

Arthur Eva

INCREASE YOUR ENGLISH WORDPOWER

**A treasure chest for learners of English and
this and that for teachers**

- **BEST PRACTICE:** Learn memory-friendly example sentences and word families
- **TRANSFER TRAINING:** Recycle helpful expressions in a new context
- **CHOICE:** Pick and choose freely from the materials, guidelines, and exercises

*If you give someone a fish
you feed him only once.
If you teach him how to fish
he can feed himself forever. – Oriental wisdom*

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PROLOGUE: The secret of getting ahead is getting started. – Mark Twain

INTRODUCTION: HOW THIS HANDBOOK WORKS

Dear user,

the **basic idea** of this vocabulary workshop is vocabulary building by learning high frequency (häufig auftretende und verwendete) multi-purpose (Mehrzweck...) **expressions** in a memory-friendly, **meaningful** new **context**. You can **easily recycle** the words and expressions that are highlighted in bold (Fettdruck) **throughout** this book in new situations. You will find **helpful** recycling **exercises** in the transfer training **sections** of this handbook.

Here is an **example** of a useful multi-purpose expressions used in a new context: ... the **basic idea** of ... → '**Basic**' is an adjective. You can use it effectively in **such** combinations as '**basic** English', '**basic** pay', or '**basic** skills'. → Example sentence **for** you to memorize (einprägen): The secretary's **basic pay** is 277 pounds a week.

Words given: The German translation of words and expressions you will probably **not** know **yet** is given **right away** (sofort). There are **several** examples on this page. If there are other words in a text you are working with that you are not **familiar** (vertraut) **with**, look them up in a dictionary, please, **provided that** (vorausgesetzt, dass) they are **important** to you. You can use an English-German dictionary. It is a time-saving quickfinder. **But** you will learn much more, and almost **effortlessly** (müheless), if you **consult** a **monolingual** (einsprachiges) dictionary. **As you go along** you will get helpful information in understandable standard English, clear definitions and/or explanations and/or memory-friendly example sentences.

And now try this: Look up the headwords **effortless**, **consult**, and **monolingual**, in a monolingual dictionary to get a rough idea of what it can do for you. In most cases there is a snowball **effect**. Look up the word **effect** now, please. You may **wonder why** you should, **after all** (schließlich) you know what an **effect** is. There are many **reasons why** you should work with your monolingual dictionary **regularly**. When you are through with the headwords **effect** and **effective**, you will know why the extra minute you invest will pay dividends (sich rentieren) **in the end**.

Discovery learning : It **might** not be a bad idea to browse (schmökern) through this book now out of curiosity (Neugier) and for orientation. **Look at** interesting things here and there **so that** you get a first **impression** of how this book is composed and **in what ways** it can help you help yourself. **At the beginning** of each unit (Einheit) there is a short trailer (Vorspann) which informs you how that section is composed and how it works.

UNIT 1: BASICS – FOCUS ON MULTI-PURPOSE EXPRESSIONS

KEY: Abbreviations (*Abkürzungen*) and symbols used in this unit and in other parts of the book

AJ – adjective: a **provocative** newspaper article

AV: adverb – Jane speaks English **fluently**

C – collocation (word partners): to **make a mistake**

N – noun: an **ability**, a **book**, no **comment**

sb – somebody

sth – something

V – verb: to **dream/drink/eat/sleep**

WF – word family: a **change** – to **change** – **changeable** – **unchanged**

→ signpost (*Wegweiser*) function, for example: **mistake** → **error, fault**

(!) – common learner error: to **make** someone **do** (!) sth

First things first: Getting used to multi-purpose expressions

Dear users,

The **purpose** (*Zweck*) of this **section** (*Abschnitt, Teil eines Ganzen*) is to **familiarize** (*vertraut machen*) you with **high frequency** (*häufig vorkommende*) multi-purpose expressions. The highlighted words in this **paragraph** → (*Absatz*) are **examples of** multi-purpose expressions **in action**.

When you are through with this unit, you will have come across hundreds of **recyclable** multi-purpose expressions. If you **memorize** them in the given context and learn **how to** recycle them to your **advantage** (*Vorteil*) in new situations, you will soon have a **reliable** (*zuverlässige*) language bank of ever-ready “evergreens” at your fingertips. The idiom ‘have something at your fingertips’ means having information and knowledge available (*verfügbar*) in **foreseeable** standard situations **so that** this **know-how** can be used **instantly** (*sofort*), **easily** and **effectively**. **In other words**, you will **soon** have a **solid vocabulary infrastructure** at your disposal (*zur Verfügung*).

Let us **suppose that** you are a young learner of English who is trying hard to **get used to** the **requirements** (*Erfordernisse*) of the ‘Oberstufe’ and the ‘Abitur’, a not so young adult (*Erwachsener*) who **attends** a VHS-course, or a an autonomous learner who **practises** self-teaching. In this handbook there are hundreds of memory-**friendly** example sentences **for** you **to** pick and choose from **freely** and to **memorize**. These

*time-tested leftovers from more than fifty years of teaching English will **enable** you to **add** many helpful expressions to your language bank.*

USER TIP: *Add the best of your own finds from texts you are working with, from classroom lessons, or other **sources** (Quellen) to your language bank **regularly**.*

Enjoy the ride! Best wishes, Arthur Eva

High frequency multi-purpose expressions embedded in memory-friendly example sentences

A

abbilden: The cartoon **depicts** the Minister of Finance as a vampire.

Abbildung: The book supplies 30 full-colour **illustrations**.

Abbildung: Jane has **pictures** of pop stars all over her bedroom.

Abenteuer: When you are a child, life is one big **adventure**.

abenteuerlich: John X. Plover led an **adventurous** life.

abenteuerlich: That is a **risky** investment.

abgeben (*einreichen*): **Hand in** your exercise papers, please.

abgeben (*teilen*): John would **share** his last cigarette with you.

abgesehen davon: I am a bit tired, but **otherwise** I feel fine.

abgesehen davon, dass: The film was nice **except that** it was a bit too long.

abgesehen von: **Apart from** sports I also like all kinds/sorts of music.

sich etwas **abgewöhnen:** Didn't you promise to **give up** smoking?

abhängen von: John's future **depends on** these exams.

Abhängigkeit von: John has developed a deep **dependence on** his parents.

jemanden **abholen** von: Uncle John **collects** Henry **from** school on Tuesdays. /

Would you be so kind as to **fetch** our kids **from** school today? / My relatives **picked** me **up** at the airport.

Abkommen (*Übereinkunft*): A peace **agreement** was signed in Geneva last night.

Ablauf (*Verlauf*): In the normal **course** of events, April showers bring forth May flowers.

ablehnen (*etwas zurückweisen*): **to reject sth** → The baby **rejects** its milk bottle.

ablehnen (*etwas zu tun*): **to refuse to do sth** → The baby **refused to** drink its milk.

Vocabulary revision and consolidation: Recycling useful expressions

Memorize the highlighted words and expressions in the given context. Then do the following vocabulary test in the Transfer training section.. Do not fill in the blanks (Lücken), please. Note down your answers on an extra sheet of paper so that you can use this test again when you revise (wiederholend befestigen) this material after a week, a month, and before challenging (herausfordernde) situations, a paper you have to write, for example.

Transfer training – the letter A

Example: You have memorized the example sentence ‘The cartoon **depicts** the finance minister as a vampire.’ → Test:

abbilden: I like the picture that ... an apple-tree best. → Note down: ... painting that **depicts** an apple-tree...

abgesehen von: ... Mike, who hurt his leg, all the children are fine.

abhängen von: Is life worth living? That ... on the liver.

Abhängigkeit von: Our society should reduce its ... the car.

ablehnen: The coalition’s plan was ... by the opposition.

ablehnen, past tense: The minister ... to discuss the matter on TV.

Abschnitt: In this ... you recycle useful expressions in a new context.

Absichten: The road to hell is paved with good

absichtlich: I feel John came home late ... , knowing that it would annoy Jane.

abstreiten, present tense: John ... breaking his neighbours’ windows.

abwesend: John, why were you ... on Monday?

anbieten: We can ... a special price if you pay cash.

Anfang: A good ... makes a good ending.

annehmen: Let us ... that you are going to study English.

Aufmerksamkeit: Ladies and gentlemen, may I have your ... , please?

abhängen von: Whether we need more drinks ... how many people turn up.

→ *You will find the solutions in the appendix.*

B

bald: We hope that our troubles will **soon** be over,

basieren auf: Their relationship is **based on/upon** mutual (*wechselseitigem*) respect and trust.

Basis (*Grundlage*): Her diary (*Tagebuch*) is the **basis** for her new book.

beabsichtigen: *to intend to do sth* → We **intend to** visit several museums in Rome.

beängstigend: That worst-case scenario is **frightening**.

beanspruchen: The police say no one **claims** the watch.

Bedarf/Nachfrage: There is a law of supply (*Angebot*) and **demand**.

bedauern: We **regret** to inform you that your application (*Bewerbung*) has not been successful.

bedauern: John was **sorry about** Jane's sudden departure (*Abreise*).

Bedenken/Vorbehalte haben: I still have **reservations** about that project.

etwas **bedenken:** Have you **considered** the risks and hidden consequences?

bedeuten: A red light **means** *stop*.

Bedeutung: The word *branch* has several **meanings**.

trotz: ... a globalized world millions of people live in great poverty.

übermäßiges: ... drinking might ruin your health.

überredete: The salesman ... the housewife to buy a new vacuum cleaner.

übertrieben: I feel your claims (*Forderungen*) are rather

überzeugen: Your arguments don't ... me at all.

V

verallgemeinern: Don't **generalize** from a single example.

Verallgemeinerung: Avoid hasty **generalizations**.

jemanden **veranlassen** etwas zu tun: **to make so do (!) sth** → Onions (*Zwiebeln*) **make** some people weep (!).

verändern: Can I **change** my appointment (*Termin*) to Wednesday?

veränderlich: English weather is very **changeable** in summer.

Veränderung: This week our topic is *Britain between tradition and change*.

veranschaulichen: The picture **illustrates** the central messages of the newspaper article at hand.

verantwortlich: Who is **responsible** for the collision of the two trains?

un**verantwortlich:** It is **irresponsible** not to fasten your safety belt when you drive.

Verantwortung: It is your **responsibility** to inform the authorities (*Behörden*) of any changes.

verbessern (*besser werden*) In this book you will be shown how to **improve** your English wordpower fast and effectively.

Verbesserung (*Korrektur*): The student made some **corrections** before he handed in his essay.

Verbesserung (*Besserung*): Sadly, the patient's health has shown no **improvement**.

verdienen: Do our football stars **deserve** the big money they **earn**?

Verzweiflung: The mass of men lead lives in quiet **desperation**.

verzweifeln: Don't **despair**, there is light at the end of the tunnel.

verzweifelt (AJ): The company is in a **desperate** situation because of mismanagement.

verzweifelt (AV): They fought back **desperately**, but in vain (*vergebens*).

voraussagen: Freak weather has been **forecast** for the weekend. / Scientists still cannot **predict** tsunamis exactly.

Vorbild: Children have more need of **models** than of critics. – *Joseph Joubert*

Vorbild: Is Madonna a suitable **role-model** for career-oriented women?

Vorteil: What are the **advantages** and disadvantages of screen-based learning?

Vorurteil: The belief that you are free from **prejudices** is a great **prejudice**.

vorziehen: I **prefer** tea to coffee.

→ **Add the best of your own finds:**

Transfer training – the letter V

verallgemeinern: Both of the two candidates tend to ... in their speeches.

vertraut mit: Only few Europeans are ... African culture.

vermeidbar: Common learner errors are

verschlimmern: The global recession is likely to ... the situation.

verursachen: Icy roads ... many car accidents.

verzweifelte: The ... farmers organized a march on Brussels.

vorausgesagt: This year's sales were much lower than

vorziehen: I would ... to go to Amsterdam by train.

W

Wahl (Auswahl): This pub offers a **choice** of seven different beers.

wahr: Is it **true** that his wife is leaving him?

Wahrheit: Only children and fools tell the **truth**.

wahrscheinlich: I will phone you soon, **probably** tomorrow.

wechseln: Don't **change** horses in midstream. – *Proverb*

weder ... noch: You can **neither** sail **nor** swim in that coastal area.

wegen: We got into trouble **because of** a hold-up on the motorway.

sich **weigern:** *to refuse to do sth* → The baby **refuses to** drink its milk.

weiterhin etwas tun: *to keep on doing sth* → **Keep on trying!**

wenigstens: The steak was almost inedible, but **at least** it was cheap.

wenn (falls): **If** he calls, tell him the whole story.

USER TIP:

Consolidate, expand, and update your English vocabulary regularly. **Mark** or **underline recyclable** multi-purpose expressions **whenever** you are working with a text, **no matter what** it is about. **Memorize** them in the given **context** and recycle them **on suitable occasions**, when you write an **exercise paper**, **for instance**, or when you **give a presentation**.

Here is an **example**. In the newspaper article **at hand** useful recyclable expressions have been **underlined**. The **asterisks** mark **collocations**. Collocations are ***word *partners** that **often** go together, for example 'to *do your *homework'. Saying "I make my homework" is wrong. They are **extremely useful** for learners of English. Learning and recycling collocations helps you to speak and write ***idiomatic *English** that ***sounds *good**. In **Unit 3, Focus on collocations**, you will learn all you **need to** know about word partners.

Schools ban *virtual *pets (*Haustiere, Kuscheltiere*)

Teachers say *cyber pets *disturb (*stören*) ***lessons and have *bad *effect**

BY MOYA IRVINE

The first Japanese egg-sized *computer *pets went on sale in Britain at the beginning of May. The toys (*Spielzeugtiere*) very quickly became the *latest *craze among children *throughout *Britain. In parks, playgrounds and on *street *corners boys and girls could be seen bent over their virtual pets, trying to *keep them *alive as long as possible. Very soon *queues had *formed outside the *toy *shops, and by July as many as 100,000 of the computer pets had been sold. One million are expected to be sold by Christmas.

The name of this *pocket-*sized game is Tamagotchi, which is Japanese for "lovable egg". The Japanese company Bandai *designed the *game for children not allowed *real *pets. The toy has a tiny *display *screen and three buttons.

To *start the Tamagotchi *game, players *pull a small *tag (*Aufhänger*) at the side and the egg *comes *alive and *appears on the *screen. They then *press the *button to feed, exercise and play with their pet and, most important, to *put it *to sleep at bedtime. It bleeps (*piept*) if it is hungry or if it wants to play, and it can die if not looked after properly. When the pet dies, it flies to heaven and then begins again with a new egg.

UNIT 2: THE SNOWBALL EFFECT – LEARNING WORD FAMILIES

You can **expand** your **active** English vocabulary **easily** if you make it a **habit** (*Gewohnheit*) to explore and learn word families. Take the word family **ability**, for example. **Ability** (*Fähigkeit*) is a noun. The corresponding (*dazugehörige*) verb is **enable**, as in 'The new runway enables jumbo jets to land', and **able** is an adjective, as in 'I would like to be **able** to speak Spanish.'

Get used to learning word families. If you do, you will **increase** your **repertoire** of ever-ready useful expressions fast. Here are a few examples:

WF addition (*Ergänzung, Zusatz*) – **add** – **additional**

N: Jane speaks four foreign languages in **addition** to English.

V: If you **add** 5 and 4 together, you get 9.

AJ: There is no **additional** charge (*Gebühr*) for the use of the sauna.

WF advice (!), (*Rat, Ratschlag*) – **advise** (!) – **advisable** (!)

N: John took his teacher's **advice** and bought a monolingual dictionary.

V: The BBC reporter **advised** holiday-makers not to travel on Fridays in August and September.

AJ: It is **advisable** to reserve a table in *The Swan* on Saturday nights.

WF avoidance (*Vermeidung*) – **avoid** – **avoidable**

N: Your health might improve with the **avoidance** of stress.

V: In the next lesson you will learn how to **avoid** spelling mistakes.

AJ: That conflict was **avoidable/unavoidable**.

WF base, basis (*Basis, Grundlage*) – **base** – **basic**

N: This cream provides an excellent **base** for a delicious pudding.

N: John W. Righter used his diary as a **basis** for his novel *Never Say Never*.

AJ: This easy reader is written in **basic** English.

WF challenge (*Herausforderung*) – **challenge** – **challenging**

N: The new coach says he is ready to face the **challenges** that lie ahead of him and his team.

V: Our friends in Upton have **challenged** us to a football-match.

AJ: I think I'll accept that **challenging** new job.

WF continuation (*Fortsetzung, Fortbestand*) **continue – continual, continuous**

N: The team are hoping for a **continuation** of their splendid form.

V: Emigration from Ireland to America **continued** for much of the 20th century.

AJ: Jack's **continual** phone calls annoyed Jane.

AJ: A **continuous** white line in the middle of a road means no overtaking.

WF end, ending (*Ende*) – **end – endless**

N: Jane couldn't wait to hear the **end** of the story.

N: Jane was pleased that the story had a happy **ending** (!).

V: The Celtic Tiger boom **ended** several years ago.

AJ: Our train was late and the wait seemed (=was) **endless** (!).

AJ: How do you kill time in never-**ending** conferences?

WF help (*Hilfe*) – **help – helpful**

N: Thank you very much, your tips were a great **help**.

N: Whiskey and beer are father's little **helpers**.

V: God **helps** them that help themselves.

AJ: Mother's advice was very **helpful**.

WF knowledge (*Wissen*) – **know – knowing**

N: **Knowledge** is power.

V: God **knows** everything, a teacher knows everything better.

AJ: Jack exchanged a **knowing** look with his father.

WF prediction (*Prophezeiung, Voraussage*) – **predict – predictable**

N: It is difficult to make accurate **predictions** about tomorrow's weather.

V: Optimists **predict** a bright future for Cuba.

AJ: The English weather is **unpredictable**.

WF aim (Ziel) – aim – aimless

N: _____

V: _____

AJ: _____

WF aid (Hilfe) aid – (un)aided

N: _____

V: _____

AJ: _____

WF appearance (Erscheinung) – appear – apparent

N: _____

V: _____

AJ: _____

WF appreciation (Anerkennung, Wertschätzung) – appreciate – appreciative

N: _____

V: _____

AJ: _____

WF approach (Annäherung, Ansatz, Vorgehensweise) – approach – approaching

N: _____

V: _____

AJ: _____

AJ: That rose is **beautiful**. / N: Yellowstone National Park is a place of great

V: The accident was **caused** by a banana peel on the road. / N: What is the main ... of the recession?

V: My task is to **characterize** President Obama's leadership style. / AJ: Rolling hills are ... of this part of the country.

N: Let's buy a bottle of champagne in **celebration** of your victory. / V: Do you ... Christmas in Nairobi?

V: My friend Boris **challenged** me to a game of chess. / AJ: Teaching mentally handicapped children is a ... and rewarding job.

V: The doctor x-rayed the patient to **check** for broken bones. / AJ: The fire burned down (*ungehindert, unkontrolliert*) un... .

N: There is a stiff **competition** for university places this year, / AJ: The global market has become very

V: The rains **continued** for several weeks. / A: Jack's ... phone calls annoyed Jane.

V: The luxury homes in Hill Street **contrast** sharply with the houses of the town's slum area. / AJ: I like your blue shirt with its ... red collar (*Kragen*).

N: What is your **decision**? / AJ: For entrepreneurs (*Unternehmer*) cost-effectiveness is a ... factor.

V: This new product has **delighted** customers all over the world. / AJ: Thank you very much for a ... evening.

V: The Celtic Tiger boom **ended** many years ago. / N: Jane couldn't wait to hear the ... of the story.

N: **Experience** is the best teacher. / AJ: Wanted: ... elephant trainer.

AJ: Europeans are not very **familiar** with African music. / V: ... yourself with the safety manual (*Handbuch*).

UNIT 3: FOCUS ON COLLOCATIONS

Key: In this unit the *asterisks mark collocations (*word *partners)

Collocations are words which often or **exclusively** go together. **For instance**, you can say, "We 'll go to the beach in the afternoon, *weather *permitting (wenn das Wetter es zuläßt)." Saying "weather allowing" would be wrong **although** 'allow' and 'permit' are synonyms. 'Permitting' collocates with 'weather', and 'allowing' does not. Collocations are very important in English, they make your English *sound *idiomatic and *natural.

Here is an **overview** of the most *common *patterns (Muster)

Pattern 1: Verb plus noun collocations

- Don't *jump to *conclusions (Schlussfolgerungen).
- The doctor says Doris has *made good *progress.
- The *price of potatoes is *falling.

Pattern 2: Adjective plus noun collocations

- Is working in marketing *easy *money?
- Learning *useful *collocations works wonders.
- Your *monolingual *dictionary is a real treasure chest.

Pattern 3: Noun plus verb and verb plus noun collocations

- Jane's *heart *beats/*races.
- Can clairvoyants (Hellseher) *predict the *future? –
- Don't *catch a *cold on your way to school.

Pattern 4: Noun plus noun collocations

- Jane is a *night *person.
- Buffaloes follow the *herd *instinct.
- Here is a *book *review.

Pattern 5: Verb plus adverb collocations

- Boris Becker *speaks broken English *fluently.
- *Drive more *slowly, please.
- *Read the instructions *carefully, please.

Pattern 6: Adverb plus adjective collocations

- It was an *extremely *hot day.
- What you are saying is *absolutely *ridiculous.
- Those shoes are *terribly *expensive.

Collocations in action

*Read the following text *attentively *several *times and memorize the highlighted collocations in the *given *context. Then *do the follow-up *exercises.

***RECOMMENDED *READING:**

**Tess of the d'Urbervilles: A *Pure *Woman
*Faithfully *Presented by Thomas Hardy**

BY REBECCA KAPLAN

1 THE FIRST *May *issue (*Ausgabe*) of *World and Press* **included** an article about the woman who is **said to** (*angeblich*) have inspired Thomas Hardy's novel *Tess of the d'Urbervilles*. **According to** the story, Hardy *witnessed the *hanging of a *woman *named Martha Brown in 1856 who was executed for killing her husband **after** he attacked her with a whip (*Peitsche*). Intrigued (*fasziniert*) by this story, I **decided to** *fill a *gap in my *literary *background and read *Tess of the d'Urbervilles*.

2 The novel, *first *published in 1891 in *serial *form (*Fortsetzungsroman*) tells the story of poor Tess Durbeyfield, a *young *woman from the English countryside. Her father **learns that** (*erfährt*) he is the descendent (*Nachkomme*) of a *noble *family from the **area**, and that his *family's *name is a bastardized (*degradierend*) form of d'Urberville. He and his wife send their daughter to the home of a *wealthy *family of that name, hoping for *financial *support.

More skill training

Try to figure out what the ***missing *words** are. ***Consult** a suitable **dictionary** and/or ***online *dictionaries**, if necessary. You will find the solutions in the appendix.

Example:

Infrastrukturmaßnahmen: The government has announced new **infrastructural** ...
→ ... new **infrastructural measures**.

Zeitgeist: How would you characterize the ... **of the age** ?

ländliche Gebiete: Many ... **areas** suffer from a poor traffic infrastructure.

Katastrophe verhindern: What can we do to ... a **catastrophe**?

Hauptursachen: What are the ... **causes** of football hooliganism?

Klimawandel: Volcanic activity affects ... **change**.

Aufpreis: There is no ... **charge** for room service.

den Unterricht besuchen: You may get into trouble if you don't ... **class**.

dich erkälten: Don't ... a **cold** on your way to school.

Fernbedienung: The ... **control** does not work.

Transportkosten: High ... **costs** are a burden (*Last*) on the economy.

gesunde Ernährung/Nahrung: What is your idea of a ... **diet**?

Doppelfehler: The inexperienced young tennis player made many **double** ...

erneuerbare Energie: Invest in ... **energy**!

Happyend: That film has a **happy** ...

gesundheitsbewußt: Jane is a very **health-**... young lady.

UNIT 4: WORD FORMATION – FOCUS ON PREFIXES AND SUFFIXES

In this **unit** you will be **familiarized with the basics of** word formation. You can often work out (erschließen) the **meaning of** compound words (zusammenge– setze Wörter) like **unreadable** or **foreseeable** if you know what their **parts** mean. **In many cases** there is a **central word** (also called a **base word** or a **root word**) with a prefix (Vor-silbe) before it. It can be followed by a suffix (Nachsilbe).

For illustration, let us have a **look at** the central word 'see'. An optimistic football coach might say, "I **foresee** a bright future for our young team." And he might **add**, "But in the **foreseeable** future we might have some ups and downs." A **less optimistic** coach would **probably** say, "In my **experience** the future of a team is **unforeseeable**. I always hope for **the best** and prepare for **the worst**."

Here are a few examples of **common prefixes and suffixes in action**. Let us have a look at the adjective 'helpful'. As you already know, the **focus** of this book is on **helpful** recyclable multi-purpose expressions. If you want to **express** the **opposite of** 'helpful', all you have to do is to **add** the prefix **un-**, and the **result is the adjective** 'unhelpful'. If your taxi driver annoyed you, you might say, "The taxi driver was extremely **unhelpful**." And you might add that you felt **helpless** in that **situation**. You could also use the noun 'helplessness' to **describe** your **feelings**.

If you **practise handling** prefixes and suffixes competently, you will **soon** be able to use them as **valuable tools** (Werkzeug) in your **attempt** (Versuch, Vorhaben) to build a **rich** and **powerful** vocabulary. Here is your **basic** toolkit (Werkzeugausrüstung) – a **list of** common prefixes and suffixes. Memorize the brain-friendly example sentences, that works wonders.

1 For starters – a few examples of prefixes and suffixes in action

Common prefixes:

dis-: We were **dissatisfied** with our hotel.

in-: The film *Never Ever* is **indescribably** boring.

over-: As the population increases, **overcrowding** is becoming a serious problem.

re-: The government would do well to **rethink** its foreign policy.

un-: What's done cannot be **undone**.

Common suffixes:

-al: The retired musician collects musical **instruments**.

-ed: The fans were terribly **disappointed** with the result of the game.

-ful: It was an **eventful** evening.

-ing: Jane has a beautiful **singing** voice.

-ious: Wanted: A **spacious** two-bedroom apartment.

-ist: A **botanist** is a scientist who studies flowers, plants, and trees.

-ment: There is widespread **disillusionment** with the new government.

2 Basics – a selection of useful prefixes and suffixes

PREFIXES

a-, ab: not or without

– **amoral**, **apolitical**, **atheist**, **abdicate** (*abdanken*), **abuse** of power

– These days many people are **apathetic** about politics.

– The baby was born with an **abnormality** of the heart.

al, all: complete, inclusive

– that's **alright/all** right, an **all-African** team

UNIT 5: TEXT PRODUCTION – EXAMPLES

The following texts **demonstrate how you can use recyclable high-frequency multi-purpose expressions to your advantage** when you produce texts. You can **proceed in a similar way**, be it in exercise papers, examination papers, in presentations, or on other **challenging occasions**. You are already **familiar with** most of the highlighted expressions, and you will **come across** many new ones when you study these texts.– It might not be a bad idea to look up some of the words and expressions that have been marked with an *asterisk in a monolingual dictionary, even if you know what they mean. Discovery learning is good for you.

AMERICAN DREAMS, AMERICAN NIGHTMARES

1 For example: Metalais Dages

Let us **assume that** your teacher has asked you to write an exercise paper. Your **assignment is: ‘Reflect on Metalais Dages’ way of pursuing happiness in America.’** You are **familiar with** the text you have been working with in class. Here is a sample answer:

In my opinion Metalais Dages is **much more realistic than** those immigrants who emigrated to America in the **mistaken belief** that in the ‘Land of **Unlimited Opportunities**’ milk and honey flow **continually** and that the roads are paved with gold, metaphorically speaking.

As a *carpenter he felt *trapped in Greece. He knew **from personal experience** that his home country was **not** an open society **at all**. There were social and cultural **barriers**, and as a young man he **realized that** he didn’t have much of a **chance** to make a *decent living in Greece. He would be a poor carpenter, **just like** his father, for **the rest of** his life.

We **learn from** the text that he **decided** to emigrate to the USA in 1974 **because** he wanted his children to grow up in an open **society** where your **chances of success depend** *primarily on the **strength** of your **character**, your **abilities**, and your **willpower**, and not on the financial **power** and the **influence** of the family you come from.

Tabloid: _____

CHARACTERIZATION: Useful multi-purpose adjectives

We use adjectives to **characterize** people, places, things, or situations. Here is an example: In 'Dinner for one' Miss Sophie, a **charming** upper-class lady, asks James, her **dutiful** and **loyal** butler, to serve the **delicious** white wine with the fish. This example **demonstrates that** you would do well to use the best expressions you can think of in a given situation. **Vague, imprecise** adjectives **such as good, bad, interesting, or boring** might bore your listeners or readers to tears. They are often used **thoughtlessly**, and they are **almost meaningless** in many situations. It is true that James is a **good** butler, but an **improved version** might read like this: James is a well-trained, **experienced** and **attentive** (*aufmerksamer*) butler.

There are **more than** one thousand adjectives in the English language, and you cannot learn them all. If you pick and choose about one hundred **according to** your **needs**, you will soon have a **solid basis** of high frequency adjectives at your fingertips – **available** (*verfügbar*) for recycling in new situations.

Kick-start – focus on characterizing people

Adam is an **adventurous** and **ambitious** (*ehrgeiziger*) young man, but he is also **aggressive** and **arrogant** occasionally.

Barbara is a **balanced** and **benevolent** (*gutmütig, wohlwollend*) young lady.

Carla is a **curious** (*gespannt, neugierig*) and **charming** person.

My **dear** friend **Denis** is a delightful travelling companion.

Eric is an **easy-going** teenager who loves **elegant** shoes.

Fredericksen is a **frustrated** politician. He is often **furious** at journalists.

COMMON LEARNER ERRORS: Words that are often confused

If you **manage to** come to grips with the most **common** little troublemakers you will **reduce the number of mistakes** you **make** noticeably **within a few** weeks. Using the words 'error' or 'fault' in the ***previous** sentence **instead of** 'mistake' would be **wrong** in the given **context**. In tennis, **however**, you **might be afraid of** making a double **fault**, and your computer does not make mistakes or faults, it is a computer **error** that frustrates you.

Here are a few examples of common learner errors:

actual / current

The adjective **actual** does not **mean** 'aktuell, gegenwärtig'. It means **real**, **as in** "Everybody calls him Obi, but his **actual** name is Obraniak." Use the adjective **current** when you **refer to** things which are **happening** or which **exist** now. → In its **current** state our old VW **is worth** 800 pounds.

advice (noun) / advise (verb)

The noun **advice** is not **countable**. Saying "Jane gave me many advices" would be **wrong**. **Correct**: "Jane gave me **lots of advice**". Also correct: "**many pieces of advice**". → I **advise** you to take my **advice**.

childish / childlike

If you say someone's **behaviour** is **childish**, you **criticize** that person. You think she or he is being **silly** or ***immature**. **Childlike** means having **qualities** that are **characteristic of** a child, as in **childlike delight/directness/ simplicity/wonder**.

Follow-up exercise: Here is a list of common learner errors **for you to** explore **according to** your needs. Your monolingual dictionary will not disappoint you.

above / over – accept / except – affect / effect – below / under – classic /

classical – complement / compliment – convince / persuade – emigrate,

emigrant / immigrate, immigrant – historic / historical – in / into – it's / its –

lose / loser / loose – poor / pore / pour – quiet / quite – remember / remind –

uncountables: advice, furniture, information, no news is good news, etc.

USER TIP: Add y o u r “favourite mistakes” to this list, embedded in example sentences, and underline the trouble spots. That works wonders. You will reduce the number of mistakes you make considerably within a few weeks.

Examples:

– Is that all? / You are almost twenty minutes late.

– He’s doing well. / Welcome to the show!

MY ERROR HIT LIST

– Remind me to remember John’s birthday.

– Think first, then write! / Nothing is easier than that.

– _____

– _____ etc.

CREATIVE WRITING: The Price of Potatoes

The Price of potatoes – a *didactic tale

BY AVE RUHTRA

Once upon a time in September Henry F. McMoney, a **wealthy** farmer in the **small** Lincolnshire village of Greenfield, was **inspecting** his potato fields **early** in the morning to **see how** his potatoes were doing and to **decide when to** harvest (*ernten*) them. He was **delighted to** see that his seven cows were grazing **happily** in his mega-green meadows (*Weiden*). **That year** the rye (*Roggen*) and wheat (*Weizen*) harvest had been **above average** and his potatoes were in good shape (*Zustand*), **therefore** he went home **gaily whistling** the evergreen *Happy days are here again*.

UNIT 6: THE TOPICS – COMPILING A TOPIC-RELATED LANGUAGE BANK

KEY: In this unit **topic-related** words and expressions appear **in bold** and multi-purpose expressions are underlined.

What is the best way to explore a topic? There are many possibilities. Here are a few suggestions. The approach may vary from **topic** to topic, depending on the **communication situation**, the **previous knowledge** (Vorwissen) you have, and other factors. Try out various task approaches and find out which ones suit your purposes best in a given situation.

Simulation of possible scenarios

1 Starting out with the help of a monolingual dictionary – topic: humour

In many cases it is advisable to begin your **exploration** of a new **word field** with the help of a reliable monolingual dictionary. Of course you are familiar with the **umbrella term** (Oberbegriff) **humour**, and you also know such **specialist terms** (Fachausdrücke) as **comedy**, **irony**, **parody**, or **sarcasm**, so you may wonder why you should look them up in a dictionary. There are several reasons why you should.

Let us suppose that you are reading a comedy in class. If you look up the above-mentioned **keywords** in a monolingual **dictionary** you are likely to come across such helpful expressions and **example sentences** as 'to have a **sense of humour**', 'a **parody of** a spy novel', 'the **comedian made the audience laugh**', or 'That film is a **biting satire of** life in the 60s.' There is a **snowball effect**: As you go along you will automatically pick up several useful words, a **biting satire**, for instance. In other words, you will **expand** your **vocabulary** continually in this **process** of enjoyable and rewarding (sich lohnendes) **discovery learning**.

If you want to make sure that new expressions become part of your **active vocabulary** you would do well to **recycle** them repeatedly in new situations until you have **internalized** (verinnerlicht) them. Here is an example: You are writing an **exercise paper** on the **popular** TV evergreen *Dinner for One*. You might start out with a **statement** like, "As we all know the English have a strange **sense of humour**. In 'Dinner

for One', James, the dutiful butler, **makes the audience laugh** when he stumbles (*stopert*) over a tiger skin rug again and again.

Three years later on you are a first semester student of English, and you are attending a seminar on **The British sense of humour**. It might not be a bad idea to **compile** your own **field dictionary** early on in the semester and to add new entries occasionally, for example when you have noted down new **specialist terms** during a seminar session. Here is a list of essential **topic-related terms**:

anticlimax, burlesque, cartoon, caricature, comedy of manners, comedy of situation, epigrammatic remark, exaggeration, incongruity, irony, joke, juxtaposition, nonsense poetry, parody, pun, ridicule, sarcasm, self-irony, tongue-in-cheek, wit, wordplay

Try this: Explore terms that interest you. Note down the **definition** your monolingual dictionary supplies. Add other useful information and an **example sentence** (if there is one). Then **surf the net** for a few minutes in a goal-oriented way and note down the best of your own finds.

Examples:

PUN – the **humorous** use of a word that has more than one meaning, or of words that have different meanings but sound the same. → *Is life worth living? That depends on the liver.* – William James. / *Atheism is a non-prophet organization.* – The word 'prophet' has been used instead of 'profit' to **produce a comic effect**.

SARCASM – saying the **opposite of what you mean** in order to be unpleasant or to **make fun of** someone → "That penknife will be useful in our kitchen," said Jane **with heavy sarcasm**.

Vocabulary workshop: Topic-related word families

Proceed in the same way as in **Unit 2** (... learning word families).
Explore those terms that interest you most.

Examples:

WF exaggeration (*Übertreibung*) – **exaggerate** – **exaggerated**

N: He tells the story simply and without **exaggeration**.

Discovery learning – kickstarters:

ARCHITECTURE: aisle, banderole, Doric, gable, keystone, loggia, mansard, podium, stucco, vault; → add other terms, please:, as you go along:

ASTRONOMY: asteroid, big bang theory, comet, double star, equinox, Fraunhofer lines, galaxy, light year, Milky Way, nova, solar system, solstice, zenith; →

BIOLOGY: agar agar, bacillus, chlorophyll, dinosaur, enzymes, fauna, genetics, humus, inorganic, kelp, larva, mutation, neuron, osmosis, plasma, quinine, recessive, spore, tissue, urea, vein, warm-blooded; →

CLIMATE: WIND, AND WEATHER: arid(ity), bora, cumulus, dew-point, El Nino, föhn, greenhouse effect, humid(ity), isobar, jet stream, khamsin, land breeze, microclimate, nimbus, occlusion, precipitation, roaring forties, sirocco, trade wind, wind chill factor, zone; →

APPENDIX

1 SOLUTIONS TO THE EXERCISES

*User tip for minimalists and/or for learners who wish to increase their English word-power fast for one reason or another: Memorize about twenty to thirty of these example sentences every day. This turbo **approach** (Vorgehensweise) **works wonders**. **Just do it** – it is **worth** the **effort** (Mühe, Versuch).*

UNIT 1: Basics – focus on helpful multi-purpose expressions

Vocabulary revision and consolidation – the letter A

- **Apart from** Mike, who hurt his leg, all the children are fine.
- Is life worth living? That **depends on** the liver.
- Our society should reduce its **dependence on** the car.
- The coalition's plan was **rejected** by the opposition.
- The minister **refused** to discuss the matter on TV.

- In this **section** you will be shown how to recycle useful expressions.
- The road to hell is paved with good **intentions**.
- I feel John came home late **deliberately/intentionally/on purpose**.
- John **denies** breaking his neighbours' windows.
- John, why were you **absent** on Monday?

- We can **offer** a special price if you pay cash.
- A good **beginning** makes a good ending.
- Let us **assume/suppose** that you are going to study English.
- May I have your **attention**, please?
- Whether we need more drinks **depends on** how many people turn up.

The letter B

- My statement is **based on/upon** the assumption that the data are correct.
- Many people in developing countries live under poor **conditions**.
- The **term** *global village* was coined by Marshall McLuhan.

2 IRON RATION: MY TOP 100 LIST OF EVER-READY “EVERGREENS”

*Here is a list of 55 mega-useful **recyclable** multi-purpose expressions embedded in memory-friendly example sentences. It might not be a bad **idea** to memorize two packs of five example sentences every day, starting today. If you do so, you will have a **solid basis** of ever-ready “evergreens” at your disposal within **less than** a week, **no matter what** topic and communication situation you will have to **cope with** in the near future. Use a **suitable** dictionary, please, when you **come across** a word or expression you are not **familiar with**. Be your own boss, **autonomous discovery learning** is very **effective**. Working with your dictionary **regularly** will **pay huge dividends in the end**.*

*Add the best of your own finds from this book and other **sources**, and make it a **habit** to recapitulate your “oldies” **regularly**.*

***USER TIP:** Memorize a daily ration of 20 to 30 **items** every day at bedtime just before you fall asleep – **sleeplearning works wonders**.*

- They were **able to** solve the problem quickly.
- A good read: John Irving, *The World **according to** Garp*
- Jimi Hendrix **admits that** Purple Haze was on his brain often.
- Wiseman **advises** (!) the government **on** money matters.
- I **agree with** (!) the chairman. We do need more money!

- I **agree to** (!) the chairman’s new plan.
- A go get give -show style will not **amuse** your teacher.
- The whole family **approves/disapproves of** Jane’s new boy-friend.
- Back up/Support your **arguments** with evidence from the text.
- **Although** Max Acmoney is superrich he is not happy.

- **Apart from** being a great actress Linda Yessican is also a caring mother.
- The traffic was heavy, and **as a result I** came late.
- People with a positive **attitude to** life may live longer.
- Grandfather is **busy watering** the flowers in the garden.
- Some people tend to **blame** others **for** their misery.

- Rita is **both** courageous **and** goal-oriented.
- In most of his films Robert Redford **comes across as** a man of action.
- To **conclude** I would say, “Never say never.”

3 TREASURE CHEST: USEFUL LEFTOVERS – PICK AND CHOOSE FREELY

This and that – wise words, not so wise words, and *trivia

These leftovers from fifty years of teaching English are a kind of scrapyard (Schrottplatz). You will probably not find exactly what you are after, but you are very likely to find something useful any time you work with this material.

When you work with this section, you will revise and consolidate many useful high-frequency expressions you are already familiar with. Pick and choose those expressions that suit your purposes best and memorize them in the given context.

If you begin right now and memorize a pack of five or ten example sentences per day you will have hundreds of helpful high frequency expressions at your disposal (einstzbereit) within a few weeks. In other words, you will improve your English wordpower in an enjoyable and sustainable (nachhaltig) way in no time.

Key:

- **in bold** = recyclable multi-purpose expressions
- *asterisks = *common *collocations and /or words you might not be familiar with. In that case, look them up in a *suitable *dictionary, please.
- BT: book title
- HGW: headline, The Guardian Weekly
- HRO: headline, READ ON
- WL: world literature

- **Absence** makes the heart *grow *fonder. – *Saying*
- Muhammad Ali has ***achieved** the *success he *deserves.
- A sahib has got to **act** like a sahib. – *George Orwell, Shooting an elephant*
- Use ***action** *verbs when you *describe your *skills in a *job *interview.
- HRO: Leonardo DiCaprio: *Movie *star and *environmental ***activist**

- WL: Mark Twain, *The **Adventures** of Huckleberry Finn*
- African countries are *seriously ***affected** by *global *disparities.
- Who's **afraid of** Virginia Woolf? – *Edward Albee, a play*
- The Romans ruled Britain with the **aid of** their army.
- Because you are **alive**, everything is possible. – *Thich Nhat Hanh*

- HGW: We can't **allow** *tech *giants **to** rule
- **Always** do what you are afraid to do. – *Ralph Waldo Emerson*
- A coaster is a ship that sails from port to port ***along** the *coast.
- The new *football *coach says it is all **a *matter of** *motivation.
- They are taught how to reduce the ***amount** of *fat in their diet.

- “We are not **amused,**” said the Queen at the end of her statement.
- Next I am going to **analyse** the *father-son *relationship.
- The song *The *Great *Pretender* is old **and yet** very modern.
- HRO: **Another** Bush in the White House?
- HGW: There's no ***antidote to** this *super bug

- *Recommended *reading: *Mona Simpson, **Anywhere But Here***
- ***Apparently** there is nothing that cannot happen today. – *Mark Twain*
- BT: Poetry and *Prose ***Appreciation** for *Overseas *Students
- I ***apologize for** not replying earlier.
- In many *rural ***areas** the *public *transport system is *inadequate.

- When you *write a *summary, use your own words **as far as** possible.
- Walk **as if** you are kissing the Earth with your feet. – *Thich Nhat Hanh*
- HGW: Business **as usual** in Sochi's only *gay *bar
- **Assignment:** *Describe the cartoon *in detail.
- Let us **assume that** you are in Joe's shoes: How would you react?

- The text **at hand** is an *extract *from Erich Segal's *novel *Love Story*.
- Life is **available** only at the *present *moment. – *Thich Nhat Hanh*
- **Avoid** such ***vague** *words as *good, bad, interesting* and *boring* if any possible.
- What's a man's idea of a **balanced** diet? A Budweiser in each hand. – *One-liner*
- The XY company is **based in** Nairobi.

- The ***battle for** *women's *rights has been largely *won. – *Margaret Thatcher*
- **Be** – don't try to become. – *Osho*
- What we think, we **become**. – *Buddha*
- If you can't **beat** them, join them! – *Slogan*
- The fear of the Lord is the **beginning of** wisdom. – *The Bible, Psalms*

- Exploring South Africa: Read Alan Paton's book *Cry, The **Beloved** Country*
- The author's *central *thesis is, “Being multilingual ***benefits** the *brain.”
- He is playing the ***blame** *game again.
- The noun *infotainment* is a **blend of** the words *information and entertainment*.

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How to learn words deeply. How to increase vocabulary in a short time. How to expand your writing and speaking vocabulary. How to ensure you don't forget words you learn. Imitate native speakers. Prefer to use English over your native language. In this article, we'll examine these strategies in great detail. This guide is long. How to increase vocabulary. 25 January 2019 19 March 2016 by engexam.info. To have good vocabulary is probably the most important thing in spoken and written English. To know the right word at the right moment is important. In fact, it is so important it can make or break your conversation or paper. It can be especially aggravating when you know the word but fail to recall it at the right moment. Coming up with the word minutes after you needed it only adds to the frustration. Reading. This is the most obvious choice. Read as much as you can and whenever you see a word or a phrase you don't quit Be powerful! Speak with confidence. Choose the right English words, and say them with power and strength. Speak English like a boss with these techniques! 5. Speak for two minutes. This is another kind of improvisation, which can help improve your fluency and increase your confidence. Set a timer (on your phone or clock) for two minutes. Choose a random topic you can find everyday topics to talk about at Conversation Starters or more thoughtful prompts (ideas) at Writing Exercises. The most effective way to build your vocabulary is described in this page on Word Power. Educational research has discovered that your I.Q. is intimately related to your Word Power. Take a standard Vocabulary test and then an intelligent test, the result in both will be substantially the same. By using this page, you can increase your vocabulary faster and more easily than you may realize. You can, in fact, accomplish a tremendous gain in your communication skills in less than two to three months of concentrated effort, even if you go at your own speed of a page a day.