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Lesson 1

Word Elements: Prefixes, Roots and Suffixes

General Aims

This unit is designed to help you learn a number of words and the skills involved in using context clues, and to promote your reading comprehension.

Behavioral Objectives

- Define the meaning of the words of this unit
- Do Word Formation and Comprehension Exercises
- Do Word Formation Chart Exercise
- Do Structure Review Exercise

Words Definitions and Exemplifications

- **attach sth** (to sth) v
join or fasten one thing to another
- Jane *attached* the photograph to the form.
- **caution** n
care; warning
- He got off the bus with a *caution*.

- **Clue:** (to sth) n

anything that serves to guide or direct to the solution of a problem

- They have no *clue* as to where John went after he left home.

- **Common:** adj

familiar or usual; happening or found often and in many places

- These birds are very *common* here.

- **Contain:** v

have or hold (sth) within itself

- The atlas *contains* ten maps.

- **Context:** n

words that come just before or after a word, phrase or statement, and help you understand its meaning

- You can guess the meaning of a word from the *context*.

- **Create:** v

make sth happen or exist

- God *created* the world.

- **Derive from sth:** ph v

come or develop from sth

- A lot of English words are *derived from* Latin.

- **Encounter:** v

meet sb; discover or experience sth

- Margaret *encountered* a friend on the road.

- **Extend:** v

make (sth) longer or larger

- Jim *extended* his visit to Washington for another week.

- **Hyphen:** n

short line (-) used to join two words together

- A *hyphen* may be used to connect the parts of a compound word or the parts of a word divided for any purpose.

- **Illustrate:** v

explain or make (sth) clear by examples, diagrams, pictures, etc.

- Dr. Albert's book *illustrates* his ideas very clearly.

- **Image:** n

mental picture or idea

- An *image* of a garden came into his mind.

- **Imagine:** v

think of (sth) as possible; suppose; assume

- Jane *imagines* that people don't like her.

- **Part of speech:** np

one of the classes into which words are divided in grammar, eg noun, adjective, adverb, verb, etc.

- A suffix usually changes a word from one *part of speech* to another.

- **Portion:** n

part

- Peter has already read a *portion* of the book.

- **Prefix:** n

a letter or group of letters added to the beginning of a word to change its meaning, such as *un-* in *unhappy*

- By learning only a few *prefixes*, you will be able to recognize or guess the meaning of hundreds of English words.

- **Pronounce:** v

make the sound of a word or letter in a particular way

- The 'k' in 'known' is not *pronounced*.

- **Reflect:** v

show

- Tom's eyes *reflected* the nature of his thoughts.

- **Root:** n

form of a word on which its other forms are said to be based; base form

- A *root* is a word from which other words are formed.

- **Suffix:** n

a letter or group of letters added at the end of a word to make another word, such as *-ly* in *quickly*

- You can improve your vocabulary by learning the meanings of prefixes and *suffixes*.

• **Sum:** (of sth) n
total obtained by adding together numbers, amounts or items; the substance of a matter

- Tom's letter contains the *sum* of his ideas.

Word Elements: Prefixes, Roots and Suffixes

There are three kinds of word elements:
prefixes, roots, and suffixes. A **prefix** is a
group of letters that attaches to the beginning
of a word root. A **root** is the central, or main
portion of a word.

A **suffix** is a group of letters that attaches to the end of a word root. An example of a word that contains all three elements is *impolitely*: *im-* is the prefix, *polite* is the root, and *-ly* is the suffix. Now let us look at each element separately.

Prefixes. A prefix, such as *im-*, is attached to the beginning of a word root and changes its meaning. The hyphen at the end shows that it is a prefix. In the example above, the prefix *im-* means “not.”

When *im-* is joined to the root word *polite*, the new word formed by the root and prefix means “not polite”. Next, we can see what happens when the prefix *co-*, which means “together”, is joined to two familiar word roots.

co- (together) + *exist* – *coexist* (to exist together)

co- (together) + *operate* = *cooperate* (to work or operate together)

In both of these examples, the prefix *co-* changes the meaning of the root word.

Roots. A root is the central portion of a word, and it carries the basic meaning. There are two types of roots: base words and combining roots.

A **base word** is simply an English word that can stand alone, such as *polite* or *operate*, and may be joined to a prefix or a suffix.

Combining roots cannot stand alone as English words; they are derived from words in other languages.

For example, the combining root *ject* is derived from the Latin word *jacere*, which means “to throw”. Although the root *ject* is not an English word by itself, it can combine with many prefixes to form new words. Two examples are *reject* and *eject*.

e- (a prefix meaning “out”) + *ject* (a root meaning “throw”) = *eject*

re- (a prefix meaning “back”) + *ject* (a root meaning “throw”) = *reject*

How do a prefix and a root create a word with a new meaning? Sometimes the new word's meaning is simply the sum of its root and prefix. Thus, *eject* means “to throw out”.

At other times, the meaning of a word may be different from the combined prefix and root.

Reject does not mean “to throw back”, but rather “not to accept”.

These two meanings are related, since we could imagine that someone who did not accept something might throw it back. In fact, “to throw back” gives an imaginative mental picture of *reject*.

Prefixes and roots often give an image of a word rather than a precise definition. This image can help you to remember the meaning of a word. The formation of several words from *ject* is illustrated on page 10.

Suffixes. A suffix, such as *-ly*, is added at the end of a root. The hyphen at the beginning shows that it is a suffix. Most suffixes change a word from one part of speech to another.

For example, *-able* changes a verb (*reach*) to an adjective (*reachable*). Suffixes may also indicate a plural or a past tense, as in boys and *reached*.

A few suffixes extend the basic meaning of a word root. The root, *psych* (mind), and the suffix *-logy* (study of) are joined to form *psychology* (the study of the mind).

Many common words contain word elements.

Each of the following words consists of a prefix, a root, and a suffix: *reaction*, *unlikely*, *exchanges*, *reviewing*, and *invisibly*. Can you identify each element?

Using Word Elements

Word elements provide valuable clues to the meanings of unknown words, but they must be used carefully.

Some word elements have more than one spelling.

For example, the root *ject* is occasionally spelled *jac*. The prefix *anti-* is also spelled *ant-* (as in *antacid* and *antagonist*). Some spelling differences make words easier to pronounce.

Others reflect the history of a word element.

Fortunately, spellings usually vary by only one or two letters. Once you learn to look for the common letters, you should easily be able to identify word elements.

Some word elements have more than one meaning. For example, the combining root *gen* can mean both “birth” and “type.” When you encounter word elements that have more than one meaning,

remember to use the context clues. If you combine your knowledge of word elements with context clues, you can usually determine the most appropriate meaning.

eject

“THROW OUT”

actual meaning: to force to leave

reject

“THROW BACK”

actual meaning: not to accept

ject
“THROW”

projectile

“THROW FORWARD”

actual meaning: something thrown forward

dejected

“THROW DOWN”

actual meaning: depressed

Finally, when you see a certain combination of letters in a word, those letters may not always form a word element. For instance, the appearance of the letters *a-n-t-i* in a word does not mean that they always form the prefix *anti-*.

To find out whether or not they do, you must combine context clues with your knowledge of word elements. To illustrate this, *a-n-t-i* is used in two sentences below.

Which sentence contains the prefix *anti-* (meaning “opposite” or “against”)?

1. The *antihero* is a villain.
2. We *anticipate* you will come.

The answer is the first sentence; *antihero* (“villain”) is the opposite of *hero*.

Despite these cautions, the use of word elements is an excellent way to increase your vocabulary. Prefixes, roots, and suffixes can help you unlock the meanings of thousands of difficult words.

Together, word elements and context clues
will give you very powerful strategies for
learning new words on your own.

Word Formation

A prefix is a letter or group of letters placed in front of another word to change the meaning of that word (*auto-* + *mobile* → *automobile*).

But a suffix is a letter or group of letters
added at the end of a word to change its part
of speech or to add to its meaning
(*drive* + *-er* → *driver*).

Word Formation Chart

Verb	Noun	Adjective	Adverb
accept	acceptance	acceptable	acceptably
attach	attachment	attachable	—
center	center	central	centrally
change	change	changeable	changeably
combine	combination	combinable	combinably

derive	derivation	derivative	derivatively
—	element	elementary	elementarily
form	form	formable	formably
mean	meaning	meaningful	meaningfully
separate	separation	separate	separately
simplify	simplification	simple	simply

Lesson 2

Word Power and a World Power

Words Definitions and Exemplifications

- **Acquire:** v

gain sth by your own efforts, ability or behavior

- She *acquired* a good knowledge of English in two years.

- **adaptability:** n

becoming adjusted to new conditions

- Peter studies on the **adaptability** of eyes to the dark.

- **amount to:** idiom

be equal in effect

- You stated your view differently but it *amounts* to the same thing

- **command** n

mastery; ability to do or use sth

- Janet has a good *command* of Arabic.

- **comprehend** v

understand sth fully

- Jim could not *comprehend* the importance of his teacher's speech

- **concept:** n

a thought, an idea or a principle

-Fred studies the basic *concepts* of psychology.

- **endowed:** (with sth) adj

naturally have a particular feature, quality, etc

- Mary is *endowed* with beauty.

- **express:** v

show or make known a feeling, an opinion
by words

- The students *expressed* their thanks to their teacher.

- **head start:** np

advantage given or gained at an early stage

- Being able to speak English gave John a *head start* over the other members of the team.

- **linguistic:** adj

of language or linguistics

-Prof. Nixon has a good knowledge of the
linguistic differences of English and
French.

- **look up :** ph v

find and study; consult; search for a word in
a dictionary

- Barbara *looked* the word *up* in a dictionary.

- **master** : v

gain good knowledge of or skill in sth; gain as a skill

-Tom is too old to *master* a new language.

- **native** : adj

of or belonging to a place by origin

- Mina's *native* language is Persian.

- **official** : adj

formal

- That letter is written in *official* style.

- **rich** (in sth) : adj

containing or providing a large supply of sth

- English is *rich* in proper nouns.

- **scholarship** : n

knowledge

- Prof. Smith is a man of great *scholarship*.

- **shade of sth** : np

slight differences in sth

- Some words have many *shades of* meaning

- **stock** (of sth) : n

supply or amount of sth available for use

- Our *stocks* of books will be enough for this month.

- **sum up** : ph v

summarize

- Diana *summed up* the discussion in a sentence.

- **suppleness** : n
flexibility

- Bob's *suppleness* of mind is excellent.

- **supply** : n
stock; store of things available

- The teacher informed the students about the *supply* of books .

- **term** : n

word or phrase used as the name or symbol of sth; a word or expression with a special meaning

- David bought a dictionary in which he can look up the technical *terms*.

- **thanks to sb/sth** : idiom

because of sb/sth

- *Thanks to* the bad weather, they could not play football yesterday.

- **tongue** : n

language

- David speaks German but his native tongue is French.

- **verbal** : adj

of or in words

- Reading and writing are *verbal* skills.

- **versatile** : adj

having many uses

- English is the most *versatile* language of the world.

Word Power and a World Power

In the number of speakers who learn it as a first or second language, and in its range of uses and adaptability to general and specific tasks, English is the world's most important language today.

It is the mother tongue of several hundred million people. Its rich verbal art, great works in science and scholarship, and major role in international commerce and culture have made English the most frequently taught second language in the world.

English is not the first language of as many individuals as Mandarin Chinese. But it is spoken over a much vaster area. In North America, Europe, Asia, Africa, and elsewhere,

it is the official language of many nations,
including some where English is not most
people's first language.

A history of political importance as well as a
certain linguistic suppleness have endowed
English with an enormous vocabulary.

Webster's Third New International Dictionary

contains 460,000 words, and these do not include the many technical terms that appear only in specialized dictionaries for particular fields, or recent neologisms (new words),

not to mention all the regular plural forms of nouns, the different present and past tense forms of verbs, and other words derived from these words. No other language comes close to English in a count of general vocabulary.

German runs a poor second with under
200,000 words. According to Robert
Claiborne, in *Our Marvelous Native Tongue:
The Life and Times of the English Language*
(New York: Times Books, 1983),

the largest dictionary of French has about 150,000 words, and a Russian dictionary maybe 130,000.

The size of the English vocabulary has some wonderful advantages. While it may be true that any concept can be expressed in any language,

a language can make the process easier or harder by providing or not providing appropriate words. Thanks to the well-developed word stock of English, English speakers have a head start over speakers of

other languages in being able to express themselves clearly and concisely. Whether one uses this head start to advantage or not is, of course, up to the individual,

but speakers with a good command of vocabulary can say things in more subtly different (and, hence, often more effective) ways than others can.

In cases like these, the difference between success and failure often amounts to how well we have mastered the ability to speak and comprehend speech, and to read and write.

The expressive power of language is enormous, and every time a word acquires a new shade of meaning, the richness of the language is enhanced. This may make you wonder why people complain so much about novel uses of language.

Some seem to react to each new twist that comes into the language as a sign of decline, but a view of language change as growth deserves serious consideration.

The enormous size of the English vocabulary also has its disadvantages, as we are reminded each time we have to use a dictionary to look up a word we don't know.

A language as rich in its vocabulary as
English is full of surprises, and however
wonderful it may be in some ways that this
richness is always increasing,

it places a potentially painful burden on us
when we first learn words and their meanings.

To sum up, English is extraordinarily well endowed with words. As versatile as the language already is, the supply of words is ever on the rise, with their meanings shifting in time to reflect new uses.

Word Formation Chart

Verb	Noun	Adjective	Adverb
adapt	adaptability	adaptive	adaptively
clear	clear	clear	clearly
consider	consideration	considerate	considerately
develop	development	developmental	developmentally
differ	difference	different	differently

Verb	Noun	Adjective	Adverb
enable	ability	able	ably
express	expression	expressive	expressively
frequent	frequency	frequent	frequently
react	reaction	reactional	reactionally
specify	specification	specific	specifically
wonder	wonder	wonderful	wonderfully

Lesson 3

Why and How Do We Read? (1)

Words Definitions and Exemplifications

- **afford** : v

be able to do sth without risk to oneself

- We cannot *afford* to lose such an important member of our team.

- **background** : n

description that forms a setting for the chief objects, etc.

- Mary did not know anything about the *background* to the story.

• **conducive** : adj

helping sth to happen; helpful

- These noisy conditions aren't *conducive* to reading.

- **coverage** : n

extent to which sth is covered or dealt with

-Prof. Rowland's research gave good *coverage* of reading skills.

- **elimination** : n

removing sth that is not needed or wanted

-The teacher talked to Helen about the *elimination* of mistakes from her writing.

- **entertainment** : n

amusement; pleasure; enjoyment

-Peter fell in the water, much to the *entertainment* of the children.

- **environment** : n

natural conditions

- Tom and Tina grew up in quite different *environments*.

- **frequency** : n

rate of occurrence or repetition of sth

-The police informed people about the *frequency* of car accidents at night.

- **gist** : n

general meaning or main point (of sth spoken or written)

- Ted was unable to get the *gist* of the book he had read.

- **govern** : v

determine; rule; control

- Kindness *governs* all his actions.

- **impression** : n

idea; feeling

- The man had the *impression* that he was being followed.

- **indulge** (in sth) : v

allow oneself to enjoy the pleasure of sth

- Some people *indulge* in watching television.

- **intention** : n

purpose; aim

- He came with the *intention* of staying.

- **issue** : n

matter

- Alice is interested in political *issues* .

- **leisure** : adj

free from work or other duties

- Linda and Lisa are always present in the *leisure* class.

- **link** : n

bond; tie; one ring or loop of a chain

- George believes that there is a *link* between the two stories.

- **material** : n

information, facts, etc. to be used in writing sth

- Arnold is collecting *material* for a book.

- **message** : n

point; the important or central idea

- It is sometimes difficult to get the *message* of a reading passage.

- **missing** : adj

that cannot be found

- Jack is always *missing* when there is work to be done.

- **participate** (in sth) : v

take part in an activity

-Many people *participated* in the conference.

- **pleasure** : n

enjoyment

-Remembering the past was his only
pleasure.

- **present :** v

offer; give

-Robin is going to *present* a paper in the seminar.

- **pursue :** v

continue to be busy with (sth)

- Tom decided to *pursue* his studies at a university.

- **relaxation** : n

recreation; calming down

- *Relaxation* is good for you after your exams.

- **rewarding** : adj

satisfying

- There was a **rewarding** film on television last night .

- **sheer** : adj

unmixed with anything else

- They walked a long time for the *sheer* relaxation.

- **skim** (over sth) : v

read sth quickly, noting only the main points

- Bob *skimmed* over the chapter in an hour.

- **tend** : v

be likely to do sth or to be sth

- Julia *tends* to go to bed earlier during the winter.

- **text** : n

book prescribed for study

- That is the *text* that is used in their class.

- **topic** : n
subject

- You should provide a **topic** for discussion.

- **topical** : adj
of current interest

- The protection of environment is a **topical** issue.

Why and How Do We Read?

(1)

There are two basic reasons why we read;
either we read because we enjoy reading and
therefore want to read, or we read because we
have to for a specific purpose.

Reading for pleasure

Reading is one of the most pleasurable as well as most rewarding pursuits in life. Some people pursue leisure reading seriously to 'improve themselves', that is they do not read just for entertainment but with a more

serious purpose of widening their knowledge or skills. For example, people buy daily newspapers, magazines and journals to keep themselves informed and up-to-date on topical issues.

Reading for study

When we read for study, we read because we have to read. In this case we know that, whether we are reading on our own or in groups, our understanding of the message will be tested.

We therefore set aside time for it; we take trouble to prepare ourselves physically, mentally and emotionally for it and we create an environment around ourselves that is conducive to reading.

Reading for gist

In some cases we only want to get the main idea of a text. Then we do not trouble to read all the words.

This is different from skimming in which we are looking for specific information. In reading for gist we read the whole text but only to gain a general idea or impression of it.

Reading for specific information

When we are looking for specific information in a book, a chapter or a passage, it saves time to skim over those sections, chapters or paragraphs that are not relevant.

This does not mean that we skip those sections but that we read them quickly to see whether they contain what we are looking for. You will recognize what you are looking for through *key words* and *key sentences*.

Reading for close understanding

This differs from reading for specific information in that here you cannot afford to skim over any sections because you do not

know yet whether they are relevant or not. In fact, your intention is to learn as much as you can about either a subject or a topic.

Word Formation Chart

Verb	Noun	Adjective	Adverb
assign	assignment	assignable	assignably
assume	assumption	assumable	assumably
cover	coverage	coverable	—
entertain	entertainment	entertaining	entertainingly
impress	impression	impressional	impressively

Verb	Noun	Adjective	Adverb
inform	information	informed	informedly
—	intelligence	intelligent	intelligently
please	pleasure	pleasurable	pleasurably
present	presentation	presentable	presentably
pursue	pursuit	pursuable	—
reason	reason	reasonable	reasonably

Verb	Noun	Adjective	Adverb
relax	relaxation	relaxative	relaxedly
relate	relevance	relevant	relevantly
reward	reward	rewarding	rewardably
—	topic	topical	topically
trouble	trouble	troubling	troublingly
widen	width	wide	widely

Lesson 4

Why and How Do We Read? (2)

Words Definitions and Exemplifications

- **air :** n
manner or appearance
- Jim walked with an *air* of importance.
- **argument :** n
discussion based on reasoning
- We agreed without much further *argument*.

- **aspect** : n

particular part or feature of sth being considered

- You should look at every *aspect* of the problem.

- **broad** : adj

of extensive range or scope; not limited or narrow

- A modern doctor should have a *broad* knowledge of medicine.

- **circumstance** : n

condition or fact connected with an event or action

- *Circumstances* forced us to change our plans.

- **concentration** : n

focusing attention, effort, etc.

- Tiredness results in a lack of *concentration*.

- **content** : n

that which is held in sth

- Diana read the letter to find out its *contents*.

- **couch sth (in sth)** : v

express (a thought, an idea, etc.) in words

- Bob's letter was *couched* in very unfamiliar terms.

- **deduction :** n

reasoning from general principles to particular case

- Some people are skilled in *deduction*.

- **differentiate :** v

distinguish

- Tom does not know what *differentiates* the two research projects

- **dull** : adj

slow in understanding; mentally slow

- George is a *dull* student.

- **efficiency** : n

being able to work well

- Everybody knew about Jack's *efficiency* at his job.

- **guess** : n

giving an answer, forming an opinion or making a statement about sth without definite knowledge

- Tom's *guess* is that it will rain soon.

- **idiom** : n

phrase or sentence whose meaning is not clear from the meaning of its individual words

- ‘To be about to do sth’ is an English *idiom* meaning ‘to be going to do something very soon’.

- **imply** : v
suggest (sth) indirectly; hint
- Peter’s silence *implied* agreement.

- **inference** : n

reaching (an opinion) from facts or reasoning; conclusion

- That is not a fair *inference* from his statement.

- **inhospitable** : adj

(of places) unpleasant to be in

- Alice believes that New York is an *inhospitable* city.

- **interpret :** v

explain the meaning of sth

- The teacher spent an hour to *interpret* the text.

- **predict :** v

say that sth will happen in the future;
forecast

- Arnold *predicts* that he will pass the exam.

- **proverb** : n

short well-known saying that states a general truth or gives advice

- 'It takes two to make a quarrel' is a *proverb*.

- **reasoning** : n

act or process of using one's reason

- Your *reasoning* on this point is wrong.

- **remark:** n

thing said or written as a comment

- Prof. Richardson made a few *remarks* on the subject.

- **superiority:** n

the state or quality of being better, more skillful, more powerful, etc. than others

- They believe in their own *superiority* over the other teams.

- **surrounding:** adj

that is around and nearby

- He lives somewhere in the *surrounding* area.

Why and How Do We Read?

(2)

Inferring

We have seen already that we do not have to read every word in the texts we read.

This sounds rather like *guessing* what the text says but the reason we can do it is that we can base our *guesses* on good information from elsewhere in the text.

Rather than use guessing to describe what

we are doing when we read, we say we are *inferring*.

To infer is to reach an opinion either from facts or through reasoning. Somebody can say something that you, by inference or deduction, can interpret .

In reading you can get the meaning of a message by inference, i.e. the message is not given to you outright or directly but is couched in words or phrases from which you can infer the meaning.

Idioms and proverbs come quickly to mind.

If someone says to you: ‘All work and no play makes Jack a dull boy’, you could infer that he thinks you are working too hard.

When reading, you can infer meanings from context even when you do not know the meaning of some of the words. This is determined by the surrounding words and general context.

Inferring the meaning of unknown words

**Our efficiency in reading is partly
determined by our command of the lexical
(vocabulary) aspects of the language.**

We can infer the meaning of a word from the context within which it is used. In fact, the meaning of a word is determined by a set of circumstances that surround it and

differentiate its meaning from any other word. For example, you could find two words that are the same in spelling but have different meanings.

1. He affects an air of superiority.

2. Loud noise affects our concentration.

We can infer that *affects* in the first sentence perhaps means *puts on* because

of the context of *superiority*, while in the
second sentence *affects*, we would guess,
means *interferes with* because of the context
of the word *concentration*.

Predicting messages

**From what we already know of a text's
content and meaning we can predict more
about what the writer will go on to say.**

To predict is to guess what is going to happen or what the writer is going to say.

In our reading we can predict what the writer is going to say because:

**a. we are familiar , through past
experience , with the ideas being
expressed;**

**b. the writer has used words and phrases
whose uses we are familiar
with.**

Skipping

As we read we skip many words, yet we still understand the message. So it is not always necessary to know the meaning of every word we read.

This is particularly so when we are reading for pleasure and can get along without knowing two or even three words in a sentence.

The point to note is that in reading you can save yourself time by skipping less important words and still get the message .

Word Formation Chart

Verb	Noun	Adjective	Adverb
argue	argument	arguable	arguably
broaden	broadness	broad	broadly
command	command	commanding	commandingly
concentrate	concentration	concentrative	—
deduce	deduction	deducible	deducibly

Verb	Noun	Adjective	Adverb
determine	determination	determinative	determinatively
direct	direction	direct	directly
familiarize	familiarity	familiar	familiarly
guess	guess	guessable	guessingly
idealize	ideal	ideal	ideally
imply	implication	implicit	implicitly

Verb	Noun	Adjective	Adverb
infer	inference	inferential	inferentially
interpret	interpretation	interpretable	interpretably
migrate	migration	migrant	—
predict	prediction	predictable	predictably
remark	remark	remarkable	remarkably

Lesson 5

Using the Dictionary

Words Definitions and Exemplifications

- **abbreviation :** n

shortened form of a word, phrase, etc.

- 'Jan' is an *abbreviation* for January.

- **abridged :** adj

(a book, etc.) made shorter, especially by using fewer words; condense

- Your dictionary is *abridged*.

- **accent** : n

emphasis given to a syllable or word by means of stress

- In the word 'accept' the *accent* is on the second syllable.

- **appear** : v

be written or mentioned somewhere

- The news *appeared* on the front page yesterday.

- **associate** : v

connect (ideas, etc.) in one's mind

- He always *associates* Tom with fast cars.

- **boldface** : n

type that has thick, heavy lines used for emphasis

- The new words of the passage are typed in *boldface*.

- **complimentary** : adj

expressing admiration, praise, etc.

- He made a *complimentary* remark about me.

- **connotation** : n

an idea suggested by a word in addition to its main meaning

- The word 'pig' is the name of an animal but has *connotation* for policeman in English.

- **convey** : v

make (ideas, feelings, etc.) known to another person

- Words cannot *convey* how happy he was.

- **detail** : n

small, particular fact or item

- He checked every *detail* of Bob's research.

- **enclose** : v

put a word, a phrase, etc. within parentheses, brackets, etc.

- All translated words should be *enclosed* in brackets.

- **entry** (in sth) : n

an item, for example, a piece of information, that is written or printed in a dictionary

- The *entries* are printed in boldface in most dictionaries.

- **etymology** : n

study of the origin and history of words and their meanings

- Your dictionary does not give the *etymology* of words.

- **hint** : n

small piece of information

- Bob gave Alice a *hint* of his plan.

- **intransitive** : adj
(of verbs) used without an object
- ‘Cry’ is an *intransitive* verb.

- **order** : v
arrange; put sth in order
- You must have time to *order* your thoughts.

- **origin** : n

source; starting point

- There are some words of Latin *origin* in English.

- **paperback** : n

book bound in a flexible paper cover

- His new dictionary came out in *paperback*.

- **publish :** v

produce a book, magazine, etc and sell it to the public

- That book was *published* by Payame Noor University Press in 2000.

- **represent :** v

stand for or be a symbol of sth/sb

- Phonetic symbols *represent* sounds.

- **stress** : v

put emphasis on (sth)

- You *stress* the first syllable in 'sentence'.

- **transitive** : adj

(of a verb) used with a direct object either expressed or understood

- *Transitive* verbs are marked [T] in my dictionary

Using the Dictionary

There are many different types of dictionaries.

The smallest is the pocket or abridged dictionary, usually a paperback, which gives short definitions.

Between these two sizes is the college-level dictionary, which includes enough detail for most college students.

Here is an entry from a college-level dictionary, the *American Heritage Dictionary, Third College Edition*. Each part is labeled.

1. The word

The entry word is printed in boldface type and divided into syllables.

2. The pronunciation

A key at the bottom of each page of a dictionary shows you how to interpret the pronunciation symbols.

An accent mark (´) follows the syllable that should be stressed when you pronounce a word. In *amicable*, only the first syllable is stressed. If two syllables have accent marks, the syllable with the darker accent mark receives more stress.

3. The part of speech

n. — noun

adj. — adjective

adv. — adverb

tr. v. — transitive verb

intr. v. — intransitive verb

4. The definition

Since some words have more than one definition, you must choose the one that best fits the sentence you are reading or writing.

Dictionary definitions usually state only the precise, or *denotative*, meanings of words. But words also have implied, or *connotative*, meanings, which are suggested by the images,

ideas, and emotions that we associate with them.

For example, the words *skinny* and *slender* have the same denotative meaning, “thin,” but they differ in connotative meaning.

Skinny has negative associations, or connotations, and is an uncomplimentary word; *slender* has positive connotations and is a complimentary word.

5. The etymology

In this section, the history of a word is traced to its origin.

ME — Middle English, spoken in England from A.D. 1100 to 1500

OE — Old English, spoken in England before
A.D. 1100

Fr — French, spoken in France today

OFr — Old French, spoken in France from
A.D. 800 to 1200

Lat. — Latin, spoken by the Romans in Italy
about 2,000 years ago

(LLat., Late Latin, was spoken at a later
time.)

Gk. — Ancient Greek, spoken in Greece
about 2,500 years ago

6. Related words

Sometimes several forms of a word are listed under one dictionary entry. Related words usually differ from the entry word because they contain *suffixes*, or word endings.

Word Formation Chart

Verb	Noun	Adjective	Adverb
abbreviate	abbreviation	abbreviated	—
connote	connotation	connotative	connotatively
denote	denotation	denotative	denotatively
edit	edition	editorial	editorially
enter	entry	enterable	—

Verb	Noun	Adjective	Adverb
label	label	labeled	—
neutralize	neutrality	neutral	neutrally
order	order	orderly	orderly
print	print	printable	—
pronounce	pronunciation	pronounceable	—
publish	publication	publishable	—

Verb	Noun	Adjective	Adverb
revise	revision	revisable	—
standardize	standard	standardizable	—
stress	stress	stressful	stressfully

Lesson 6

Using Reference Books and Libraries

Words Definitions and Exemplifications

- **acquaint** sb/yourself **with** sth : v
make sb/yourself familiar with or aware
of sth
- Please *acquaint* me *with* the facts of the
case.

- **adequate** : adj

satisfactory in quantity or quality; sufficient

- Your work is *adequate* but I'm sure you could do better.

- **alternatively** : adv

as one of two or more possibilities

- We could take the train or *alternatively* go by car.

- **arrange :** v

put sth in order; to make sth tidy, neat and attractive

- I *arranged* the books on the shelves.

- **assistant :** n

a person who helps or supports sb, especially in their jobs

- My *assistant* will now show the machine in action.

- **career :** n

a job or profession, especially one with opportunities for progress

- She chose an academic *career*.

- **come across sb/sth :** phv

meet or find sb/sth by chance

- I *came across* an old school friend on Azadi Street this morning.

- **competence** : n

ability to do sth well; ability to do what is needed; skill

- Alice gained a high level of *competence* in French.

- **constantly** : adv

continuously; frequently

- We drove through *constantly* changing scenery.

- **constraint** : n

a thing that limits or restricts

- There are no *constraints* on your choice of subject for the essay, i.e. you can choose whatever subject you like.

- **enroll** : v

arrange for yourself or for sb else to officially join a course, school, etc.; register

- He is going to *enroll* in evening classes.

- **equip** yourself/sb/sth **with** sth : v
provide yourself/sb/ sth with the things that are needed for a particular purpose or activity
 - All accounting students should be *equipped with* a pocket calculator.
- **evade** : v
escape or avoid meeting sb/sth
 - For two weeks they *evaded* the press.

- **float** (in/on sth) : v
stay on or near the surface of a liquid and not sink
 - Metals sink in the water, but wood *floats* on it.
- **inclination** : n
a feeling that makes sb want to do sth or behave in a particular way
 - I have neither the time nor the *inclination* to go to the concert.

- **locate** : v

discover the exact position or place of sb/sth

- He is going to *locate* the new town on the map.

- **optional** : adj

that may be chosen or not, as one wishes; not compulsory

- Certain courses are compulsory, others are *optional*.

- **recommended** : adj

suggested; advised

- The new restaurant is highly *recommended*.

- **romance** : n

a story of love, excitement and adventure

- She prefers *romances* to detective stories.

- **semantic** : adj

of the meaning of words and sentences

- The *semantic* analysis of the words ‘buy’ and ‘purchase’ shows that they have the same meaning.

- **share** (sth) (with sb) : v

have or use sth with others; have sth in common

- Bob *shares* a house with three other students.

- **shortage** : n

lack of sth needed

- The shop was forced to close because of the *shortage* of staff.

- **slightly** : adv

to a small degree; a bit

- The two chairs are *slightly* different.

- **thoroughly** : adv

completely and with great attention to detail

- The work had not been done very *thoroughly*.

- **up-to-date** : adj

modern or fashionable

- This report is *up-to-date*.

- **vaguely** : adv

in a way one cannot specify

- His face is *vaguely* familiar.

- **variety** (of sth): n

a number or range of different things

- He accepted the job for a *variety* of reasons.

- **wander :** v

walk around in an area or go from place to place, often without any special purpose

- We *wandered* around for hours looking for the house.

Using Reference Books and Libraries

Using your dictionary

If you do not know the meaning of a word and cannot guess it from the context within which it is used, it would be a very grave mistake to skip it.

This is especially so if it is a content or key word on which the whole meaning of the message hangs. In this case your dictionary becomes your best friend.

No student or scholar should be without a dictionary which has a sizeable number of words with adequate lexical coverage.

Most dictionaries give the word, its meaning or meanings, spelling and pronunciation.

All entries in dictionaries are arranged alphabetically or according to their spelling.

Selecting reading for pleasure

For leisure reading we select subjects or topics that interest us. We read novels but not all novels or any novel. We might prefer science fiction or romance.

Language level and suitability

We all have different levels of competence in language. In selecting our reading materials we should choose those whose language level is at or slightly higher than our own level of competence.

Reading materials for study

When you enroll for a course you are given a 'Reading List'. This is graded into essential reading, recommended reading and optional reading.

Using the library

All institutions of learning, from primary schools to post secondary institutions, should have a library. In educational institutions the libraries are both 'lending' and 'reference'.

Books in a library are catalogued both by subject and by author. This means that if you know the author of a book you can still find it even if you do not know the title.

It is important to note that subject is different from title .

If you know the subject and the author of the book then you look in the author catalogue under the relevant subject section and obtain

the catalogue number and hence the book. The most important information you need when you go to the library is the catalogue number of the book that you require.

Word Formation Chart

Verb	Noun	Adjective	Adverb
acquaint	acquaintance	acquainted	—
	adequacy	adequate	adequately
assist	assistance assistant	assistant	—
classify	classification	classified	—
define	definition	definable	definably
educate	education	educational educated	educationally

Verb	Noun	Adjective	Adverb
evade	evasion	evasive	evasively
finance	finance	financial	financially
select	selection	selective	selectively
—	similarity	similar	similarly

Lesson 7

Learning

Words Definitions and Exemplifications

- **accurate** : adj

correct and exact; free from error

- Journalists are not always *accurate* in what they write.

- **advisable** : adj

fit to be advised or done; sensible

- Do you think it is *advisable* to wait?

- **approach** (to sth): n

a way of dealing with sb/sth; a way of doing sth

- This is a new *approach* to language teaching.

- **boredom** : n

the state of being tired

- There was a look of *boredom* on her face.

- **clarify** : v

become or make sth clearer or easier to understand

- I hope that what I say will *clarify* the situation.

- **confusion** : n

a state of uncertainty about what is happening, intended, required, etc

- There is some *confusion* about what the correct procedure should be.

- **continuum** : n

a series of similar items in which each is almost the same as the ones next to it but the last is very different from the first

- Historians see the past, the present and the future as forming some kind of *continuum*.

- **demand** : v

ask for sth very strongly

- The workers are *demanding* better pay.

- **discourage** sb (from doing sth): v

make sb feel less confident or enthusiastic
about doing sth

- Jim was *discouraged* by the first failure.

- **distinction :** n

a difference or contrast between people or things

- Draw a *distinction* between short stories and novels.

- **emphasis :** n

special importance that is given to sth

- Some schools place great *emphasis* on language study.

- **enhance :** v

increase or improve further the good quality or status of sb/sth

- Your skill in typing will *enhance* your chances of getting a job.

- **forecast :** v

say in advance what is expected to happen; predict sth

- Can you *forecast* what the outcome of the election will be?

- **frustration** : n

the feeling of being annoyed or impatient because you cannot do or achieve what you want

- He could not stand the *frustration* of not being able to help.

- **headway** : n

progress, esp in difficult circumstances

- We are making little *headway* with the negotiations.

- **interference :** n

the distorting effect of previously learned behavior on subsequent learning

- *Interference* may affect your capacity to learn something.

- **motivation :** n

the act of providing someone with a strong reason for doing sth

-The stronger the *motivation*, the more quickly a person will learn a foreign language.

- **objective** : adj

not influenced by personal feelings or opinion; considering only facts

- Sometimes it is difficult for us to be *objective*.

- **recall :** v

bring sth/sb back into the mind; remember sth

- She *recalled* that this road used to be much narrower.

- **rehearse :** v

prepare in your mind or practice privately what you are going to say to sb; recite

- He *rehearsed* the interview in his mind beforehand.

- **reinforce** : v

strengthen or emphasize a feeling, an idea, a habit, etc

- I *reinforced* my brother's opinion to continue his studies.

- **retain** : v

continue to have sth; keep sth

- The police *retained* the control of the situation.

- **revise :** v

change sth in order to correct or improve it

- John will have to *revise* his opinions of Bob's abilities.

- **rote :** n

the process of learning sth by repeating it until you remember it rather than by understanding the meaning of it

- Trying to understand what you read is better than learning by *rote*.

• **strengthen :** v

make sth/sb stronger

- Repairs are necessary to *strengthen* the bridge.

- **subconscious** : adj

of thoughts and feelings in the mind, not fully known or understood by the conscious mind

- We are not able to understand the *subconscious* desires of others.

- **subsequent** : adj

later; following

- The first and all *subsequent* visits were kept secret.

- **successive** : adj

coming one after the other without a break

- This was their fifth *successive* win.

- **take sth for granted** : idiom

assume sth to be true

- I *take it for granted* you've read the book.

- **the former** : pron

the first of the two things or people mentioned

- Bob had to choose between giving up his job and giving up his principles. He chose *the former*.

- **the latter :** adj

being the second of two things or people already mentioned

- *The latter* point is more important than the former.

- **time-consuming :** adj

taking or needing much time

- That is a *time-consuming* process.

Learning

Thinking about learning

Learning is time-consuming, needing proper experience through extensive reading, practice, and discussion with others.

In learning there are instances of boredom and frustration when you feel that you are making little or no headway.

Learning and retaining

With age and practice your memory or ability

to remember previous events has developed.

You are in a position to have a mental picture
of your house, recall information you have
already read, consider matters with respect to

your past experiences, forecast future outcomes based on knowledge of previous encounters and even recognize an old schoolmate.

Learning, retaining and remembering form a continuum in the process of studying.

Revising and thinking

Thinking is aimed at finding new information and solving new problems. Improving your powers of thinking can be done through

Practice , through wider reading , and

skilful ordering of the information learned,
and linking past knowledge to new situations.
All this demands an understanding or grasp of
the material learned.

Ways to maximize learning

There are a number of techniques which enable you to study more efficiently. Some of these techniques are obvious and others are less obvious. Among the obvious ones are the following.

- *Identification of study material*

Unless you are sure of what you are required to learn you are likely to waste time learning unnecessary material. Learning and studying

are different from reading to expand your knowledge .

- *Motivation*

Motivation to learn is important. You have to be prepared to make an effort to learn what is assigned.

Examinations usually provide strong
motivation to learn the assigned material
keeping in mind its importance and relevance
to your college or university career.

- *Study intervals*

The effectiveness of your studying is governed by your concentration span. This refers to the period of time you can concentrate on a problem or study before the mind begins to

wander either from fatigue or other factors
like noise or day-dreaming. This span varies
between individuals and its end manifests
itself through repetition of the reading of

sentences or even whole paragraphs without understanding the content.

- *Practicing and rehearsing*

With practice you gain confidence and experience in handling the material to be learned.

Other learning techniques

It is not easy to draw a clear distinction between the obvious and less obvious techniques of learning. Nevertheless the following could be included in the less obvious category.

- *Minimize interference*
- *Cover all the syllabus*
- *Use accurate sources*

Word Formation Chart

Verb	Noun	Adjective	Adverb
	accuracy	accurate	accurately
advise	advice	advisable	advisably
approach	approach	approachable	
bore	boredom	boring bored	boringly
compete	competition	competitive	competitively

Verb	Noun	Adjective	Adverb
confuse	confusion	confusing confused	confusingly
continue	continuity	continuous	continuously
demand	demand	demanding	demandingly
—	distinction	distinct	distinctly
emphasize	emphasis	emphatic	emphatically
expand	expansion	expansive	expansively

Verb	Noun	Adjective	Adverb
frustrate	frustration	frustrating	frustratingly
—	independence	independent	independently
instruct	instruction	instructive	instructively
motivate	motivation	motivational	motivationally
summarize	summary	summary	summarily

Lesson 8

Remembering What You Have Learned

Words Definitions and Exemplifications

- **at once :** idiom
immediately; without delay
- She fell asleep almost *at once*.

- **bear in mind** : idiom

remember; consider

- I'd love to play tennis with you, but please *bear in mind* that this is only the second time I've played.

- **capacity** : n

the ability to hold or contain sth

- This is a hall with a seating *capacity* of 2000.

- **conceptual** : adj

of or based on concepts

- She established a *conceptual* framework within which to consider the issues.

- **construct** : v

make

- He knows how to *construct* a theory.

- **convinced** (of sth/that): adj
completely sure about sth
 - Peter is *convinced of* Mary's success.

- **critical** : adj
involving making fair, careful judgements about the good and bad qualities of sb/sth
 - Students should develop *critical* thinking instead of accepting everything they are told without questioning it.

- **deliberate** : adj

done on purpose rather than by accident

- Dr. Jone's speech was a *deliberate* attempt to motivate students to study hard.

- **demonstrate** : v

show sth clearly by giving proof or evidence

- It has been *demonstrated* that the drug is effective.

- **devise** : v

invent sth new or a new way of doing sth

- She *devised* a new computer program.

- **exploit** : v

use, work or develop sth fully

- We should try to *exploit* solar energy in our daily lives.

- **headline :** n

a line of words usually printed in large type at the top of a page, esp in a newspaper

- One of the *headlines* of today's paper was 'The Beginning of the End'.

- **hesitate :** v

be slow to act because one feels uncertain or unwilling; pause in doubt

- She *hesitated* for a moment and then gave her agreement.

- **hinder** : v

prevent or delay the progress of sb/sth

- Progress has been *hindered* by financial difficulties.

- **integrate** : v

make into a whole by bringing all parts together; unite

- The buildings are well *integrated* with the landscape.

- **literature :** n

writings that are valued as works of art, esp fiction, drama and poetry

- You can find such poems in Persian *literature*.

- **long-term :** adj

lasting a long time

- We have a *long-term* contract with the main firm.

- **manage :** v

use time, information, etc in a sensible way

- This is a computer program that helps you *manage* your data efficiently.

- **measure :** v

judge the value or effect of sth; assess

- It is difficult to *measure* the team's success at this stage.

- **mnemonic** : n

a word, sentence, poem, etc that helps you to remember sth

- SPIDER is a *mnemonic* for teachers. It stands for Solving problems, Practical work, Investigation, Discussion, Exposition and Routine skills.

- **opportunity** : n

a favorable time, occasion or set of circumstances for doing sth

- I had no *opportunity* to discuss it with her.

- **register** : v

record sth

- The child's birth was *registered* locally.

- **short-term** : adj

lasting a short time

- A *short-term* loan can solve your financial problems.

- **subsidiary** : adj

connected with sth but less important than it

- All other issues are *subsidiary* to the need to provide food and medical supplies.

- **sufficient** : adj

enough

- There is *sufficient* food for everybody.

- **unemployment** : n

state of not having a job

- Throughout the period of his *unemployment* his father helped him.

- **utilize** : v

use sth, especially for a particular purpose

- It is better to *utilize* all available resources.

Remembering What You Have Learned

In this unit we shall focus on how to remember what you have studied. However, do not forget that remembering is closely linked to understanding.

Learning by rote is not what we are talking about when we are discussing remembering.

Memorizing

Below is a simple statement of fact:

Language policy has been one of the most difficult aspects of national development in Africa.

In memorizing we can take the statement at face value barely noting that national development in Africa has been hindered by language policy. We need not go any further if

all we are interested in is the memorization of acts to be reproduced later in an examination.

Understanding

This is the most effective method of studying. It involves reading behind the words to obtain meanings, concepts, principles, reasons, etc.

There are cases, however, where memorization is a useful way of studying. This is particularly so for scientific formulae, poetry and some passages in literature. Memory can be short- or long-term.

Long-term memory is where once you have learned something for an adequate length of time, the idea or picture can be recalled with relative ease much later.

An example involving long-term recall is your address, which includes words and numbers and which you can reproduce on demand effortlessly.

Types of memory

There are three known types of memories, *visual, audio and kinetic*.

Each individual has all three but in different strengths. In studying one should utilize all of them but give emphasis to one's strong memory points. For example, some people have stronger *visual memories*, i.e.

they tend to *photograph* and remember what they learn because they can *see* it in their minds. Others have *auditory memories* and can remember better what they *hear*. The third category of people have *kinetic memories* and

will remember better by *writing out* what they have read or heard. Since each individual possesses the three types of memory to a varying degree of strength, one should use all three but exploit the strongest.

Mnemonic study techniques

Mnemonic techniques of study are memory aid devices to help you recall significant information. They fall into two categories. The first category involves breaking down

information into major points under which you put subsidiary points. Normally recall of one subsidiary point will lead to a recall of other subsidiary points under the same major point as well as other ideas related to each of the points.

This is called the *headline approach* because the major points are headlined with the relevant subsidiary points coming under each headline.

Mnemonics are of use also in dealing with lists of unrelated items in order to create a bond or link between them.

This can be done by building up mental images, using key letters to form words or phrases, associating single words with the facts in question, associating facts with stories, sentences, rhymes and rhythms.

For example, in attempting a question on improving your reading ability you would need to remember certain significant facts or key words: speed; writers' ideas; evaluate; and use. In this case, the mnemonic device could be SWIEU.

Summary

You can acquire the skill of studying by better mastery of the studying techniques, i.e. learning, retaining and remembering. To manage your learning capacity you have to bear in mind its general principles and procedures.

Retaining what you have learned can be better managed by regular, and organized revision.

Remembering can be helped by managing your time properly and understanding the required examination material thoroughly.

To learn your examination material effectively it is necessary to master and practice the various obvious and less obvious techniques of studying. Finally, whenever mnemonics would make the studying process easier, do not hesitate to devise some.

Word Formation Chart

Verb	Noun	Adjective	Adverb
attempt	attempt	attemptsable	—
complicate	complication	complicated	complicatedly
convince	convincer	convincing	convincingly
criticize	criticism critic	critical	critically
demonstrate	demonstration	demonstrative	demonstratively

Verb	Noun	Adjective	Adverb
deliberate	deliberation	deliberate	deliberately
ease	ease	easy	easily
exploit	exploitation	exploitable	—
—	history	historical	historically
increase	increase	increasable	increasingly
integrate	integration	integrated	—

Verb	Noun	Adjective	Adverb
manage	management	manageable	manageably
measure	measurement	measurable	measurably
register	registration	registered	—
—	science	scientific	scientifically
suffice	sufficiency	sufficient	sufficiently

Lesson 9

Applying Your Knowledge

Words Definitions and Exemplifications

- **abstract** : adj
existing in thought
 - We may talk of beautiful things, but beauty itself is *abstract*.
- **categorize** : v
put people or things into groups according to what type they are; classify

- They were *categorized* according to age and sex.

• **challenge** (to sth) : v

question whether sth is true, right or valid

- The man *challenged* our right to vote.

• **communicate** : v

make your ideas, feelings thoughts, etc known to other people so that they understand them

- The story *communicates* the author's despair.

• **concrete** : adj

existing in a form that can be touched, felt, seen, etc; real

- Physics deals with the forces acting on *concrete* objects.

- **confront** : v

face and deal with a problem, difficulty, etc

- George prepared answers for the questions he expected to *confront* in the interview.

- **core** : n

the most important part of sth

- Let's get to the *core* of the argument.

- **crucial** : adj

extremely important; decisive

- Parents play a *crucial* role in preparing their children for school.

- **despair** : v

stop having any hope that a situation will change or improve

- Don't *despair*! We'll think of a way out of this.

- **flexible** : adj

that can be changed to suit new conditions or situation

- You need to be more *flexible* in your approach.

- **for the sake of** : idiom

for the purpose of, because you like sb/sth

- They stayed together *for the sake of* the children.

- **healthy** : adj

having good health and not likely to become ill

- Keep *healthy* by eating well and exercising regularly.

- **hierarchy** : n

logical arrangement of items

- The materials are ordered according to a *hierarchy*.

- **hypothesis :** n

an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation

- If we accept this *hypothesis*, it may provide an explanation for the recent changes in weather.

- **inhabitant** : n

person or animal living in a place

- The village has fewer than 800 *inhabitants*.

- **insight** : n

the ability to see into the true nature of sth;
deep understanding

- He shows *insight* into human character.

- **irritate :** v

annoy sb

- The way she pronounces the words really *irritates* me.

- **precede :** v

happen before sth; come or go before sb/sth
in time, order, position, etc

- January *precedes* February.

- **priority :** n

thing that is regarded as more important than others

- You must decide what your *priorities* are.

- **raise :** v

mention or introduce sth for people for discussion or consideration

- There is an important point that Bob wants to *raise*.

- **regularize** : v

make a situation that already exists legal or official

- They were given an opportunity to *regularize* their position in Iran.

- **reveal** : v

make facts, etc known; cause or allow sth to be seen

- The doctor did not **reveal** the truth to him.

- **satisfy** : v

give sb proof, information, etc; convince sb

- She wasn't *satisfied* by my explanation.

- **scheme** : n

any system of correlated things, parts, etc

- The construction of that *scheme* involves the construction of several buildings.

- **waste** : v

use wrongly

- Why do you *waste* money in clothes you don't need?

Applying Your Knowledge

Introduction

Once you are aware of how you will be tested and understand the nature of your subjects and courses, it is important, for effective revision,

to attempt frequently to apply any theory you learn in your various subjects or courses.

Applying, testing and drawing up hypotheses of any theories learned involves questioning, problem-solving, integrating and creating.

Questioning

Questioning demands that you do not merely accept whatever you are given in a class lesson, lecture or in reading. Questioning calls upon you to ask questions about the material

covered to satisfy yourself of the veracity of the messages you receive.

In order to raise relevant questions you must identify important or crucial points in the content of the messages received.

In spoken messages we should be careful not to raise questions for the sake of raising them.

Problem solving

We tend to associate problem solving with mathematics and science-related subjects.

This, however, is not necessarily true and problem solving is encountered in all aspects of life. Human beings are always confronted with problems that they have to find solutions to.

Solutions to problems are not fixed; they depend on the subject or course being examined. You therefore have to be flexible, to shift the data around to meet the problem.

Integrating

Integrating is concerned with finding relationships with respect to a body of unrelated materials: finding links between a variety of different materials.

The unrelated materials could be theories or opinions, facts on their own, a body of facts, formulae, and equations. Therefore, to be able to integrate different kinds of unrelated materials you will need firstly to find out the

common or similar elements or parts of the sets of materials: facts, formulae and equations.

Secondly, integration is enhanced by ordering the variety of materials according to a hierarchy, or order of importance.

Finally, in integrating different sets of materials you have to reorganize your understanding of the materials in question.

Creating

Finally, creating is not really different from problem solving and integrating.

Both problem solving and integrating precede and aid creating; you have to be able to solve problems and integrate information (messages) before you are able to create or to develop something new.

Creating could consist of new hypotheses,
formulae, equations, methods or applications
in scientific terms and new literature and art in
the field of humanities.

In short, creating could involve abstract as well as concrete forms.

Summary

To apply productively the theories learned involves the mental abilities of questioning, problem solving, integrating and creating.

In all this, mastery of the received message is
a necessary condition for revising in a
meaningful manner.

Word Formation Chart

Verb	Noun	Adjective	Adverb
categorize	category	categorical	categorically
challenge	challenge	challenging	challengingly
communicate	communication	communicative communicational	communicatively
create	creation	creative	creatively
	culture	cultural	culturally
despair	despair	despairing	despairingly

Verb	Noun	Adjective	Adverb
flex	flexibility	flexible	flexibly
—	health	healthy	healthily
hypothesize	hypothesis	hypothetical	hypothetically
know	knowledge	knowledgeable	knowledgeably
marry	marriage	married	—
produce	product	productive	productively
satisfy	satisfaction	satisfactory	satisfactorily
solve	solution	soluble	—
waste	waste	waste	—

Lesson 10

Preparing for Examinations

Words Definitions and Exemplifications

- **absorb** : v
interest sb very much so that they pay no attention to anything else
- This work had *absorbed* him for several years.

- **acceptable** (to sb) : adj

satisfactory; allowed

- For this course, a pass in English at grade B is *acceptable*.

- **adopt** : v

start to use a particular method or technique, etc

- The teams *adopted* different approaches to the problem.

- **allocate** sth (for sb/sth) : v
give sth to sb/sth for a special purpose
- He *allocated* some money for repair work.

- **anxiety** : n
the state of feeling nervous or worried that
sth bad is going to happen; worry
- We waited with great *anxiety* for more news
about the accident.

- **assessment** : n

evaluation

- What is your *assessment* of the situation?

- **average** : n

level which is usual

- Tom's school work is above *average*.

- **coherent** : adj

(of ideas, thoughts, etc) logical and well organized

- He organized his speech in a *coherent* way.

- **cope with** sth : ph v

have the capacity to deal with sth successfully

- There was too much work for our computer to *cope with*.

- **counseling** : n

professional advice about a problem

- This university has a student *counseling* service.

- **endurance** : n

ability to suffer patiently or to tolerate a difficult situation

- He showed remarkable *endurance* throughout his illness.

- **engage in** : ph v

take part in

- I have no time to *engage in* such problems.

- **excessive** : adj

greater than what is normal or necessary;
extreme

- There is an *excessive* amount of salt in this water.

- **familiarity** : n

thorough knowledge of sth

- Peter's *familiarity* with the language helped him enjoy his stay.

- **fatigue** : n

feeling of being very tired

- His bad performance in the office is due to *fatigue*.

- **incentive** (to do sth) : n
thing that encourages sb to do sth
 - Increasing salary is an *incentive* to work harder.
- **instrument** : n
tool used for a particular purpose, esp for delicate or scientific work
 - In order to repair this calculator you need some special *instruments*.

- **investigate** : v

find out information and facts about a subject or problem by study or research

- I will *investigate* the market for the ways of increasing profits.

- **medical** : adj

connected with ways of treating illness

- She has some experience in *medical* treatment.

- **nervousness** : n

state of being anxious about sth or afraid of sth

- He tried to hide his *nervousness*.

- **omission** : n

thing that is left out

- There are some notable *omissions* in this book.

- **preference :** n
greater interest in or desire for sb/sth than sb/sth else

-It is entirely a matter of personal *preference*.

- **profit :** n
advantage or benefit gained from sth
- It is a book that any student could read with *profit*.

- **recreation :** n

activity done for enjoyment when one is not working

- You can walk and climb mountains for *recreation*.

- **regime :** n

method or system of organizing or doing sth

- All the students like the proposed exercise *regime*.

- **respective :** adj

belonging or relating to each of the people or things already mentioned

-They are each well-known in their *respective* fields.

- **routine :** adj

done or happening as a normal part of a particular job, situation or process

- The error was found during a *routine* check.

• **sector** : n

part or branch of a particular area of activity

- The private *sector* should cooperate with the public *sector*.

- **simulated** : adj

not real, but made to look, feel, etc like the real thing

- *Simulated* flight conditions are very useful in training pilots.

- **stressful** : adj

causing a lot of anxiety and worry

- She finds her new job very *stressful*.

Preparing for Examinations

The purpose of exams

- a. measure to what extent you have gained a certain body of knowledge and skills;
- b. measure how much or how effectively you have studied or learned a particular subject;

- c. find out the degree to which you can apply or relate the basic knowledge and skills to new circumstances or situations;
- d. predict your future level of success in your chosen field of study or profession;

- e. measure your general level of ability, endurance and hard work to manage examinations at your respective level;
- f. select and arrange individuals for assigning duties and positions in society;

- g. motivate you to work hard throughout the period of your study at school, college or university;
- h. train you to have a disciplined approach to life.

Important points to consider

- a. Knowing the material that will be covered
by the examinations.
- b. Being aware of the type of examination questions likely to be set, e.g. objective, true-false, multiple choice, matching, completion or essay.

- c. Finding out the number of papers you are expected to sit; the time allocation for each paper; and the number of questions you are expected to attempt.

- d. Revising regularly over the period of your study in school, college or university, leaving some weeks for final revision.
- e. Practicing answering examination questions in simulated examination conditions.

- f. Discussing in groups helps to organize what you have read.
- g. Listen to your lecturer or tutor for areas of topic emphasis or preferences.

h. Avoiding fatigue and boredom by building up the needed energy for study through motivation, courage and determination to succeed in examinations. You must have adequate sleep.

- i. Avoiding anxiety for it is most likely to disrupt and interfere with your examination performance. Evidently, a certain amount of anxiety to motivate your effort is acceptable,

but should the anxiety become excessive, it reduces your mental capacity to be productive.

- j. Adopting an examination technique by getting adequate sleep on the night of the examination;

having the required writing material and physical aids such as watch, sharpened pencils, pencil sharpener, geometrical instruments, pen and ink; doing everything possible to keep calm;

and observing the time limits by dividing your time proportionally between questions.

In short, you must follow a fixed regime in the examination.

Summary

Preparing for examinations demands organized and systematic revision. Once you understand what examinations are for and how important it is that you pass them then

you are in a position to see why you must
cover all the required course material, revise
regularly, find necessary details about questions
to be answered, papers to be attempted, practice

answering past examination questions under simulated examination conditions, engage in group discussions, note areas being emphasized by the tutor or lecturer, avoid fatigue, boredom and anxiety , and adhere to an examination technique.

Word Formation Chart

Verb	Noun	Adjective	Adverb
absorb	absorption	absorbable absorbing	absorbingly
accept	acceptance	acceptable	acceptably
—	anxiety	anxious	anxiously
average	average	average	—

Verb	Noun	Adjective	Adverb
cohere	coherence	coherent	coherently
endure	endurance	endurable enduring	enduringly
familiarize	familiarity	familiar	familiarly
investigate	investigation	investigative	—
—	medicine medical	medical	—
nerve	nerve nervousness	nervous	nervously

Verb	Noun	Adjective	Adverb
prefer	preference	preferable	preferably
profit	profit	profitable	profitably
recreate	recreation	recreational	—
reduce	reduction	reducible	—
stimulate	stimulation stimulus	stimulating	—

THE END

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