CURRICULUM GUIDE

English Language Training

INTENSIVE READING

English Language Training Department
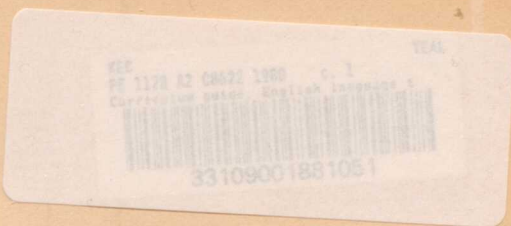
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Vancouver Community College

King Edward Campus

CURRICULUM GUIDE

ENGLISH LANGUAGE TRAINING

INTENSIVE READING COURSE

ENGLISH LANGUAGE TRAINING DEPARTMENT

KING EDWARD CAMPUS

VANCOUVER COMMUNITY COLLEGE

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INTRODUCTION

COURSE OBJECTIVES/AIMS OF THE COURSE

The Intensive Reading Program, a 4-month course, has been designed to provide the non-native English speaker/reader with a set of basic reading skills and with a logical, integrated method of applying those skills to enable the student to become a more effective and efficient reader.

Mastery of the skills and their application will enable the student to continue his/her English studies at the Advanced or 059 level.

Entry Requirements

The Intensive Reading Course is open to those Intermediate 4 and Advanced level students who have successfully completed all of the required course work for their level except the reading component. The course is also open to those students who have "plateaued" at the Intermediate or Advanced level and who appear to be held back because of a low reading ability. Students who pass the ELA at the Intermediate IV or Advanced level in all sections except for reading are also eligible.

Evaluation

Progress assessment during the course is the responsibility of the individual instructor. Final assessment is based on the Intensive Reading Course Assessment Test which is administered at the end of the fourth month of the course. At this time, those Intermediate students with a score of 60% or higher on the Reading Course Assessment Test will progress to the Advanced level class.

General Terminal Objectives

A student will master each of the individual discrete skills and will be able to apply them in a logical and methodical manner to any piece of prose. (These skills and their method of application will be discussed in detail later in this curriculum outline). The student will thus be able, in a reasonable amount of time, to read a passage and respond to any comprehension question regarding its

content, will be able to recognize certain stylistic patterns of writing and their relationship to the subject matter, and will be able to make reasonable/ logical inferences based on the content of the passage. Having proved him/herself able to perform these objectives, the student will re-enter the E.L.T. program at the appropriate level.

Aims of this Curriculum Outline

This curriculum outline will describe the Intensive Reading Course curriculum following the "flow chart" (see p.3). The flow chart indicates the basic integrative method in which all of the skills taught are applied to any piece of prose and thus provides a logical reference for any discussion of the curriculum content and objectives.
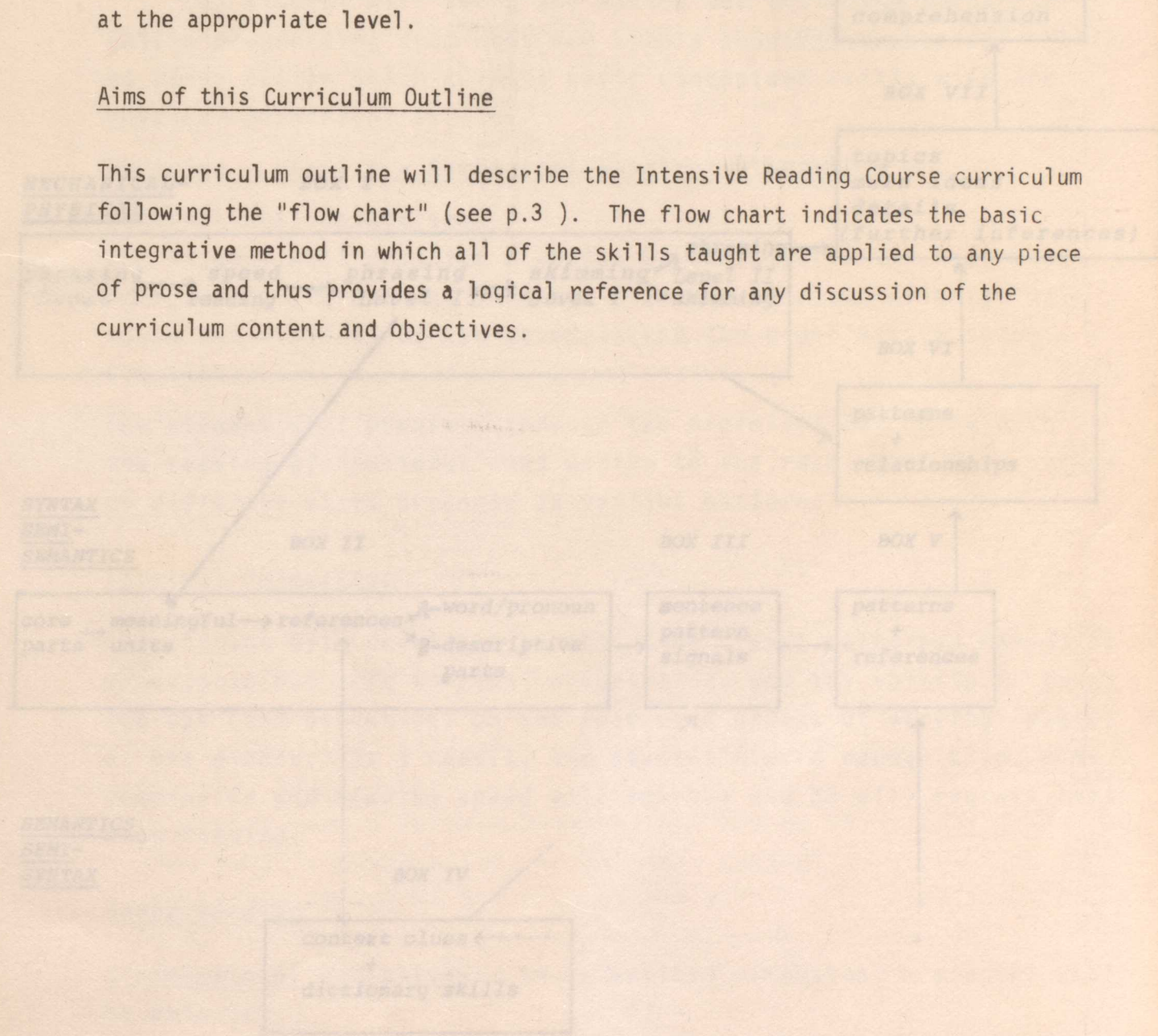
INTENSIVE READING - FLOW CHART

Box I

Instructional Objectives for Box I

The student will learn and master the following skills progressing from what are simply physical skills to those skills which combine basic conceptual skills with the physical-mechanical skills.

MECHANICAL-PHYSICAL — BOX I

- phrasing Level I → speed reading → phrasing Level II → skimming Level I → phrasing Level II / skimming

SYNTAX SEMI-SEMANTICS — BOX II

- core parts → meaningful units → references → A-word/pronoun / B-descriptive parts
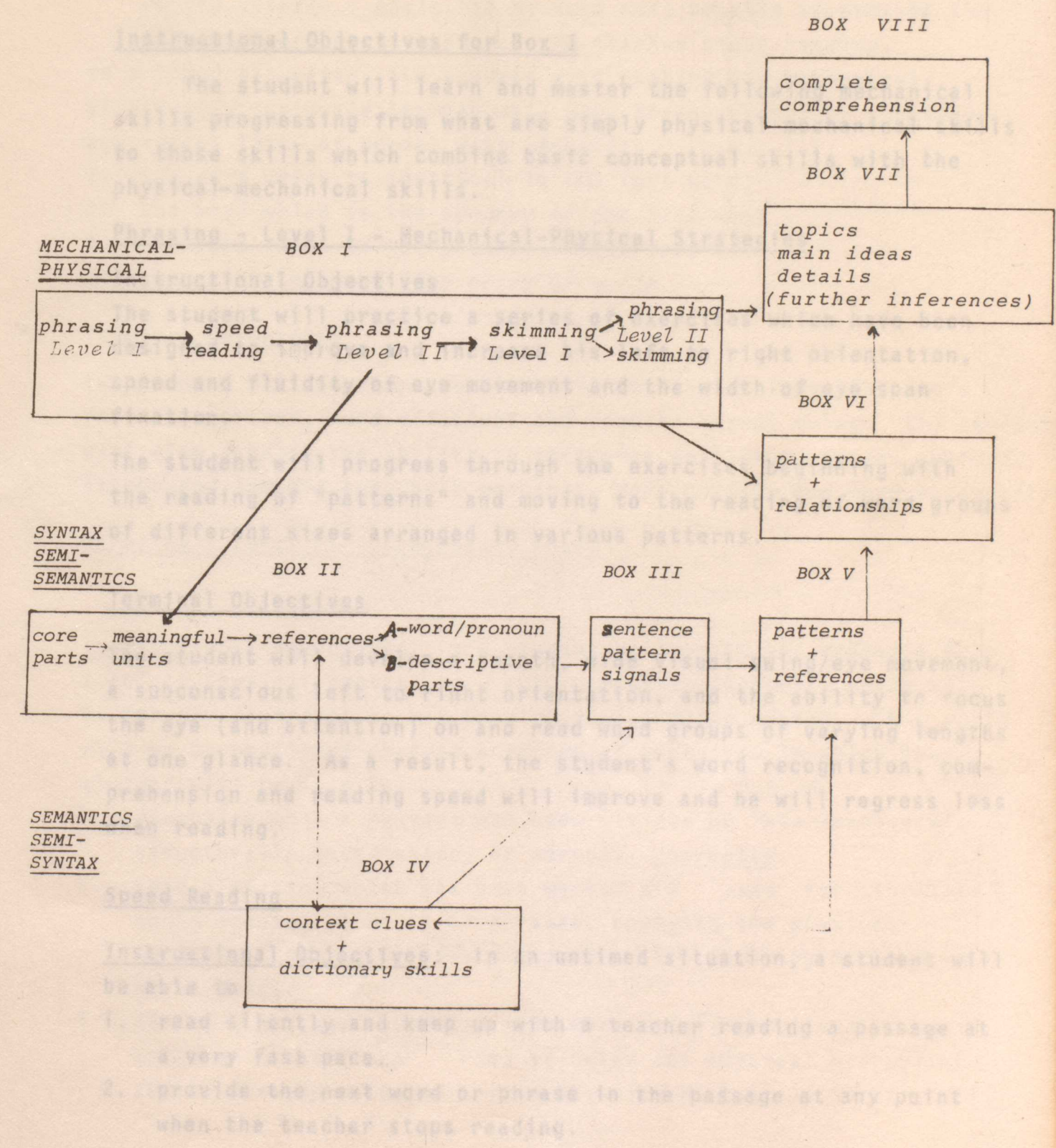
BOX III — sentence pattern signals

BOX V — patterns + references

BOX VI — patterns + relationships

BOX VII — topics, main ideas, details (further inferences)

BOX VIII — complete comprehension

SEMANTICS SEMI-SYNTAX — BOX IV

- context clues + dictionary skills

The student will progress through the exercises beginning with the reading of "patterns" and moving to the reading of word groups of different sizes arranged in various patterns.

The student will develop through these exercises an awareness, a subconscious "left to right" orientation and the ability to focus the eye (and attention) on and read word groups of varying lengths at one glance. As a result, the student's word recognition, comprehension and reading speed will improve and he will regress less when reading.

Speed Reading

Instructional Objectives: In an untimed situation, a student will be able to:

1. read silently and keep up with a teacher reading a passage at a very fast pace.

2. provide the next word or phrase in the passage at any point when the teacher stops reading.

Box I

Instructional Objectives for Box I

The student will learn and master the following mechanical skills progressing from what are simply physical-mechanical skills to those skills which combine basic conceptual skills with the physical-mechanical skills.

Phrasing - Level I - Mechanical-Physical Strategies

Instructional Objectives

The student will practice a series of exercises which have been designed to improve and increase his left to right orientation, speed and fluidity of eye movement and the width of eye span fixation.

The student will progress through the exercises beginning with the reading of "patterns" and moving to the reading of word groups of different sizes arranged in various patterns.

Terminal Objectives

The student will develop a smooth, wide visual swing/eye movement, a subconscious left to right orientation, and the ability to focus the eye (and attention) on and read word groups of varying lengths at one glance. As a result, the student's word recognition, comprehension and reading speed will improve and he will regress less when reading.

Speed Reading

Instructional Objectives: in an untimed situation, a student will be able to:

1. read silently and keep up with a teacher reading a passage at a very fast pace.
2. provide the next word or phrase in the passage at any point when the teacher stops reading.

3. skim quickly in order to catch up with the teacher, whenever the teacher skips any part (sentence(s), line(s) or entire paragraphs) of the passage. Again the student must be able to provide the next word or phrase whenever the teacher stops reading.

In a timed situation, the student will combine the mechanical strategies previously learned with very basic conceptual strategies and, given lists of words, will identify:

1. the word which is identical to the test word
2. the word which is the synonym of the test word
3. the word which is the antonym of the test word
4. the unrelated word in a group of words.

Terminal Objectives

The student will develop a better left to right orientation and a faster, smoother, more efficient and regular visual swing. The student will also develop the ability to recognize well-known words, abbreviations and symbols and their meanings, more quickly and more accurately.

Phrasing - Level II - Conceptual Level

Instructional Objectives: the student will shift his emphasis from a solely physical context to a more conceptual context, which will be largely dependent on his knowledge of English syntax. This shift will be accomplished through a series of exercises in which the student will be able to:

1. recognize when a passage has been divided up into meaningful, structurally bound units, or phrases, correctly.
2. read a passage which has been marked off into structurally-bound meaningful units or phrases, applying the physical-mechanical skills already mastered. (See Phrasing-Mechanical Strategies).
3. divide a passage correctly into meaningful, structurally bound units or phrases and   read it using the physical-mechanical skills already mastered. (See Phrasing-Mechanical Strategies).

4. read a passage silently, mentally dividing it into meaningful structurally bound units, or phrases, and again applying the previously mastered physical-mechanical skills. (See Phrasing-Mechanical Strategies).

Terminal Objectives

The student will be able to read any prose passage, at the same time dividing the passage mentally into meaningful, syntactically correct phrases. The student will thus continue to improve his eye span flexibility and will become more aware of the relationship of syntactically bound word groups and of meaning.

Skimming - Level I

Instructional Objectives Given a reading assignment, the student will be able to define (identify) a simple reading task and identify cue words in the reading assignment, or, given skim questions from a passage, the student will be able to suggest possible cue words and approximate answers to be found in the reading passage. Given a page taken from an advertisement, dictionary, or directory, the student will be able to locate the answer to a skim question.

In a timed situation, the student will be able to locate and extract the pertinent information based on the cue words as required by this reading assignment.

Terminal Objectives

As well as continuing to reinforce and improve the strategies already learned, the student will know how to locate specific information quickly, in accordance with a simple, set reading assignment and will thus become aware of the concept of keywords.

Phrasing-Level III-Meaningful Units

At this point the student will be concerned with phrasing in "Meaningful Units". As this is basically the same process with the same objectives as the step "Meaningful Units" in Box II, the objectives can be found listed under that section.

Skimming - Level II

Instructional Objectives In the context of prose passages of varying lengths the student will use the skills practiced in Skimming - Level I and his ability to recognize and use key words, cue words and pattern signals (discussed under Box III) to locate the information required by a set reading assignment.

Terminal Objectives

A student will be able to extract information and details quickly and accurately from any kind of prose writing in response to any reading assignment.

A student will be able also to extract those details which are bound by some sort of contextual relationship, be they details supporting the topic or details supporting one aspect of the topic.

Box II

At the stage of Phrasing - Level II in Box I, the student requires skills based on syntax and partly on semantics in addition to the mechanical skills listed in Box I. It is at this point that the skills noted in Box II come into play.

Instructional Objectives for Box II

The student will learn and master each of the following skills and understand how to apply each to any piece of prose writing.

Meaningful Units

Instructional Objectives

Core Parts

The student will recognize and understand:

Instructional Objectives

The student will be able to:

1. recognize, define and identify core parts as being those elements in a
   sentence which a. tell the action (verb)

      b. tells who or what performs the action (the "bare
         subject" in an active sentence and the "bare agent"
         in a passive sentence).

      c. tells who or what is the receiver of the action.
         (The direct object in an active sentence and the
         "bare subject" in a passive sentence).

2. recognize and identify when the "action" core part does indeed describe
   an action or whether it is a "linking" verb and if it is so, the student
   must be able to identify the subject of the verb and to understand the
   "condition of inactivity" in which the subject is described (e.g. "is"
   vs. "seems").

3. realize that any one of the core parts in any one sentence may consist
   of compound elements.

4. realize that the sentence may be expanded by the addition of individual
   words, phrases and/or clauses without altering the core parts.

5. realize that all the other words, phrases and clauses in a sentence,
   hereafter to be known as "Descriptive Parts", describe one of the core
   parts and is dependent on the context of the core part for contextual
   meaning.

Terminal Objectives

In any given piece of prose, a student will understand which of the elements
in a sentence provide the basic idea or structure and will be able to establish
relationships between the Core Parts and the Descriptive Parts and thus a
context in which the Descriptive Parts can have meaning.

Meaningful Units

Instructional Objectives

The student will recognize and understand:

1. that a meaningful unit can be defined as

   a) a core part

   b) individual words which might add interest and/or change meaning slightly or radically

   (i) adjectives

   (ii) adverbs

   (iii) co-ordinating conjunctions

   (iv) interjections

   c) phrases i.e.

   (i) prepositional phrases

   (ii) noun phrases - those with a preposition and those with only adjectives and noun.

   (iii) participial phrases

   (iv) adverbial phrases

   (v) infinitive/gerund phrases

   d) clauses of all kinds

   e) short sentences

2. that a meaningful unit may contain one or more core parts

3. that each meaningful unit is controlled by rules of syntax

4. that each meaningful unit depends on the core parts for contextual meaning and is meaningful in itself

The student will be able to:

1. identify the meaningful units in any given sentence or piece of continuous prose.

2. establish the relationship(s) between the identified meaningful units and the core parts of the given sentence(s).

3. establish which of the core parts each of the meaningful units is dependent upon for contextual meaning.

Terminal Objectives

While reading any given prose passage, a student will silently and mentally divide the passage into meaningful units and understand their syntactic and semantic relationship to the core parts.

References

Instructional Objectives

The student will, through a series of reading assignments or exercises increasing in difficulty: recognize and understand that references can be of two kinds:

    A. word/pronoun/some adverbs

    B. descriptive parts

A.   1. recognize and understand that a word or pronoun can refer only to

        a) a word or words in a noun form

        b) a phrase or phrases

        c) a sentence or sentences

        d) an entire paragraph or paragraphs

    2. recognize and understand that a word or pronoun can NOT refer to

        a) most adverbs

        b) adjectives

        c) individual verbs and verbals (except gerunds)

        d) conjunctions or prepositions

    3. recognize and understand that word/pronoun references can be substitutions for the word or pronoun referring to them.

    4. recognize and understand that the word/pronoun and its reference are indeed the same thing (completely or partly).

    5. recognize and understand that there can be more than one reference for a word/pronoun.

B.   1. recognize and understand that descriptive parts can be defined as b), c) and/or d) under "Meaningful Units".

    2. recognize and understand that the references for all descriptive parts will be one of the core parts.

    3. recognize and understand that a reference may be located/mentioned before or after the word/pronoun/descriptive part that refers to it.

    4. recognize and understand that a reference can be, and often is, a contextual definition.

    5. recognize and understand that the dummy subject "it" can, and often does have a reference.

    6. recognize and understand that the dummy subject "there" does NOT normally have a reference.

Terminal Objectives

In any given piece of prose, the student will be able to identify all the different kinds of references and will know what the syntactic relationship is and what the semantic message means.

Box III

Sentence Pattern Signals

Instructional Objectives

The student will recognize and understand that the sentence pattern signals which establish a relationship between 2 main clauses or 2 sentences can be defined as:

1. co-ordinating conjunctions

2. conjunctive adverbs

3. time adverbs

Through a series of reading assignments increasing in difficulty, a student will identify any given sentence pattern signal and the relationship it creates between the sentences or clauses.

Terminal Objectives

In any given (prose) passage, the student will recognize all sentence pattern signals and will understand the effect that they have on sentence relationships and, in fact, on the total meaning.

While the student is in the process of identifying core parts, descriptive phrases (Box II) and, to some extent, sentence pattern signals (Box III), it becomes necessary for the student to incorporate context clues and dictionary skills into the reading process. It is at this time that the student will move from what has, for the most part, been a mechanically/syntactically-based process to a semantically-based process.

Box IV

Context Clues

Instructional Objectives

The student will be able to:

1. recognize and identify the following kinds of context clues and the vocabulary and structure that signal them.

   a) Definition clues

      i. Direct Definition which can be signalled in any one of the

6. recognize that the repeated use of certain kinds of context
following ways:
   - use of punctuation (:) (-)
   - signal words/phrases (is/are, such as, that is)
   - syntactic structures (adjective clauses, appositive phrases,
     and, occasionally, participial phrases)
   - sentence definition
   - a pronoun referring to an entire sentence or paragraph

   ii. Listing examples (signalled by such phrases as 'for example',
      'that is', 'such as')

 iii. Synonyms

b)   Roots and Affixes - (See Appendix for list of roots and affixes):
    i. the most common Greek roots and prefixes
   ii. the most common Latin roots and prefixes
  iii. the most common Anglo-Saxon prefixes

c)   Comparison/contrast clues

d)   Inference clues:
    i. inferences made based on the student's own knowledge, personal
      experience or his own commonsense
   ii. inferences made based on the cause/effect relationships described
      in the context
  iii. inferences made based on relationships described and/or references
      made in the context

2. Recognize that context clues can be located outside the immediate sentence, in
   titles, headings, sub-headings and elsewhere within the paragraph or passage
   as a whole.

3. Use these clues to determine the meaning of the word(s) in question.

4. Recognize where there are no context clues within a sentence or passage.

5. Use the new words correctly and independently and thus make them a part
   of his active vocabulary.

6. recognize that the repeated use of certain kinds of context clues - those signalling listing, comparison/contrast and cause/effect - throughout a paragraph will affect not only the student's understanding of individual words but also his understanding of the total message contained in the paragraph or passage.

With regard to the roots and affixes, the student will:

1. be able to identify and understand the most common Greek and Latin roots and prefixes and the most common Anglo-Saxon prefixes

2. use this knowledge to reduce an unknown word into manageable and meaningful parts

3. be able to interpret, either approximately or exactly, the meaning of an unknown word

4. be able to use this knowledge to make more efficient use of the general context, in predicting or inferring meanings of unknown words

5. realize that affixes are highly manipulative

6. realize that prefixes have limited meanings and are easily applied in a set number of ways

7. realize that suffixes are primarily used as syntactic devices and therefore can be used to clarify and increase a student's understanding of parts of speech and ultimately his knowledge of English syntax

8. enlarge his vocabulary through word-family relationships based on roots, prefixes and suffixes

Dictionary Skills

Instructional Objectives

The student will be able to:

1. order words with the same initial letter(s) into a correct alphabetical list and thus make efficient use of the guide words in the dictionary

2. use the syllabication system and the phonetic symbols correctly and effectively

3. identify and understand all of the dictionary symbols and abbreviations encountered in each entry

4. identify the part of speech of any word in question
5. recognize and understand the etymological entry information
6. identify the variant spellings of entries, inflected forms and their part(s) of speech
7. recognize homographic entries
8. understand the numbering of dictionary definition entries

In conjunction with the context and the available context clues, the student will be able to:

1. choose the correct homographic entry
2. choose the definitions listed under the correct part of speech for the entry
3. identify the appropriate definition according to part of speech and context meaning

Terminal Objectives - Integration of dictionary skills and context clues

Through the appropriate choice of dictionary definition and efficient use of context clues, the student will recognize that:

1) contextual definitions are equal to dictionary definitions
2) contextual definitions are sometimes clearer or more precise than dictionary definitions
3) context can be and primarily is self-sufficient
4) context definition is frequently sufficient for comprehension
5) dictionary definition adds to the meaning, making the word more specific, but does not necessarily add to the general understanding of the passage
6) the double or multiple meaning of a word is defined contextually, not by a dictionary definition
7) his recognition of non-contextual words reinforces understanding and appreciation of contextual clues
8) often dictionary definition(s) of non-contextual words demonstrates that understanding of main ideas alone is sufficient

Dictionary Skills - Terminal Objectives (Cont'd)

9) political, religious, journalistic and sociological terms may appear to be non-contextual but are, in fact, pre-knowlege based and thus -

10) an awareness of the environment is necessary to provide these pre-knowledge context clues

Box V

References and Patterns

Instructional Objectives

Within the context of a paragraph, or a multi-paragraph passage, the student will be able to use the skills learned in Boxes II and III to:

1. recognize and identify all words and pronouns within the entire paragraph(s) that have references and all the references themselves

2. recognize and identify all words, pronouns and phrases that have references in paragraphs other than the one in which they are located, and all of the references themselves

3. recognize and identify all those words, phrases, and/or clauses, overt or embedded, which establish a stylistic pattern within the paragraph, thus establishing a relationship between the sentences

4. recognize and identify the stylistic pattern being used (listing, comparison/contrast, time order, cause/effect) according to the words, etc., identified in #3 above

Terminal Objectives

The terminal objectives for Boxes V - VII are contained in Box VIII.

Box VI

Patterns and Relationships

Instructional Objectives

Having identified all the references the student will be able to:

1) establish a relationship between some or all of the references (i.e. whether they establish the topic, etc.) within the context.

Having identified all the words/phrases/clauses which establish a stylistic pattern and having identified the pattern itself, the student will be able to:

1) recognize and establish one or more of the following relation-ships between the items of information given in the context

   a) listing
   b) time/chronological order
      - historical time
      - experiential time
   c) comparison/contrast
   d) cause/effect
      - causes for given effects
      - effects for given causes
   e) space (which is usually used with another pattern)
2) recognize and establish contextual relationships using the following strategies:

   a) select items belonging to a given category or relationship
   b) supply the category or relationship for a given list of details/items selected from the context
   c) supply the items or details from the context for a given category

Box VII

Topic, Main Idea and Details

This is a continuation of Box VI, but is more concerned with the paragraph(s) as a whole.

Instructional Objectives

Using the skills and techniques mastered in Box VI and considering the paragraph(s) and the context as a whole, the student will be able to:

1) extract and group related details from a paragraph
2) assign a category or relationship to the group of details based on the context and paragraph pattern(s)
3) establish the main idea of the paragraph, or multi-paragraph passage, on the basis of 1) and 2) above
4) establish the topic of the paragraph or multi-paragraph passage on the basis of 1), 2), and/or 3) above

Having progressed carefully through all of the steps listed in Boxes I to VI and having had some practice following the procedure listed above under Box VII, the student must also be able to reverse the above process and:

1) identify the topic of the passage
2) identify the main idea of the passage
3) locate which sentence, or sentences, state the main idea
4) determine when the main idea is not stated directly, but must be inferred from the details or context given
5) select those details which support the main idea

"FURTHER INFERENCES"

Instructional Objectives

Having successfully determined the topic, main idea, and supporting details of a passage and having understood them (i.e. the writer's message) the student will be able to infer more information, either in answer to specific questions or on his/her own. This could take the form of inferring motives, causes, results, emotions, feelings, previous or successive events, personal character, etc.

Box VIII

Having progressed through all of the above-mentioned steps in the reading process, the student will have reached the "Terminal Objective" listed in Box VIII.

At this point, the student should:

1) have complete understanding of the author's message, vocabulary, and style of writing (i.e. paragraph patterns)

2) be able to prove his/her understanding by answering a set of questions, both specific and general, about the vocabulary, patterns, relationships, topic, main idea, and details with at least 70% accuracy.

3) be able to prove his/her understanding by making logical inferences in answer to questions regarding unstated information

APPENDIX A

PREFIXES

Prefix	Most Common Variations	General Meaning	Example
a-		not, without	apathetic
	an-		anarchy
ab-		away (from)	abduct
	a-		avert
	abs-		abstract
ad-		to, towards	adjoining
	ac-		accept
	af-		affect
	ag-		aggressive
	al-		alliance
	ap-		applaud
	ar-		arrest
	as-		assignment
	at-		attached
ambi-		both	ambidextrous, ambiguous
ante-		before	anteroom, antecedent
anti-		against	antisocial
bene-		well, good	benefit, benevolence
circum-		around	circumnavigate, circumference
con-		(together) with	convention
	co-		co-operate
	col-		collect
	com-		combine
	cor-		correspond
contra-		against, opposed to	contradict
	counter-		counterattack
de-		away from, reverse	deport, deflect descend

PREFIXES

Prefix	Most Common Variations	General Meaning	Example
dia-		through, across	diameter, diagonal
dis-		opposite of, reverse of, not	discontent, disarm, dishonest
	di-		direct
	dif-		different
en-(verb prefix)		cause, make	enable, ensure
epi-		upon, above	epidermis, epitaph
eu-		well, good	eulogy, euphoria
ex-		out, from	exit, export
	e-		evaporate
	ef-		effect
homo-		same	homonym, homogenized
hyper-		over, above, beyond	hyperactive
hypo-		under	hypodermic, hypothyroid
in-		in, into	inscribe
	il-		illuminate
	im-		imprint
in-		not	inaudible
	il-		illegal
	im-		impossible
	ir-		irregular
inter-		between, among	interview, intercity
intra-		within, inside	intravenous, intramural
intro-		within	introvert, introduction
magn(i)-		(very) large	magnify, magnitude
mal-		bad	maltreat, malnutrition
mega-		large, great	megaphone
micro-		small	microscope, microbe

PREFIXES

Prefix	Most Common Variations	General Meaning	Example
mis-		wrong(ly) incorrect(ly)	misinterpret, misread
multi-		many	multinational, multiply
neo-		new, recent	neoclassic, neon
non-		not	non-fiction, non-profit
nov-		new	novice, novel
omni-		all	omnipotent, omniscient
pan-		all	Pan American, pandemonium
per-		through	perforate, perceptive
peri-		around	periscope, perimeter
poly-		many	polygraph, polytechnic
post-		after	postgraduate, postcript
pre-		before	prepay, prearrange
prim-		first	primitive
pro-		forward, forth	proceed, project
proto-		first	prototype
re-		again, back	return, regress
retro-		backward	retrogress, retrospect
se-		away, apart	secret, separate
sub-		under	submarine, subtract
		up (to)	success
		upon	suffix
	su-		suspect
	suc-		succeed
	suf-		suffer
	sup-		support
	sus-		susceptible, suspend, sustain
super-		over, above, beyond	supervise, Superman, superhuman
	sur-		surname, surplus, survive
syn-		(together) with	synonym
	syl-		syllable
	sym-		sympathy
tele-		far	telephone, television
trans-		across	transportation, translate

NUMBER PREFIXES

Latin	Greek	Meaning	Example
uni -	mono-	one	unicycle, monologue
du(o) -	bi -	two	duplicate, bicycle
tri -	tri-	three	triplicate, triangle
quad -	tetra-	four	quadruplets, tetralogy
quin -	pent(a)-	five	quintet, pentagon
sex -	hex(a)-	six	sextet, hexagon
sept -	hept(a)-	seven	septet, heptagon
octo -	octa-	eight	octave, octagon
non(a) -		nine	nonagon
deci -	dec(a)-	ten	decimal, decade
cent(i)-		one hundred	centipede
mill -	kilo-	one thousand	millenium, kilometer
semi -	hemi-	half	semicircle, hemisphere
	demi-	half	demigod

SUFFIXES

Suffix	General Meaning	Example
Verb		
-ate	make, cause	dehydrate
-en	make, cause	widen
-(i)fy	make, cause; become	simplify, solidify
-ize	make, cause	standardize
Noun		
-ance	the act of ___ing, quality or state of ___ing or being _____	reliance importance
-an(-ian)	a person having to do with or from	American
-ant	one who ___s or is ___ing	assistant
-eer	person having to do with _____	engineer
-ence	the act or fact of ___ing, quality or state of ___ing or being _____	dependence, difference
-ent	one who ___s or is ___ing	resident, student
-er	person or thing that _____	writer
-hood	state or condition of being _____, the character or nature of _____	childhood, brotherhood
-ian(-an)	person having to do with_____) a person from_____.	musician Canadian
-ion	the action of ___, the result of the action of _____	attraction, collection
-ism	system or belief, a practice, a condition or characteristic of___	socialism, criticism heroism
-ist	person who does_or has knowledge of_	specialist, scientist
-ite	person from_____	Vancouverite
-ity(-ty)	condition or quality of being _____	activity
-ive	thing or person of/or having to do with_____ thing or person likely to_____	relative conservative
-ment	the act, state, or condition of __ing or being _____ed	encouragement, amazement
-ness	quality, state or condition of being _____	kindness
-or	person or thing that_____	counsellor
-y	state or quality, an activity	jealousy, delivery

SUFFIXES

Suffix	General Meaning	Example
Adjectives		
-able	can be or able to be ____ed	likeable
-al(-ial)	of, like	natural
-ant	____ ing	triumphant
-an(-ian)	having to do with ____, native to ____	Mohammedan American
-ent	____ ing	different
-ful	full of, having ____	cheerful, thoughtful
-ian(-an)	having to do with, native to ____	Asian, Canadian
-ible	can be ____ed or able to be ____ed	reversible
-ic	of, having to do with ____, characteristic of ____	Icel____dic artistic
-ish	like or resembling, belonging to____	childish, British
-ive	having to do with, likely to____	interrogative, active
-less	without, that does not____	homeless, ceaseless
-y	full of or having, resembling ____	airy, salty, sugary
____		

ROOTS

Root (& Variations)	General Meaning	Example
alter	other	alternate, alteration
amor	love	amorous, amour
anthrop(o)	man	anthropology
aqua	water	aquarium, aquatic
aster, astr(o)	star	asterisk, astrology
aud(i)	hear, listen	audience, auditorium
auto	self	automobile, automatic
bibli	book	bible, bibliography
bio	life	biology, biography
cap(t), cep(t), cip	take, hold	captive, receptive, recipient
caput-usually "capit"	head	capitol, captain
card(i)	heart	cardiac, cardiologist
caust, caut	burn	caustic, holocaust
ced, ceed, cess	go, move	recede, proceed, process
chrom	colour	kodachrome, chromosome
chron	time	chronometer, chronological
clud, clus	shut	include, conclusion
cogn	know	incognito, cognizance
corp(or)	body	corpulent, corporation
crat, crac	power, rule	autocrat, democracy
cred	believe	credulous, credible, creed
crux, cruc	cross	crux, excruciating
dem	people	democracy, demography
dent	tooth	dentist, dental
derm	skin	epidermis, dermatology
dic(t)	tell, say(speak)	dictation, dictaphone
duc(t)	lead	induce, abduct
equ	equal	equate, equitable

Root (& Variations)	General Meaning	Example
fac(t), fec(t), fic, fit	make, do	factory, perfect, beneficial, benefit
fid	faith, trust	fidelity, infidel
fin	end	final, infinite
flu	flowing	influx, superfluous
fort	strong	fortress, fortify
fract	break	fracture, infraction
frat(e)r	brother	fraternity, fratricide
gam	marriage	bigamy, monogamy
gen	race, birth, kind	generate, homogenized
geo	earth	geography, geology
graph, gram	writing, record, draw	telegram, autograph
gress	go, step	progress, regress
hydr	water	dehydrate, hydroplane
ject	throw	reject, ejection
jug, junct	join	conjunction, conjugate
locu, loqu	speak	soliloquy, circumlocution
leg	read	legible
leg	law	legal, legitimate
log	word, study	biology
luc	light	lucid, elucidate
lumin	light	illuminate
man	hand	manicure, manual
met(e)r	measure	thermometer, metric
mit, mis	send	emit, transmission
mort	death	mortal, mortgage
nomen-usually "nomin"	name	nominate
nym	name	synonym, anonymous

Root (& Variations)	General Meaning	Example
ora	speak formally	orator, oratory
pac	peace	pacifist, pacify
pan	all	panacea, panorama
pat(e)r	father	paternal, patrimony
path	feeling, disease, suffering	apathy, pathology
ped	foot	pedestrian, centipede
pel, puls	drive, push	repel, propulsion
pend, pens	hang	independent, suspense
pet(e)r	rock	petrify, petroleum
phil	love	philanthropist, philosopher
phob	fear	claustrophobia, phobia
photo	light	photograph, photosynthesis
phon	sound	telephone, dictaphone
plac(a)	please	placate, implacable
plen, plet	fill	replenish, deplete
pod	foot	tripod, podium
port	carry	porter, transport
poss, pote	power, ability	possible, potent
preci	value, price	precious, depreciate
psych	mind	psychology, psychosomatic
rupt	break	rupture, erupt
sci	know, have knowledge of	science, omniscient
scope	sight	telescope, microscope
scrib, script	write	inscribe, postscript
sect	cut	bisect, intersect
sen	old	senior, senile
sequ, secut	follow	sequence, consecutive
sol	alone	solo, solitary
son	sound	unison, resonant
spec(t)	look (at)	inspect, spectator
string, strict	tighten	stringent, constrict

Root (& Variations)	General Meaning	Example
tang, tact	touch	tangible, contact
ten	hold	tenacious
termin	end	terminal, terminate
terra	earth	terrain, territory
theo	god	theology, atheist
tort	twist	extortion, distort
tract	pull, draw, drag	tractor, extract
ven(t)	come	convention, intervene
vert, vers	turn	divert, reverse
vid, vis	see	videotape, television
viv, vit	live	revive, vital
voc, vok	voice, call	vocal, provoke
zo(o)	animal	zoo, zoology