

Unit Three



Unit Topic:
And What
Happened
Next?

**BUILDING
VOCABULARY
SYSTEMATICALLY**

▣ **PART 7:**
**Combining
Word Elements**

▣ **PART 8:**
**Word Pairings
& Groupings**

▣ **PART 9: Word
Beginnings &
Endings**

WHAT'S the WORD?

PART 7: Combining Word Elements

Combining Word Elements— *Compound Words & Phrases*

The most effective way to acquire new vocabulary is through *context*—by listening to and reading many examples of good English usage. Also, we can find out more about words and phrases from dictionaries, and we should try to use new items correctly and appropriately in our own speaking and writing.

However, there are *also* efficient and effective ways to learn vocabulary *systematically*. The three parts of **UNIT THREE: BUILDING VOCABULARY SYSTEMATICALLY** give info about and practice in how to *organize* our vocabulary acquisition. Then we can learn more items more quickly and remember them better.

One way to acquire new vocabulary systematically is to learn *combined* words and phrases called *compounds*. There are several kinds: “closed” (single words containing two or more elements), hyphenated, and “open” (phrasal combinations).

Compound words are “combined” because they consist of two or more elements—shorter, simpler words that go together. There’s no space between parts of these “closed compounds.”

- The most basic compound words have “conjoined meanings.” The meaning of the compound is a *combination* of the meanings of the smaller words. These are the easiest compound words to learn, of course, because if we know what their elements mean, we don’t have to figure out or look up the meaning of the compound. Here are some examples from *What’s the Word?*, followed by their parts of speech: *some* + *thing* = *something* (pro.); *an* + *other* = *another* (adj.); *sun* + *light* = *sunlight* (n.); *sand* + *storm* = *sandstorm* (n.); *head* + *ache* = *headache* (n.); *under* + *line* = *underline* (v.)

What parts of speech are *compounds*?

Elements conjoined in *compound words* and *phrases* can be *nouns*, *pronouns*, *verbs*, *adjectives*, *adverbs*, or even *prepositions* or *pronouns*.

The majority of vocabulary items formed by combining word elements are *nouns*. There are also a lot of compound *adjectives*—and a smaller number of compound *verbs*.

As usual, to be sure about the part of speech, look up the item in a dictionary.

But make sure that the definition and examples you choose to attend to fit the meanings and uses of the relevant items in context.

What about the pronunciation of compound vocabulary items? Is it the same as the pronunciation of the individual word elements?

The pronunciation of the vowel and consonant sounds is usually the same.

- In compound *nouns*, both words and phrases, usually the *first* element carries the stress, as in these examples:

'work•text;

'home•work;

'class•room; 'book bag.

- In compound *verbs*, it's usually the *last* part of the item that gets the stress, as in the compound words over•'do; out•'weigh; under•'go.

- In a similar way, the last word in a *phrasal verb* is usually emphasized, as in break 'out; look 'up; take 'over.

Word stress patterns vary in compound adjectives or adverbs. Here are examples: for•'ever; 'sea•sick; 'heart•broken; heart•to•'heart.

- Most compound words, however, have meanings somewhat *different* from the meanings of their individual elements or parts. Here are some examples, with their parts of speech and short definitions: over + weight = *overweight* (adj: weighing too much); earth + quake = *earthquake* (n: shaking movement of the earth); off + spring = *offspring* (n: children); under + stand = *understand* (v: comprehend).

Hyphenated vocabulary items are compound words that have a short line (a punctuation mark called a *hyphen*) between the parts. Most of these words are compound adjectives before nouns. Here are a few examples: well + known = *well-known* (e.g. people); twenty + five = *twenty-five* (e.g., years old); left + brained = *left-brained* (e.g. mental activities); self + help = *self-help* (e.g. groups); person + to + person = *person-to-person* (telephone calls).

Compound phrases, also called “open compounds,” are not single words. They’re combinations of words that fit together with spaces between them. For example: bulletin + board = *bulletin board* (n: a board for hanging up notices and messages); office + clerk = *office clerk* (n: a person who works in an office); college + campus = *college campus* (an area with college buildings).

Because the form of compound items may vary or even change, it's not always easy to know if an item is *one word* without a space between the conjoined parts, a *hyphenated word*, or *two or more words* in a phrase. To make sure of its spelling, look up the item. If you can't find it in print or online, it probably consists of separate words.

Kinds of Combined Vocabulary Items with Examples

Compounds			Phrasal Verbs (Derived Nouns = Closed Compounds)		Expressions, Idioms, Misc.
“Closed”	Hyphenated	“Open”	Inseparable	Separable / Intransitive	
lifetime	one-sided	full moon	go through	bring up	on the ball; a hot potato; add insult to injury; up in the air; lose your touch; sit tight; pitch in; go cold turkey; face the music; on the ball; ring a bell; under the weather; blow of steam; cut to the chase; all in all
cannot	ready-made	real estate	call on	do over	
anybody	fifty-fifty	high school	get over	call off	
meantime	left-handed	cell phone	look into	fill out	
inside	well-to-do	home page	take after	give away	
without	long-term	child care	run across	take down	
become	up-to-date	photo ID	come up with	turn on	
moreover	self-esteem	real time	cut down on	eat out	
birthday	on-site	ice cream	get rid of	get by	

Instructions: Can you put small words together to form compounds--and understand their meanings? To find out, follow these instructions:

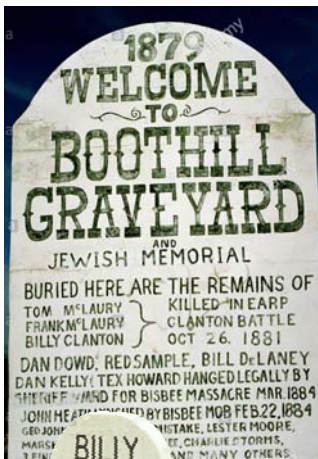
- In the left column are some words, lettered A-T. To match them with the words in the second column, draw lines. Then write each compound word you have formed in the third column after the same letter and the part of speech. (All the words are from this *What's the Word?* Worktext. A few have hyphens but none have spaces.)
- In the last column, match items with their meanings. Write the numbers A-T on the lines before the definitions. (To check your work, see *Answer Key 152.*)

VOCABULARY CHART: COMPOUND WORDS

First Word Element or Part	Second Word Element	Part of Speech: Compound Word	Definition or Explanation
A. under	killers	A. adj: <u>underlined</u>	1. <u>D</u> my father's or my mother's father
B. house	four	B. n: <u>household</u>	2. <u>G</u> twelve plus twelve
C. our	father	C. pro:	3. ___ with a line underneath
D. grand	phones	D. n:	4. ___ pills or medicine to reduce pain
E. pain	lined	E. n. pl.	5. ___ all the people living in a house
F. news	paper	F. n.	6. ___ us (reflexive pronoun)
G. twenty-	selves	G. adj:	7. ___ a regular paper with news, ads, etc.
H. head	hold	H. n. pl:	8. ___ believing in one own's abilities
I. self-	confident	I. adj:	9. ___ a shaking movement of the earth
J. how	quake	J. conj:	10. ___ device to put over the ears to hear music, the radio, etc.
K. earth	room	K. n:	11. ___ a board to write on with chalk
L. chalk	light	L. n:	12. ___ rough weather with rain
M. class	ever	M. n:	13. ___ not aware of what you're doing
N. day	hardy	N. n:	14. ___ in whatever way
O. rain	being	O. n:	15. ___ school assignments to do at home
P. absent-	fast	P. adj:	16. ___ taking useless or foolish risks
Q. home	work	Q. n:	17. ___ the first meal of the day
R. break	minded	R. n:	18. ___ feelings of personal and physical comfort or condition
S. well-	storm	S. n:	19. ___ the light of day; the opposite of darkness
T. fool	board	T. adj:	20. ___ a room where classes meet

Instructions: Can you put together small word elements to form compounds that fit the context of a story? To find out, write the missing words and phrases in the following story from the reading text *WHAT'S the POINT? BOOK TWO*.

Before each blank in the story are two words in parentheses. Combine these to form a compound--a single word, a hyphenated word, or a phrase. Be careful--the words are not always in the correct order. If you are not sure of the type, spelling, or meaning of the compound, look it up in the dictionary. A few answers are given. You can check your work with the correct ones on *Answer Key* page 152.



Scenes from Tombstone, Arizona

AT PEACE AT LAST

Tombstone, Arizona, is now a 1(town, tourist) tourist town. It's 2(well, known) well-known for some famous 3(stones, tomb) tombstones—with the names of some long gone 4 (cow, boys) cowboys on them.

In the warm 5(shine, sun) _____, 6(sight, seers) _____ visit historic buildings—the old hotel, the 7(house, court) _____, the 8(drug, store) _____—and of course the famous 9(grave, yard) _____ that's a symbol of the violence of the old American 10 (West, Wild) _____.

In those days of the nineteenth century, there were 11(last, long) _____ 12(feuds, family) _____ or conflicts.

Continued on next page . . .

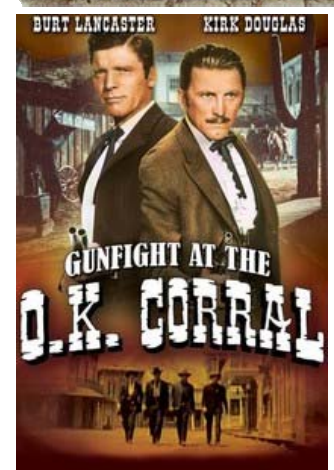
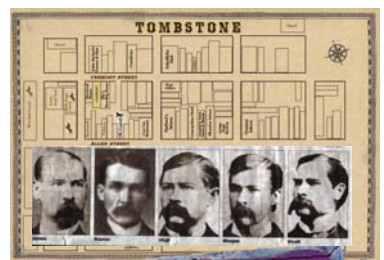
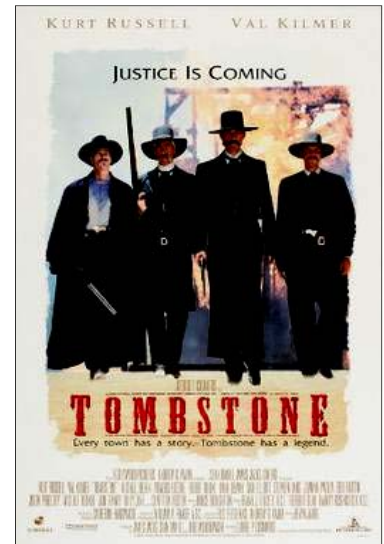
On October 26, 1881, there was a 13(shoot, out) _____ at the O.K. Corral. It lasted less than a minute. But after the shooting, two brothers and their friend were dead--killed by the famous 14(man, law) _____, Wyatt Earp.

In the 1950s, when 15(movie, makers) _____ and 16 (TV, producers) _____ began showing the incident in Westerns, the town of Tombstone became famous. Today, over 500,000 people a year visit the site of the legendary 17(fight, gun) _____.

For most of them, it's a 18(fun, filled) _____ visit to an authentic kind of 19 (park, amusement) _____. But some of the 20(people, towns) _____ of Tombstone are 21 (fed, up) _____ with the town's 22(gun, slinging) _____ image. On the yearly anniversary of the event, they want a 23(church, service) _____ for the departed 24 (fighters, gun) _____ so they can pray for their

souls. Other 25 (church, goers) _____ think the idea is silly because the violence of the old American Wild West is long gone and long forgotten.

Well . . . , isn't it?



How might these visuals relate to the story "At Peace at Last"?



Word List: Vocab Elements to Choose From

- bears
- behaved ✓
- city
- control
- dealer ✓
- deer
- gang
- good
- horned
- well ✓
- lifting
- Never
- out
- pot
- snakes
- trouble ✓
- water



Which compound vocabulary items might name these "exotic pets?"

Instructions: Can you complete compound words and phrases (including phrasal verbs) for the context of another story from the reading *Worktext, What's the Point? Book Two*? To find out, write the missing words parts in the blanks. (Choose from the word list on the left or right.)

Be careful--some items are missing the first part or element, and others are missing the second. Also, in some items, you should leave a space or add a hyphen. In others, just add a word element to the given item to form a compound or phrase.

A few answers are given. All are on *Answer Key* page 152.

MONTANA IN CALIFORNIA

"Montana" lived with the Walkers, his adoptive family, in La Puente, California. He wasn't far from a ¹troublemaker. He definitely wasn't a ²drug dealer or a ³_____ member. He was never involved in violence or even minor crimes like ⁴shop_____. In fact, Montana was ⁵well-liked and ⁶well-_____. His family described him as ⁷_____-natured and lovable. ⁸_____theless, Montana got in trouble with the law. The ⁹_____ council of this Southern California community wanted to run him out of town.

Montana, a Vietnamese ¹⁰_____bellied pig, was the family pet of the Walkers. He got into ¹¹hot _____ a few years ago when an ¹²animal _____ officer ¹³found _____ about him. There's a local law against pet pigs--as well as pet ¹⁴rattle_____, penguins, ¹⁵long-_____ cattle, ¹⁶polar _____, ¹⁷rein_____, kangaroos, and other wild animals.

Continued on next page...

Continued from previous page . . .

Word List:
*Vocabulary
Elements to
Choose From*

- date
- deer
- ever
- hold
- makers
- mean
- member
- night
- planning
- pound
- rate
- rid
- tearing
- throw
- worry

The real-life clipped newspaper segment of the original article below contains even more compound items (underlined), some added afterwards. Can you insert others that make sense, such as elsewhere, everyone, therefore, uplifting, sometimes, setback, bypass, underdog?



But to the Walkers, Montana was like a ¹⁸family

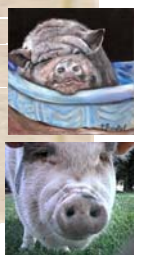
_____. They asked the ¹⁹city _____
commission to ²⁰_____ out this ²¹out-of-_____
law, and the committee agreed. But that was before
a council member had a terrible ²²_____mare.
He dreamed that a ²³400-_____ monster pig was
running wild and ²⁴_____ up the city. Because of
this scary but ridiculous dream, the city council ²⁵got
_____ of two of its city planners.

Some of the ²⁶law _____ were ²⁷_____wants—
concerned about the image of the city. Others said that
with the rising ²⁸crime _____ and drugs in La Puente,
they didn't think a pig could be harmful to its reputation.

The Walkers spent over \$10,000 in legal fees to
²⁹_____ on to Montana. The pig was going to be
put on trial. In the ³⁰_____time, the family fought
and fought for permission to keep Montana at home.

Los Angeles Times May 14, 1996

Once again, a potbellied pig named Montana is splitting up city politics in La Puente. Live pigs are outlawed downtown and in the outskirts of the city. A 3-2 City Council decision upheld the law, stonewalling a proposed ordinance turnaround that would have allowed one roly-poly pig per household. That decision is hogwash, a pig spokesperson said. Montana's owner and gatekeeper, Michelle Walker, has vowed to save the bacon, even if it means running for City Council in the upcoming election. In the meantime, Montana, the Vietnamese potbellied pig named after former quarterback Joe Montana, is likely to keep up his jam-packed everyday commonplace carefree schedule of eating, oinking and sleeping.



Instructions: Do you know the meaning of commonly-used combined words and phrases? Can you use them in your own contexts and communications?

1. In the first column of the vocabulary chart that follows, list the most useful or interesting conjoined words and phrases from **PART 7** of *What's the Word?* You might want to identify these as "Closed," hyphenated, or "Open" compounds; phrasal verbs; idiomatic expressions; or other types of vocabulary combinations. You can add items of your own. A few examples are given.
2. In the second column, write the *Part of Speech* of each item. In the third column, write a simple explanation or definition of its meaning--of your own or from the dictionary.
3. In the last column, use the item *in context*--a phrase or sentence that clearly shows its meaning. Try to think of an example that you might use in your own speech or writing.

There are no absolutely "correct answers," of course, but there's a sample **VOCABULARY CHART: COMBINED WORDS & PHRASES** on *Answer Key* page 153.

VOCABULARY CHART: COMBINED WORDS & PHRASES			
<i>Combined Word or Phrase</i>	<i>Part of Speech</i>	<i>Definition or</i>	<i>Example of Item Use</i>
1. tombstone (closed compound)	• n.	• a stone over the grave of a dead person	• What do you want written on your <u>tombstone</u> after you die?
2. worrywart (closed compound)	• n.	• a person that worries unnecessarily	• Don't be such a <u>worrywart</u> --there's nothing to worry about.
3. get rid of (idiom)	• v.	• free (yourself) of	• How can I <u>get rid of</u> this throbbing headache?
4.	•	•	•
5.	•	•	•
6.	•	•	•
7.	•	•	•
8.	•	•	•

VOCABULARY CHART: COMBINED WORDS & PHRASES

<i>Combined Word or Phrase</i>	<i>Part of Speech</i>	<i>Definition or Explanation</i>	<i>Example of Item Use in Context</i>
9.	.	.	.
10.	.	.	.
11.	.	.	.
12.	.	.	.
13.	.	.	.
14.	.	.	.
15.	.	.	.
16.	.	.	.
17.	.	.	.
18.	.	.	.
19.	.	.	.
20.	.	.	.
21.	.	.	.
22.	.	.	.

Learning Beyond the Book

One way to acquire new vocabulary *systematically* is to learn how to use *combined words and phrases*. For at least a week, pay attention to new and especially useful *closed*, *hyphenated*, and *open compounds* as well as other vocabulary combinations. Here are suggestions for steps to follow:

1. In the boxes on the following pages are some words that commonly appear at the *beginning* of conjoined vocabulary items. On your own or with others, try to remember or think of--and look up--as many compound words and phrases as possible that *begin* with each of these words. (A few examples are given.) List them in the box or on paper. You may or may not want to include idioms. Work on each box for about 15 minutes. Remember: in *combined* items, all the elements must be *words*, not prefixes or endings.
2. Every day, make a vocabulary chart--like the one on pages 102 and 103--with some or all of the items from one of the boxes. Be sure to spell the items correctly--as compound words without a space between the parts, as hyphenated words, or as compound phrases (separate words). In your *Chart*, include the part of speech, simple explanations or definitions, and examples in context. Some possibilities are viewable on page 155 of the *What's the Word? Answer Key*. You might compare your work with that of others that have made *Charts* with combined items that begin with the same element or part.
3. For even more "advanced" creativity in learning (about) combined words and phrases, you might try using a boxed "first element" as the *last* element of items--as in 1. *air*= *midair*, (*full of*) *hot air*, *up in the air*, *by air*, *on the air*, *clear the air*, *get some air*, etc.
4. Alternatively or additionally, it might be fun to take one of the *final elements* of combined vocabulary items from a box to begin a *new* collection of listings. For instance, some items beginning with the element (*air*)*bag* could be: *bagpipes* and *bag lady*, but few others. Starting with *bus* (from *airbus*) yields only one item (*busboy*), but the word *dry* (as in *airdry*) is more productive, as in *dry off*, *dry out*, *dry up*; *dry-cell*, *dry clean(ers)*, *dry dock*, *dry-eyed*, *dry goods*, *dry ice*, *dry measure*, *dry rot*, *dry run*, *drywall*.

Get help in compiling such items from large learners' dictionaries (such as *Longman Advanced American Dictionary*) or websites devoted to word building, like morewords.com. There are also references that list nearly *all* conjoined items of specified types (compounds, phrasal verbs, idioms, etc.) worth learning. And there are lots of visuals to aid memory.

5. Make *Boxes* and *Charts* of your own with the first (and middle?) and last elements of other conjoined compounds and word or phrase combinations. All the while, be sure to try using the new and interesting vocabulary you learn in your own speech and writing.

1. *air*

airbag, airbus, air dry, air out, airway; air flow, air kiss, airline, airport, air raid, air-cooled, ...

2. *any*

anybody, anyhow, anywhere, ...

3. *back*

back away, back down, back off;
backache, backbone, ...

4. *bath*

bathroom, bathtub, bathrobe, ...



backbone, back door



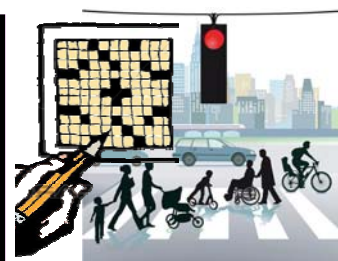
bathtub, bath mat,
bathrobe

5. *cross*

crossword, cross-eyed, cross-cultural,
crosswalk, cross out, ...

6. *day*

day by day, day of reckoning; day care
(center), daydream, day job, ...



crossword, crosswalk



daybreak, daydream

7. *down*

downstairs, downtown, down-to-earth,
down-home, downstream, download, ...

8. *every*

everything, everyday, everything,
Everyman, ...



downhill, down-to-
earth, down payment



everybody = everyone



firebug, fire truck,
firestorm, firefighter



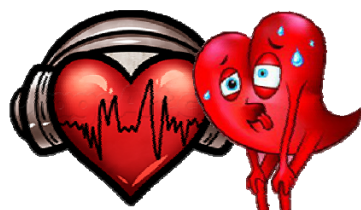
good-bye, good
night, good luck

9. fire

firefighter, firestorm, firebug,
firestorm, . . .

10. good

good buy, good-looking good
night, . . .



heartbroken, heartbeat



highchair, high school,
high heels, high five

11. heart

heartache, heart-to-heart, heart and
soul, heartbroken, heart attack, . . .

12. high

highlight, high school, high heels,
high five, highball, . . .



home run, home school

13. home

homesick, home run, hometown,
homework, home stretch, . . .

14. left

left-handed, leftovers, left-of-
center, . . .



leftovers, left-handed

15. *new(s)*

new moon, new money, new-found;
newsletter, news report, newscast; . .

16. *out*

outlining, outdoors



new moon; newspaper



outhouse, out-of-body;
outdoors (outside)

17. *self*

self-confidence, self-service, self-
serving, self-sustaining, self-rule,
self-sufficient, self-righteous, self- . .

18. *side*

side street, sideswipe, sideways,
sidetrack, side dishes, sideline, . . .



self-confident, self-
defense, self-portrait



side dishes, sidewalk

19. *under*

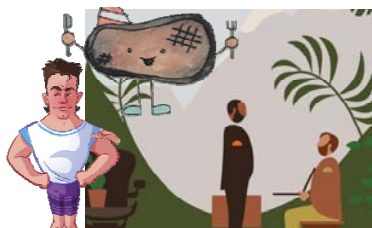
underclothes, understand, undergo,
underfed, undergraduate, underlie, .

20. *well*

well-done, well-informed, well-liked,
well-known, well-suited, well-wishers, . . .



underarm, underground



well-built, well-done,
well-being, well-known

