning of words they encounter in the reading materials. Others memorize a certain number of words a day. Still others use special stiff cards, where on one side they copy English words, and the opposite side the Indonesian equivalence. They can take the cards wherever they want and learn through them whenever they find convenient time and place. Nowadays, thanks to technological breakthrough learners rely on electronic dictionary for vocabulary development. There must be many other techniques used by language learners, and there is nothing wrong with them as far as the learners find them helpful.

##### LEARNING VOCABULARY USING

##### ASSOCIATION STRATEGY

*Association Strategy* was inspired by William F. Mackay in his book *Language Teaching Analysis* (1961). In a small section of the book concerning grouping language items to be taught, Mackay suggests that items which are related should be grouped together and taught at the same time. This strategy is based on a very familiar phenomenon.

**Phenomenon**

When one hears or sees something, consciously or unconsciously he automatically associates this “something” with something else to which it is related; or that “something” reminds him of something else. We can conclude from this phenomenon that it is much more effective and efficient to group and memorize related words together than to memorize random ones.

With Association Strategy, new words are expected to

**(**1) Remind learners of the words they already know.

In other words, new vocabulary reinforces the mastery

of known words, or vice versa.

(2) Remind learners of words they know vaguely, and therefore encourage them to open their dictionary for the meaning to make sure

(3) Make learners aware of their ignorance of certain words, the Indonesian equivalents of which they know well. In this situation, it is likely that the learners check the dictionary for the English words. Thus, learning takes place.

**For example:**

Suppose a new item “bitter” (pahit) appears on a learner’s reading material. This word makes him remember the word “empedu”. Because he does not know the meaning of “empedu” and he does know that “pahit” is closely related to “empedu,” he will check the dictionary for the English of “empedu”.

In order to achieve maximum result, learners are encouraged to

employ this strategy in reading activities, rather than simply

matching words out of a list. With some adaptation, following are

some types of association as proposed by William Mackay.

**PREDICATION ASSOCIATION**

When hearing the words “predication” one associates it with the word “predicate”. In turn, he will associate the latter with “verbs”. *Predication Association*  is a relationship between an object and verbs related to it.

Example: water drink → We drink water

flow → Water flows

lung breathe → People breathe with their lungs.

radio listen → I listen to the radio every morning.

**Predication Association can be systematically classified into:**

1. What one can DO by using the object. Here when the verb is used in sentences, the word “with “ should be used.

Examples : knife - cut → We cut with a knife.

slice → We slice with a knife.

1. What one DOES to or against the object.\* Note that the verbs here are used transitively

Examples: knife - sharpen → Sharpen the knife! It is blunt.

- brandish → The crazy man is brandishing

a knife.

Water - splash → Children like to splash water

when they are bathed by their mother.

We apologize for the inappropriate use of “to”

and “against” here. It is deliberately used to differentiate

this type from the first one which requires “with

c. What the object itself DOES

Examples: air - blow → The air blows.

water - flow → Water flows into the cave

sun - shine → The sun shines brightly this

morning.

# Exercise 1:

Think of verbs associated with the following objects. First, ask yourself “What do I do by using this object?” Second, “ What do I do to or against this object? Third, “What does this object do?” After you match the objects and the verbs, use them in sentences.

1. mechanic 6. regulation 11. air 16. money

2. typist 7. telephone 12. god 17. computer

3. war 8. flower 13. appointment 18. flag

4. mistakes 9. president 14. teeth 19. paper

5. promise 10. water 15. shoe 20. bed

# Exercise 2:

For your seatmates to fill in:

Quickly jot down as many objects as you can and as they come to your mind. The least you think about your items, the more interesting it will be. Do not hesitate to include abstract nouns. After you have finished, exchange your work with your seatmates’ and do as required. When this is done, discuss your work together with your seatmates.

# Exercise 3:

# Associate the following verbs with the parts of your body:

1. scratch 6. beckon 11.tiptoe 16. frown

2. rattle 7. nudge 12. motion 17. pace

3. breathe 8. chew 13. type 18. pinch

4. kneel 9. point 14. bite 19. think

5. poke 10. blink 15. wave 20. crawl

# Exercise 4:

Give the name of the man who**:**

sells meat

paints pictures

cuts hair

makes bread

sells tickets in a bus

writes for the newspapers

administers the law

carves statues

obtains coal from the ground

investigates crimes

looks after the sick

sees something happen

cures sick people

control traffic

works on a ship

Travels for pleasure

sells fruit and vegetables

cultivates land

sells metal goods

operates the sick

makes chairs and tables

sells fish

sells tobacco

carries luggage

# Exercise 5:

Match the animals on the left row with their sounds o the right row. Some animals make more than one sound

dog horse crow low

cat hen buzz hiss

bee cow cackle croak

sheep purr mew twitter

pig howl bray neigh

donkey chirp grunt snarl

frog snake bleat bark

duck cock growl sparrow

ATTRIBUTIVE ASSOCIATION

When one hears the word *attribute*, the words *mark*, *quality*, *characteristics,* etc. may come to his mind. *Attributive Association* is a relationship between something with its **typical** characteristics.

Examples: ball - round → A ball is round.

ice - cold → Every where ice is cold.

fire - hot → Fire is always hot.

This type of association can be extended to **non-typical** adjectives that can be used to described objects.

Examples: question A question can be easy, difficult, simple, complicated, explicit, implicit, short, long, etc.

meeting A meeting can be long, short, boring, exciting, lively, formal, informal, etc.

# Exercise 6:

Match the following objects with adjectives that can be used to describe them.

1. eel 6. gas 11. rubber 16. blood

2. tiger 7. water 12. glass 17. sugar

3. gold. 8. darkness 13. wire 18. gall

4. paper 9. box 14. ink 19. writing

5. atom 10. leather 15. comedian 20. manager

# Exercise 7:

For your seatmates to fill in:

Jot down as many adjectives as you can and pass your list to your friends to complete with the appropriate nouns. Clue: an adjective is a word that answers the question “How”. As before, the least you give thoughts to your items, the better.

# Exercise 8:

Think of more materials like water, sand, glass, etc. What words are usually used to describe them?

COORDINATION ASSOCIATION

This is a relationship between something and other things of the same kind, class, or category. (Coordination: of the same order or rank)

Examples: chair - table, cupboard, desk

post office **-** auditorium, mosque, church,

shopping center.

## Exercise 9:

Match the following with the things of the same class, kind, or category

1. nose 4. president 7. lion 10. helicopter

2. happiness 5. round 8. bee 11. biology

3. banana 6. sweet 9. magazine 12. internist

Model sentences:

* Chair, table, cupboard, desk are all furniture
* Post office, auditorium, mosque, church are all buildings.

**SUBORDINATION ASSOCIATION**

***Subordination Association***is a relationship between something and its subdivisions (Subordinate: placed or belonging to a lower order or rank).

Examples:

furniture - table, bed, desk, cupboard, etc

insect - bee, fly, beetle, ant

shape - round, rectangular, triangle

# Exercise 10:

Match the following with their subclasses or kinds

1. mammal 5. natural disaster 9. disease

2. taste 6. calculation 10. vehicle

3. emotion 7. color

4. body of water 8. clothing

Model sentences :

* Table, bed, desk, cupboard are all furniture
* Kinds of insect are bee, fly, beetle, ant, etc.

**SUPRAORDINATION ASSOCIATION**

This is a connection between something and the class or kind to which it belongs. (Supra : above, over)

Examples: magazine - reading matter

cabbage - vegetable

scissors - cutting implements

**Exercise 11:**

Match the following objects with the class they belong to:

1. multiplication 5. question mark 9. eagle

2. malaria 6. helicopter 10. piano

3. ring 7. house

4. better 8. sofa

Model sentences:

* Magazine is a reading matter
* One kind of reading matter is magazine.

**WHOLE-PART ASSOCIATION**

***Whole-Part Association*** is a connection between something as a whole (unit) and its components or parts**. *Whole-Part Association*** should be differentiated from ***Subordination Association*** which concerns with ranks, divisions or classes

Examples: tree - trunk, bark, root, leaf, etc.

face - nose, mouth, eye, forehead.

car - engine, seat, steering wheel, windshield.

**Exercise 12:**

Write the parts of the following objects.

1. mouth 5. foot 9. door

2. bicycle 6. box 10. arm

3. house 7. knife

4. clock 8. mountain

Model sentences :

* A tree consists of the trunk, root, leaves, etc.
* Among other parts of a car are engine, steering-wheel, windshield.

**Exercise 13:**

Think of any objects from the previous exercises and mention their components.

**PART-WHOLE ASSOCIATION**

***Part-Whole Association*** is a link between something and the thing

it is a part of. This link should be differentiated from *Supraordination*

*Association,* which deals with classes or categories*.*

Examples: propeller - helicopter

stem - flower

collar - shirt

**Exercise 14:**

Match the following parts with the objects they are part of

1. keyhole 5. tube 9. handle

2. nail 6. receiver 10. toe

3. palm 7. minute hand

4. slope 8. wheel

Model sentences :

- A propeller is the part of a helicopter (that rotates)

- Stem is the part of a flower (that we hold)

**COMPLEMENTARY ASSOCIATION**

This is a link between something and another thing that makes it

complete and useful (complement: something that completes

or makes perfect)

Examples**:**

engine - fuel

needle - thread

refrigerator - electricity

arrow - bow

shuttle cock - racket

screw - screwdriver

Model sentences :

- Without fuel an engine is useless

**-** For an engine to function, there should be fuel

**Exercise 15:**

Think of other things that are useless without the presence of other things.

**MINIMAL-PAIRS ASSOCIATION**

A ***Minimal Pair*** is a pair of words whose meaning are different simply because of a pair sounds (not a pair of letters) which they have. Sounds which are paired among others are long vowels versus short vowels, such as / i: / vs / i /, / Ɔ: / vs / Ɔ /, / u: / vs / u /. Among consonant sounds are voiced consonant sounds versus voiceless consonant sounds, such as / d / vs / t /, / k / vs / g /, / s / vs / z / etc.

Following are some pairs containing long / i: / versus short / i / :

leak - lick read - rid

leave - live seat - sit

bead - bid eel - ill

deem - dim peel - pill

heed - hid deed - did

reap - rip deep - dip

sheep - ship lead - lid

sleep - slip least - list

peak - pick seek - sick

reach - rich lead - lid

heal, heel - hill

scene, seen - sin

week, weak - wick

steal, steel - still

eel - ill

**Exercise 16**

Complete sentence with the minimal pair of a word in the same sentence. Do not refer to the list unless you have tried hard.

Examples:Peel the banana and insert a…….. in it.

Answer: pill

After the boy stepped on an eel, he fell ………

Answer : ill

1. Later when they sleep, I will ……the paper into the pocket of

one of them.

2. Mind you don’t bite your lip when you……..

3. The can is leaking and a dog is………..the mess.

4. There are some ………aboard the ship.

5. The hikers’……….hurt after they climbed two hills.

6. Get rid of this cheap book. It is disgusting to………….

7. The rich man will not………..popularity if he continues to be

ignorant.

8. Before the climbers reach the…………..they will pick some

unique pieces of rock..

9. Is this………occupied? May I sit here?

10. My wife replaces the ……….of our stove every eight weeks.

Following are exercises on more words containing other paired vowel sounds. For each item one or two sentences are provided. Fill the blanks with the minimal pair of words in the same sentence or in the complete sentence.

### Exercise 17:

Words containing sound / S / versus short / ʃ/.

1. The short employee was busy to ……. out the letters.

2. That man sipping juice with a straw works in …… company.

3. My daughter was screaming as if she had been struck by shock

when she found a big spider in her ……….

4. With one eye closed, can you shoot that bird ?

Does this jacket ….. you ?

5. Don’t sit on that bench. There is ….. on it.

6. Sue was wearing a worn out ….. to school.

7. Are you going to sell this precious ….. ?

8. I saw a prisoner in his cell polishing a ….. .

9. For the sake of friendship, the two men will ….. hands warmly.

10. A shack is a rough cabin. It is common to have a ……

containing various objects there.

11. There was a ….. between rival groups outside when our

class (American pronunciation, hence Am pron.) was going on.

12 She bought a …….. for herself.

13. A cut in a shin must be very painful. To steal is a ….. .

14. On his way back from the bank to save money, my father

decided to stop at the barber’s to ….. .

15. The delegates’ faces were shining when ….. .

the long awaited contract.

**Exercise 18:**

Words containing long / Ɔ: / versus short / Ɔ / .

Examples : After the magician raised his rod the tiger ………

to respond.

Answer : roared

The port was still far away. They took a rest and drank water they brought in a big ……

Answer : pot

1. The policemen took a short break and aimed his…… precisely at

the target.

2. In court, a baby in a ….. does not look very strange.

3. ‘Sought’ is the past form of *seek.* ‘………’ is a *drunkard*

4. ‘Naught’ means ‘nothing’, ……… *something*

5. ‘……’ means *stem,*  ‘Stock’ means *supply*

6. In the sport auditorium, the athletes have to stand in the assigned . ..... when listening to briefings

7. The fisherman was looking for a strong cord to catch the …..

**Exercise 19:**

Words containing sound / æ / versus / /.

1. The cat has a severe …. on its back..

2. It is wasteful to buy a leather bag for a single ….

3. Can you suck air out of this strong ….. ?

4. At last (Am. pron), facing a new problem the man lost his … to abuse the lone girl.

5. The employee drags the bag containing ……

6. We must shorten the ….. so that the boat doesn’t capsize easily.

7. I am sure that the old man left his …. in the hut.

8. If people lack courage, they tend to rely on …..

9. It might be for fun if people …. a shivering person.

10. Just pay me a ….. for massaging your back..

11. The lighted cigarette butt attracted a …..

12. For the ….. to come out, pass (Am. pron.) your fingers below

the wound and press it lightly

13. The athlete was mad finding his shoe stuck in the …..

14. Switch on another lamp so you can see the …. on my neck.

15. As an acrobat, you should be able to walk with a cup on your …

**Exercise 20:**

Words containing sound / ә: / versus / a : /.

1. We heard that the sightless person had a…… time in following

the lecture.

2. Who will burn the poor farmer’s …..?

3. The news that a star has just exploded did not …. the people.

4. Celebrities may travel far just to get the best …. coat.

5. A foreigner was barred entry to our country because he was

carrying a protected bird.

6. Before aiming, carefully the archer wiped …… off his dart.

7. After the workers finished enjoying a nice ….. , they played card.

8. Your mother’s heart will break if you …. her feeling.

**Exercise 21:**

Words containing sound / s / versus / z /.

1. A bus does not ….. A bee does.

2. The patient will immediately ….. off because of this heavy dose.

3. You see, that native speaker cannot pronounce …… correctly.

4*. Grace* is beauty. To ….. is to feed on grass.

5. During the race he could momentarily ….. his hands.

6. Sue plans to go to the ….. with her students.

7. I don’t know why my kid’s eyes widen when he sees a piece

of……

8. The singer’s voice turned …… for unknown cause.

9. He will lose his pet if he ties it that …….

**Exercise 22:**

Word with sound / t / versus / d /.

1. Come to my side! We will enjoy the …. from here.

2. A toy cod might be found in a ……

3. Even the best jockeys find it had to write when they …. on

horseback.

4. In court, the prosecutor produced a piece of …. for the

defendant to identify.

5. This is a private property, no one has a right to ….. along this

stretch of path.

6. We guess there are about …. lions in the den.

7. There are people who are fond of typing with a big ….

8. A ….. does not always mean ‘yes’ for all people.

9. That piece of ….. on your seat is not showing.

10. With a single tin one may make …..

**HOMONYM ASSOCIATION**



There is a list of words on Ann's chart.

Can you pick out two words which **sound alike**?

The words are 'deer' and 'dear'.

Has 'deer' the same meaning as 'dear'?

No, both words are **different** in **meaning**.

Such words are called **Homonyms**.

|  |
| --- |
| A **Homonym** is a word that is the **same** in sound as another but **different** in **meaning.** |

Here is a list of homonyms. Study them carefully.

air heir ball bawl

allowed aloud beach beech

ate eight bean been

bear bare none nun

beat beet oar ore

blew blue one won

boar bore pail pale

board bored pain pane

bough bow pair pear

brake break pause paws

buy by / bye piece peace

ceiling sealing peal peel

cent sent/scent pitcher picture

cheap cheap plain plane

coarse course pore pour

dear deer praise preys

die dye pray prey

fair fare rain rein

find fined raise rays

flour flower read red

fool full right write

four fore ring wring

fur fir road rode

groan grown root route

hair hare rose rows

heal heel sale sail

hear here scene seen

heard herd sea see

higher hire sew sow

him hymn sight site

hole whole sole soul

hour our son sun

key quay soot suit

knew new stair stare

knight night tail tale

knot not their there

knows nose threw through

lain lane throne thrown

lead led tide tied

loan lone to two/too

made maid waist waste

mail male wait weight

main mane weak week

meat meet wood would

missed mist

**Exercise 23:**

Choose the correct word. Then write out each sentence.

e.g. We (one, won) the race yesterday.

We **won** the race yesterday.

1. Open the windows and let in some fresh (heir, air).

2. The fisherman repaired his (oar, ore).

3. (None, Nun) of the boys turned up in the evening.

4. A lion has a (main, mane).

5. This is (their, there) house.

6. Did you (brake, break) the vase?

7. He (knows, nose) your uncle.

8. The (maid, made) went to the market.

9. The motorist was (fined, find) ten dollars.

10. He bought a (whole, hole) bag of flour.

**Exercise 24:**

Fill in the blanks with the correct words in the brackets.

Then write out the sentences.

e.g. This ……… was sung by ………. (hymn, him)

This hymn was sung by him.

1. We ……… our dinner at ……… o'clock. (eight, ate)

2. We finished ……… work in an ……… (our, hour)

3. His ……… went out to play in the ………. (sun, son)

4. The boy ………. up the………. balloon. (blue, blew)

5. He could ………. untie the ………. in the string.

(not, knot)

6. I haven't ………. the ………. book yet. (red, read)

7. Most of us ………. with our ………. hands. (write, right)

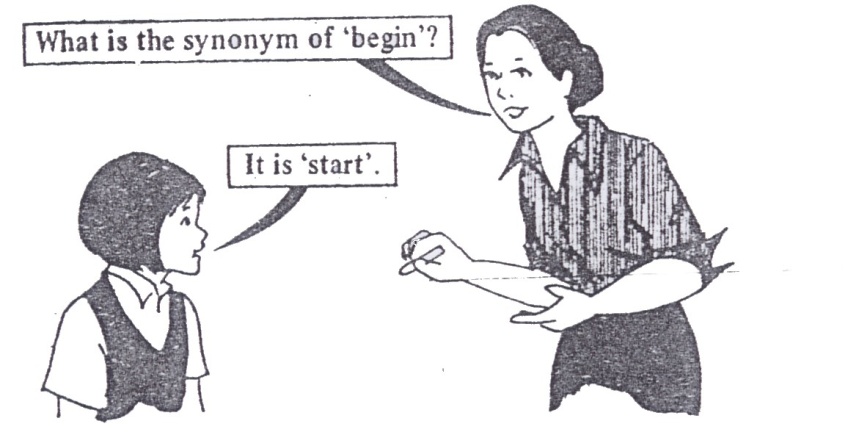
8. The ………. boys walked ………. school. (to, two)

**Exercise 25:**

Complete the following sentences with the homonym of a word in the same sentence.

1. My neighbor was accused of trying to steal ……… from a construction site.
2. The old man wanted to know whether the …… would be better the following day.
3. I pray that my only donkey does not fall ………to a wild animal.
4. Let me warn you not to put on those ….. -out shoes.
5. When coming down the stairs, she usually…..at her late husband’s picture hanging on the wall in front of her.
6. During the war the journalist……….a disguise.
7. There was an order to get rid of the foul …… from the premise.
8. The mailman………… the letters through the window.
9. The company decided to ……. a detective even for higher pay to help them win their case.
10. In the ritual, the last phase was to smear the …….. with dirt.
11. With this type of cord this is not a proper………..
12. In spite of the flu, my grandfather …….to Jakarta to attend his grandson’s marriage party.
13. I have never heard him singing from the………
14. I heard some animals were missing from the ……….
15. It is great that people………. with machines.
16. You do not have a…………… to write any notice on this board.
17. My wife is getting bored of washing her clothes on that piece of …………
18. A week before she died, the controversial artist …………. her hair blue.
19. Week after week the patient became very ……….because of improper care.
20. I am sure you……. the sore in your child’s back.
21. Being sure that the strange ………. could not be detected, the criminal sent the package to his would be victim.
22. The vet let me pour the liquid on to the infected………. of the anesthetized lion.
23. It is scaring to hear the……..of the grown-up lion.
24. The caller wore a shirt with a stiff……….
25. There is no way to………that poisonous snake unless it is put in a strong sack and by using a proper scale.

SYNONYM ASSOCIATION



Do you know what a synonym is?

Look at the two words 'begin' and 'start'.

What similarity can you see between them?

Both words have the same meaning.

The word 'start' means 'begin'.

It is the synonym of 'begin'.

Below are some synonyms for you to learn.

aid help bright shining

also too catch capture

animal beast centre middle

answer reply change alter

ask question close shut/near

bad wicked clothes dress

beat hit collect gather

begin start conversation talk

big large correct right

blank empty cruel unkind

bottom foot cunning sly

brief short daring brave

dear expensive old ancient

disease sickness port harbour

dull gloomy powerful strong

dumb. mute pretty beautiful

edge margin protect guard

end finish purchase buy

enemy foe quantity amount

fall drop quick fast

false untrue quiet peaceful

far distant rich wealthy

gain profit rude impolite

gay cheerful sad unhappy

glad happy seldom rarely

hard difficult small little

high tall smell scent

idle lazy stop halt

ill sick talk speak

join unite thief burglar

jump leap thin lean

king emperor top summit

learn study trust believe

listen bear try attempt

look see under below

mistake error vacant empty

new modem war battle

noted well‑known weak feeble

odd peculiar wide broad

**Exercise 26:**

Choose the word which has the same meaning as the word in bold. Then write out the sentence.

e.g. He **seldom** comes here. (never, rarely)

He **rarely** comes here.

1. The country was ruled by a **powerful** king. (cruel, strong)

2. The soldiers fought bravely in the **war**. (battle, city)

3. There is a boat **under** the bridge. (below, beside)

4. The headmaster gave a **short** talk. (little, brief)

5. The old beggar is very **weak**. (feeble, tired)

6. That boy is always **lazy**. (impolite, idle)

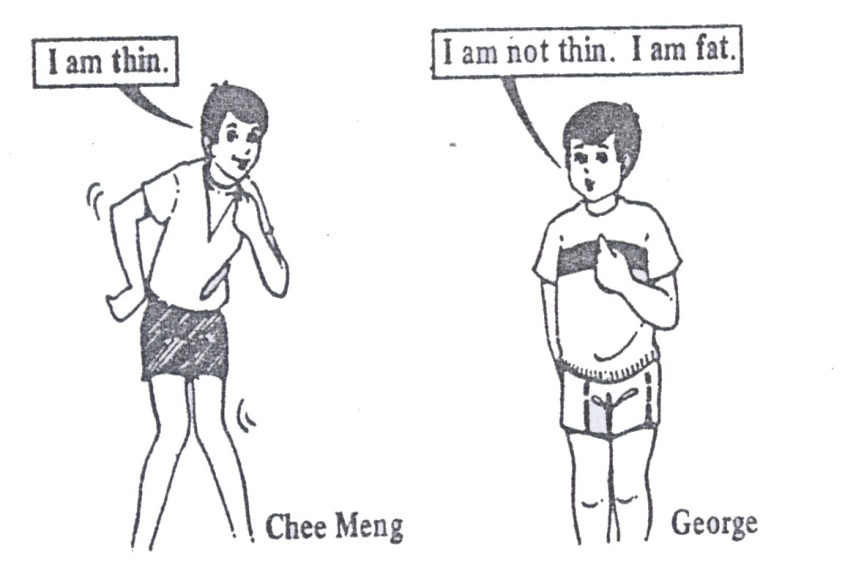
7. It's a rather **dull day**. (gloomy, cloudy)

8. My brother is **lean** and **tall**. (high, thin)

9. We must **study** hard for the examination. (learn, remember)

10. The scouts camped at the **foot** of the hill. (below, bottom)

**ANTONYM ASSOCIATION**



Look at Chee Meng and George.

How do they describe themselves?

Chee Meng says he is thin. George says he is fat.

He is not thin like Chee Meng.

'Fat' is the **opposite of** 'thin'.

It is called the antonym of 'thin'.

**Study these antonyms.**

above below backwards forwards

absent present bad good

add subtract beautiful ugly

alive dead before after

all none begin end

always never bent straight

ask answer big small

asleep awake black white

back front blunt sharp

bold timid found lost

bright dull fresh stale

broad narrow future past

busy idle generous selfish

buy sell give take

catch throw happy sad

cheap dear hard soft

dean dirty head tail

clever stupid heavy light

cloudy clear here there

coarse fine hide show

cold hot high low

come go hill valley

cool warm in out

cry laugh inside outside

coward hero interesting dull

daily nightly joy sorrow

dark bright kind cruel

day night lazy hard‑working

deep shallow lead follow

depth height lend borrow

die live life death

difficult easy long short

divide multiply loss win

dry wet loud soft

dwarf giant love hate

early late masculine feminine

east west master servant

empty full modern ancient

enemy friend morning evening

everybody nobody noisy quiet

everywhere nowhere north south

failure success often seldom

fair dark old new

far near open shut/close

fat thin peace war

few many plural singular

find lose polite rude

finish start poor rich

first last powerful weak

foolish wise proud humble

forget remember question answer

quick slow tame wild

right left teach learn

read write teacher pupil

rise fall these, those

rough smooth thick thin

safe dangerous this that

same different tight loose

separate join tiny huge

something nothing top bottom

spend save true false

stand sit up down

straight crooked well ill

strong weak wide narrow

summer winter win lose

sweet sour work rest

talk listen wrong right

tall short young old

Some antonyms are formed by adding a few letters before the words.

|  |
| --- |
| **Un** |

certain uncertain lock unlock

dress undress necessary unnecessary

equal unequal ripe unripe

fair unfair safe unsafe

fold unfold screw unscrew

happy unhappy tidy untidy

healthy unhealthy tie untie

kind unkind true untrue

like unlike

|  |
| --- |
| **Dis** |

agree disagree like dislike

appear disappear obey disobey

honest dishonest

|  |
| --- |
| **In** |

attentive inattentive correct incorrect

|  |
| --- |
| **Im** |

patient impatient possible impossible

polite impolite

|  |
| --- |
| **Mis** |

spell misspell use misuse

understand misunderstand

The antonyms of many words ending with **- full** are formed by changing **‑ful** to **‑less**.

careful careless hopeful hopeless

harmful harmless useful useless

helpful helpless painful painless

**Exercise 27:**

Rewrite these sentences using the antonyms of the words in bold.

e.g. This road is **rough.**

This road is **smooth.**

1. Are the sums **easy**? .

2. She was **absent** on Monday.

3. This path is **narrow**.

4. Mary went to school **late**.

5. I have **something** to give you.

6. He **always** comes here.

7. You are a **rude** boy.

8. Jane is a **proud** girl.

9. He will **lead** us to the lake.

10. The man spoke in a **soft** voice.

**Exercise 28:**

Rewrite these sentences using the antonyms of the words in bold.

e.g. The **fat** boy is **short**.

The **thin** boy is **tall**.

1. He **found** his bag **here**.

2. The **thick** book is quite **heavy**.

3. The **small** box is on the **top** shelf.

4. She **plays daily**

5. Please **open** the window when you go **in**.

6. They want to **sell** the **old** car.

7. **This** knife is **sharp**.

8. We **love** that **kind** lady.

9. It is **dangerous** to swim in **deep** water.

10. He is **clever** as well as **careful**.

**DERIVATIONAL ASSOCIATION**

This is a relationship between words which originate or are derived from the same root or base form with the use of various inflections (derived: originated from or drawn from)

All English words have a root. This is the form which carries the basic meaning of the word. It can be changed by adding a form (inflection) at the beginning (prefix) or a form at the end (suffix). The root form may be any one of the four parts of speech (a verb, a noun, an adjective, or an adverb)

**Exercise 29:**

**Noun (thing) endings**

The following noun (*thing*) endings are very common in English. It is important for you to study them and become familiar with them.

|  |  |
| --- | --- |
| **NOUN (*THING*) ENDINGS** | |
| *- ism* sosialism  *- nce* excellence  -*ness*  sadness  *- ion* information | *- ment* government  - *ty* beauty  *- age* marriage  - *ship* friendship |

**Exercise 30:**

Using one of the ending above, change each of the following word into a noun (*thing*):

1. member \_\_\_\_\_\_\_\_\_\_\_ 9. alcohol \_\_\_\_\_\_\_\_\_\_\_

2. kind \_\_\_\_\_\_\_\_\_\_\_ 10. permanent \_\_\_\_\_\_\_\_\_\_\_

3. real ­\_\_\_\_\_\_\_\_\_\_\_ 11. mile \_\_\_\_\_\_\_\_\_\_\_

4. move \_\_\_\_\_\_\_\_\_\_\_ 12. confuse \_\_\_\_\_\_\_\_\_\_\_

5. human \_\_\_\_\_\_\_\_\_\_\_ 13. leader \_\_\_\_\_\_\_\_\_\_\_

6. elect \_\_\_\_\_\_\_\_\_\_\_ 14. sudden \_\_\_\_\_\_\_\_\_\_\_

7. break \_\_\_\_\_\_\_\_\_\_\_ 15. improve \_\_\_\_\_\_\_\_\_\_\_

8. intelligent \_\_\_\_\_\_\_\_\_\_\_ 16. equal \_\_\_\_\_\_\_\_\_\_\_

**Exercise 31:**

After you have completed the blanks, use the base forms and those with the endings in sentences.

e.g. I am a *member* of this club.

*Membership* of this club is limited to the company

employees, only.

**Noun (p*erson*) endings**

The following noun (*person*) endings are very common in English. It is important for you to study them and become familiar with them.

|  |  |
| --- | --- |
| **NOUN (*PERSON*) ENDINGS** | |
| *-er* employer  *-or*  actor | *- ist* tourist  - *cian* musician |

**Exercise 32:**

Using one of the ending above, change each of the following word into a noun (*person*):

1. teach \_\_\_\_\_\_\_\_\_\_\_ 9. perfection \_\_\_\_\_\_\_\_\_\_\_

2. type \_\_\_\_\_\_\_\_\_\_\_ 10. program \_\_\_\_\_\_\_\_\_\_\_

3. beauty ­\_\_\_\_\_\_\_\_\_\_\_ 11. electricity \_\_\_\_\_\_\_\_\_\_\_

4. ideal \_\_\_\_\_\_\_\_\_\_\_ 12. invest \_\_\_\_\_\_\_\_\_\_\_

5. invent \_\_\_\_\_\_\_\_\_\_\_ 13. build \_\_\_\_\_\_\_\_\_\_\_

6. clinic \_\_\_\_\_\_\_\_\_\_\_ 14. natural \_\_\_\_\_\_\_\_\_\_\_

7. special \_\_\_\_\_\_\_\_\_\_\_ 15. advice \_\_\_\_\_\_\_\_\_\_\_

8. ranch \_\_\_\_\_\_\_\_\_\_\_ 16. mathematics \_\_\_\_\_\_\_\_\_\_\_

**Exercise 33:**

See instruction of exercise no. 31.

**Adjective endings**

The following adjective endings are very common in English. It is important for you to study them and become familiar with them.

|  |  |
| --- | --- |
| **ADJECTIVE ENDINGS** | |
| *- ent* excellent  *- ant* important  - *full* careful  *- ic* economic  - *less* careless | *- ive*  expensive  - *ous* dangerous  *- al*  natural  - *able* capable  - *ible* possible |

**Exercise 34:**

Using one of the ending above, change each of the following word into an adjective:

1. heart \_\_\_\_\_\_\_\_\_\_\_ 9. courage \_\_\_\_\_\_\_\_\_\_\_

2. nature \_\_\_\_\_\_\_\_\_\_\_ 10. use \_\_\_\_\_\_\_\_\_\_\_

3. athlete ­ \_\_\_\_\_\_\_\_\_\_\_ 11. enthusiasm \_\_\_\_\_\_\_\_\_\_\_

4. mystery \_\_\_\_\_\_\_\_\_\_\_ 12. motion \_\_\_\_\_\_\_\_\_\_\_

5. help \_\_\_\_\_\_\_\_\_\_\_ 13. tradition \_\_\_\_\_\_\_\_\_\_\_

6. impress \_\_\_\_\_\_\_\_\_\_\_ 14. change \_\_\_\_\_\_\_\_\_\_\_

7. intelligence \_\_\_\_\_\_\_\_\_\_\_ 15. permanence \_\_\_\_\_\_\_\_\_\_\_

8. comfort \_\_\_\_\_\_\_\_\_\_\_ 16. attract \_\_\_\_\_\_\_\_\_\_\_

**Exercice 35:**

See instruction of exercise no 31.

**Verb endings**

The following verb endings are very common in English. It is important for you to study them and become familiar with them.

|  |  |
| --- | --- |
| **VERB ENDINGS** | |
| *-en* soften  *-ate*  populate | *- ize* memorize  - *ify* notify |

**Exercise 36:**

Using one of the ending above, change each of the following word into a verb:

1. dark \_\_\_\_\_\_\_\_\_\_\_ 9. different \_\_\_\_\_\_\_\_\_\_\_

2. final \_\_\_\_\_\_\_\_\_\_\_ 10. identify \_\_\_\_\_\_\_\_\_\_\_

3. just ­ \_\_\_\_\_\_\_\_\_\_\_ 11. like \_\_\_\_\_\_\_\_\_\_\_

4. separation \_\_\_\_\_\_\_\_\_\_\_ 12. glamour \_\_\_\_\_\_\_\_\_\_\_

5. short \_\_\_\_\_\_\_\_\_\_\_ 13. person \_\_\_\_\_\_\_\_\_\_\_

6. intense \_\_\_\_\_\_\_\_\_\_\_ 14. sweet \_\_\_\_\_\_\_\_\_\_\_

7. investigation \_\_\_\_\_\_\_\_\_\_\_ 15. liberal \_\_\_\_\_\_\_\_\_\_\_

8. industrial \_\_\_\_\_\_\_\_\_\_\_ 16. demonstration \_\_\_\_\_\_\_\_\_\_\_

**Exercise 37:**

See instruction of exercise no. 31.

**Adverb endings**

The following adverb ending is very common in English. It is important for you to study them and become familiar with them.

|  |
| --- |
| **ADVERB ENDINGS** |
| *- ly* rarely |

**Exercise 38:**

Using one of the ending above, change each of the following word into an adverb:

1. final \_\_\_\_\_\_\_\_\_\_\_ 9. great \_\_\_\_\_\_\_\_\_\_\_

2. careful \_\_\_\_\_\_\_\_\_\_\_ 10. complete \_\_\_\_\_\_\_\_\_\_\_

3. obvious ­\_\_\_\_\_\_\_\_\_\_\_ 11. eager \_\_\_\_\_\_\_\_\_\_\_

4. recent \_\_\_\_\_\_\_\_\_\_\_ 12. absolute \_\_\_\_\_\_\_\_\_\_\_

5. strong \_\_\_\_\_\_\_\_\_\_\_ 13. correct \_\_\_\_\_\_\_\_\_\_\_

6. perfect \_\_\_\_\_\_\_\_\_\_\_ 14. sudden \_\_\_\_\_\_\_\_\_\_\_

7. fearful \_\_\_\_\_\_\_\_\_\_\_ 15. doubtful \_\_\_\_\_\_\_\_\_\_\_

8. quick \_\_\_\_\_\_\_\_\_\_\_ 16. regular \_\_\_\_\_\_\_\_\_\_\_

**Exercise 39:**

See instruction of exercise no 31.

**All Endings Together**

**Exercise 40:**

Identify each of the following words as a *noun‑thing (NT),*

a *noun‑person (NP), an adjective* (ADJ), an adverb (ADV),

or *a verb* (V).

\_\_\_ 1. heighten \_\_\_ 11. desertification \_\_\_ 21. speechless

\_\_\_ 2. forgetful \_\_\_ 12. submissive \_\_\_ 22. tremendously

\_\_\_ 3. imperialism \_\_\_ 13. nocturnal \_\_\_ 23. liability

\_\_\_ 4. effusively \_\_\_ 14. establishment \_\_\_ 24. counselor

\_\_\_ 5. cashier \_\_\_ 15. impertinent \_\_\_ 25. civic

\_\_\_ 6. columnist \_\_\_ 16. impertinently \_\_\_ 26. sensitize

\_\_\_ 7. aggravate \_\_\_ 17. togetherness \_\_\_ 27. ambiance

\_\_\_ 8. glamorous \_\_\_ 18. pharmacist \_\_\_ 28. justification

\_\_\_ 9. vintage \_\_\_ 19. craftsmanship \_\_\_ 29. interpretive

\_\_\_ 10. statistician \_\_\_ 20. manageable \_\_\_ 30. personify,

**Exercise 41:**

**All Endings Together**

Circle the letter of the word that correctly completes each sentence.

1. The \_\_\_\_\_\_\_\_\_\_ of the news could not be stressed enough.

(A) important (B) importance (C) importantly

2. The detective \_\_\_\_\_\_\_\_\_\_ that the maid committed the robbery.

(A) theorized (B) theoretician (C) theoretic

3. It is \_\_\_\_\_\_\_\_\_\_ that they live so close to the school.

(A) convenience (B) convenient (C) conveniently

4. The patient responded \_\_\_\_\_\_\_\_\_\_ to the medication.

(A) weaken (B) weakness (C) Weakly

5. The psychologist explained his ideas on\_\_\_\_\_\_\_\_\_\_

interaction.

(A) social (B) society (C) socialize

6. Not everyone wants a job as a \_\_\_\_\_\_\_\_\_\_ .

(A) mortal (B) mortally (C) mortician

7. You should not \_\_\_\_\_\_\_\_\_\_ the problem.

(A) minimal (B) minimize (C) minimally

8. Because of a traffic \_\_\_\_\_\_\_\_\_\_ he had to appear in court.

(A) violate (B) violator (C) violation

9. The children ran \_\_\_\_\_\_\_\_\_\_ toward the entrance of the park.

(A) excitedly (B) excited (C) excitement

10. The company was unable to \_\_\_\_\_\_\_\_\_\_ enough profit to stay

in business.

(A) generator (B) generate (C) generation

11. She pick up a piece of \_\_\_\_\_\_\_\_\_\_ rock.

(A) Vulcano (B) vulcanize C) volcanic

12. He responded \_\_\_\_\_\_\_\_\_to the rude question.

(A) explosively (B) explosion (C) explosive

13. Because your medical problem is serious, you need to see a

(A) specialize (B) special (C) specialist

14. The coach was able to \_\_\_\_\_\_\_\_\_\_ the athletes to perform

better.

(A) motivate (B) motivator (C) motivation

15. He was not concerned about the \_\_\_\_\_\_\_\_\_\_ of his actions.

(A) careless (B) carelessness (C) carelessly

16. This portion of the report should be completed \_\_\_\_\_\_\_\_\_\_ of

the other part.

(A) independence (B) independent (C) independently

17. The view of the mountains was \_\_\_\_\_\_\_\_\_\_\_ .

(A) magnify (B) magnificent (C) magnification

18. It was necessary for the speaker to \_\_\_\_\_\_\_\_\_\_ her message.

(A) clarify (B) clarity (C) clarification

19. The \_\_\_\_\_\_\_\_\_\_\_ of the village was the soldiers' primary goal.

(A) liberate (B) liberation (C) liberal

20. He gave an \_\_\_\_\_\_\_\_\_\_ incorrect answer to the question.

(A) obvious (B) obviously (C) obviate

**Exercise 42:**

**All Endings Together**

The following sentences contain a number ofunderlined words. Each of the underlined words *may* or *may not* be correct. Circle the underlined words that are incorrect, and make them correct.

1. The police inspect organized an intensively search for the

robber.

2. The newspaper reporter did not exact appreciate the negation

comments about her article.

3. He became penniless and homeless when a seriousness ill made

him unable to work.

4. On the old college campus, the ivy‑covered walls of the colonial

buildings create an aura of gentility and tradition.

5. Maya Angelou is a poem, composition, and author of two

autobiographically works, I *Know Why the Caged Bird* Sings

and *My Name.*

6. The process of Americanization encouragement immigrants to

assimilation American attitudes, cultural, and citizenship.

7. During the previous war, the national defense establish found

itself in greatness need of linguists.

8. The escalate of hostilities between the two nations has proven

far more seriousness than analyze had previously expected.

9. Social is becoming increasingly dependence on complex

computers for the arrange of its affairs.

10. If someone has an educator in the humanities. he or she is

prepared to deal with abstractions or complex and to feel

comfortably with subtleties of thought.

11. It is possible to demonstrate that the mathematical odds for success of the program increase dramatically with the additional of increased financial backing.

12. It would be fatally for the administration to underestimate the determine of the protesters to have the new law overturned.

**OTHER TECHNIQUES OF**

**LEARNING VOCABULARY**

**Tip:** Keep a vocabulary notebook. Write the words you learn from this book in it. Use a good dictionary. Ask your teacher to recommend one. You will need it for some exercises in this book.

Here are some ways of writing down words you want to learn.

**A. Write down words that go together (collocations)**

You do the exercises in this book. Sometimes, you may make

mistakes in your English. In your vocabulary book, write down:

**do an exercise** and **make a mistake**.

When words are used together like this, we call it a **collocation**.

You go **by train**, but **on foot** (= walking)

⇨ **preposition + noun**

Some people are **good** **at** languages [NOT **good ‑in**]

⇨ **adjective + preposition**

I saw a very **tall man** [NOT **high man**]

⇨ **adjective + noun**

**Tip:** Always write down collocations when you learn a new

word.

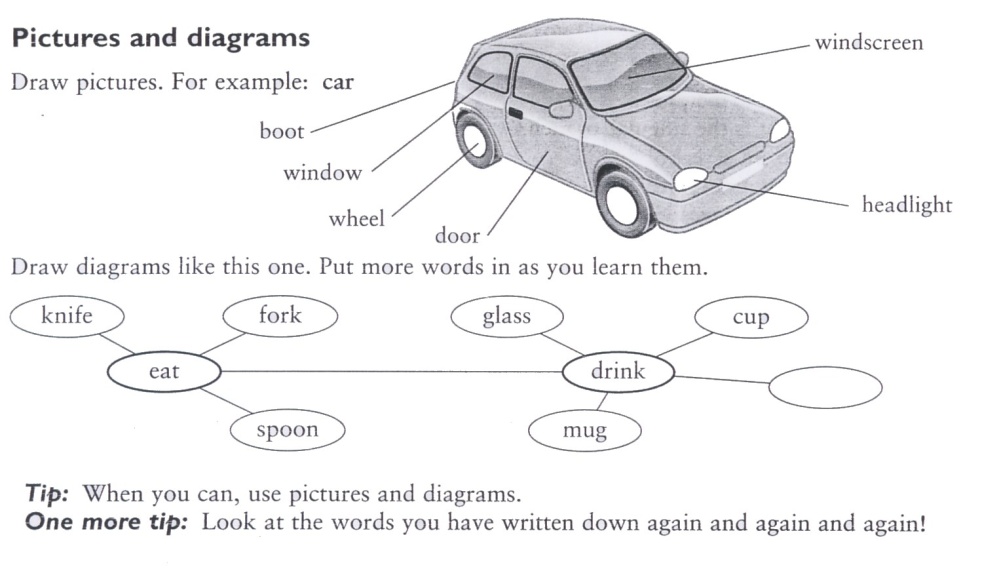
**B. Learn words in families**

|  |  |
| --- | --- |
| *Word family* | *Some words in the family* |
| Temperature  Travel | hot, warm, cool, cold  ticket, passport, suitcase |

**Tip**: Make a page for every different word family in your

vocabulary notebook.

**C. Picture and diagrams**



**Exercises 43:** Which words can go with *weather?* Use a dictionary.

|  |
| --- |
| wet high big dry warm happy cool rainy dark |

*wet*

\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 44:**

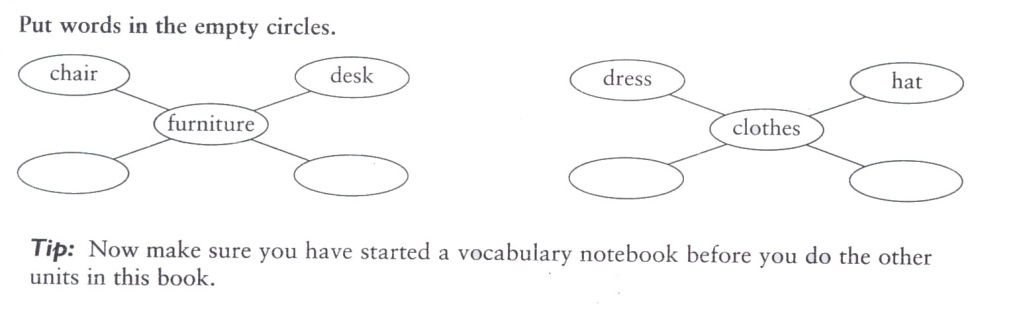
There are two word families here. What are they? Put them in the table. Use a dictionary.

|  |
| --- |
| school rain sun teacher cloud exam snow ice student |

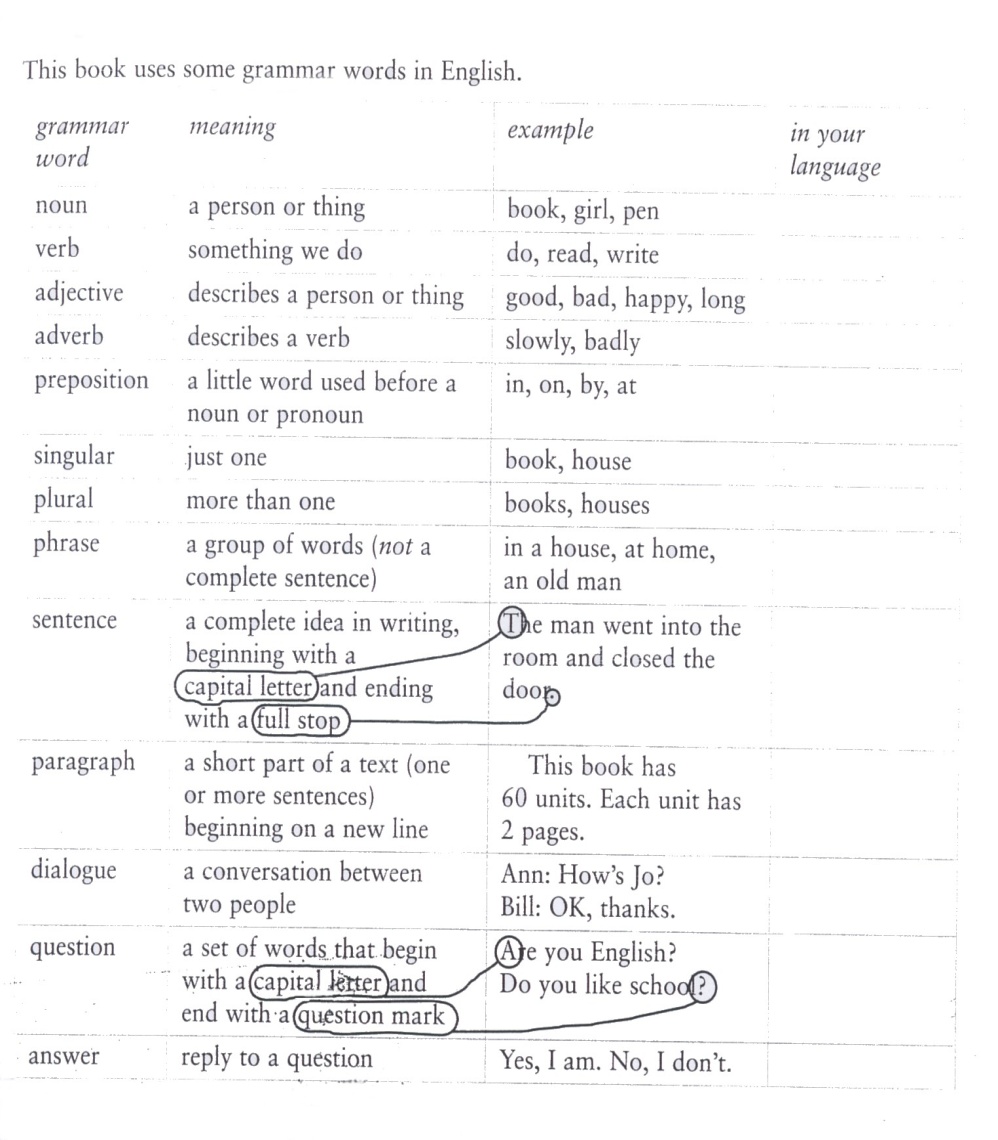
|  |  |
| --- | --- |
| *name of family* | *Words in family* |
|  |  |

**Exercise 45**:

Put words in the empty circles.



**TALKING ABOUT LANGUAGE**



**Exercise 46:**

Write these words in the correct column.

book speak good word house have

write new man right blue say

|  |  |  |
| --- | --- | --- |
| Noun | Verb | Adjective |
| *Book* |  |  |

**Exercise 47:**

Are these phrases, sentences, or questions?

1. in the park  *phrase*

2. Do you speak English?

3. a black cat

4. She is writing a book.

5. What’s your name?

6. I like English.