

Subject: Study Skills (MTH)

Teacher: ALOUACHE A

Chapter 4: Reading with a Purpose

Level: 1st Year

Lesson 3: Paragraph Reading- Main Idea

Introduction

Being able to determine the main idea of a passage is one of the most useful reading skills you can develop. It is a skill you can apply to any kind of reading. For example, when you read for enjoyment or to obtain general information, it is probably not important to remember all the details of a selection. Instead, you want to quickly discover the general message- the main idea of the passage. For other kinds of reading, such as reading textbooks or articles in your own field, you need both to determine the main ideas and to understand the way in which these are developed.

Main Idea

The main idea of a passage is the *thought that is present from the beginning to the end*. In a well-written paragraph, most of the sentences are used *to support* the idea which is developed by the author. These supporting sentences *describe, illustrate, define, or explain* the main idea (among other writing patterns).

The main idea is sometimes stated in the first or last sentence of the paragraph, known as the *topic sentence*, and other times it is only implied. In poems, the main idea is often implied rather than stated explicitly.

In order to determine the main idea of a piece of writing, you should ask yourself **what idea is common to most of the text**. What is the idea that relates the parts -details- to the whole -the raw opinion-? What opinion do all the parts support? What do they all explain, or describe?

The following example will clarify how the main idea is different from details.

- Read the following paragraph quickly. Concentrate on identifying the main idea.

Remember, do not worry about the details in the selection. You only want to determine the general message.

By the time the first European travellers on the American continent began to record some of their observations about Indians, the Cherokee people had developed an advanced culture that probably was exceeded only by the civilized tribes of the Southwest: Mayan and Aztec groups. The social structures of the Cherokee people consisted of a form of clan kinship in which there were seven recognized clans. All members of a clan were considered blood brothers and sisters and were bound by honor to defend any member of that clan from wrong. Each clan, the Bird, Paint, Deer, Wolf, Blue, Long Hair, and Wild Potato, was represented in the civil council by a councillor or councillors. The chief of the tribe was selected from one of these clans and did not inherit his office from his kinsmen. Actually, there were two chiefs, a Piece chief and War chief. The Piece chief served when the tribe was at peace, but the minute war was declared, the War chief was in command.

- Select the statement that best expresses the main idea of the paragraph:
 - a. The Cherokee chief was different in war time than in peace time.
 - b. Before the arrival of the Europeans, the Cherokees had developed a well-organized society.
 - c. The Mayans and the Aztecs were part of the Cherokee tribe.
 - d. Several Indian cultures had developed advanced civilizations before Europeans arrived.

✓ Explanation

- a. **This could not be the main idea.** It is rather one of the several details the author uses to support his statement that the Cherokee people had developed an advanced culture.
- b. **This statement expresses the main idea of the paragraph.** All other sentences in the paragraph are examples supporting the idea that the Cherokees had developed an advanced culture by the time Europeans arrived on the continent.
- c. This statement is false. **It cannot be the main idea.** Mayans and Aztecs are tribes of the Southwest; they are not part of the Cherokee people.
- d. **This statement is too general.** The paragraph describes the social structure of only one Indian tribe: Cherokee people. Although the author names other advanced Indian cultures, he does this only to strengthen his argument that the Cherokees had developed an advanced culture and were only exceeded by two tribes.

Paragraph 3

Teaching is supposed to be a professional activity requiring long and complicated training as well as official certification. The act of teaching is looked upon as a flow of knowledge from a higher source to an empty container. The student's role is one of receiving information; the teacher's role is one of sending it. There is a clear distinction assumed between one who is supposed to know (and therefore not capable of being wrong) and another, usually younger person who is supposed not to know. However, teaching need not be the province of a special group of people nor need it be looked upon as a technical skill. Teaching can be more like guiding and assisting than forcing information into a supposedly empty head. If you have a certain skill you should be able to share it with someone. You do not have to get certified to convey what you know to someone else or to help them in their attempt to teach themselves. All of us, from the very youngest children to the oldest members of our cultures should come to realize our own potential as teachers. We can share what we know, however little it might be, with someone who has need of that knowledge or skill.

Select the statement that best expresses the main idea of the paragraph.

- a. The author believes that it is not difficult to be a good teacher.
- b. The author believes that every person has the potential to be a teacher.
- c. The author believes that teaching is a professional activity requiring special training.
- d. The author believes that teaching is the flow of knowledge from a higher source to an empty container.

Poem***Fueled***

Fueled
by a million
man-made
wings of fire—
the rocket tore a tunnel
through the sky—
and everybody cheered.
Fueled
only by a thought from God—
the seedling
urged its way
through the thicknesses of black—
and as it pierced
the heavy ceiling of the soil—
and launched itself
up into outer space—
no
one
even
clapped.



Marcie Hans

Write a sentence that expresses the main idea of the poem. _____

Paragraph 6

There is widespread fear among policymakers and the public today that the family is disintegrating. Much of that anxiety stems from a basic misunderstanding of the nature of the family in the past and a lack of appreciation for its resiliency in response to broad social and economic changes. The general view of the family is that it has been a stable and relatively unchanging institution through history and is only now undergoing changes; in fact, change has always been characteristic of it.

Write a sentence that expresses the main idea of the paragraph. _____

Paragraph 7

Enough is now known about the ancient Maya, those sophisticated artists and architects, astronomers and calendar keepers of South America, to realize that much remains to be learned before all the mysteries can be unraveled. Once considered peaceful stargazers, they are now suspected of being bloodthirsty and warlike. Dogged and brilliant scholars have wrestled with the problems for a century and a half. There has been a steady revision of ideas, regular expansion of the boundaries of knowledge, and there is certain to be more.

Write a sentence that expresses the main idea of the paragraph. _____

Paragraph 6 adapted from Maris Vinovskis, "Historical Perspectives on the Development of the Family and Parent-Child Interactions," in *Parenting Across the Life Span*, ed. Jane B. Lancaster, Jeanne Altman, Alice S. Rossi, and Lonni R. Sherrod (Aldine de Gruyter).

Paragraph 7 adapted from William Weber Johnson, "Two New Exhibitions Explore the Dark Mysteries of the Maya," *Smithsonian*.

Test

1. **Skim** the following selection and indicate if careful reading would be valuable. Underline the parts justify your answer.

Remember, the purpose of skimming is to identify the general idea –the gist- of the whole passage.

Selection 3

Would you read more about the Curies if you were interested in scientific contributions to modern transportation?

_____ Yes

_____ No

CURIE, PIERRE (1859–1908), and **MARIE** (1867–1934), French scientists, whose isolation of polonium and radium marked the beginning of a new era in the study of atomic structure.

Pierre Curie was born in Paris on May 15, 1859, the son of a physician. Until the age of 14 he was trained in science by his father, receiving only a minimum of the classical education that was standard in his time. He went to the Sorbonne at 16 and majored in physics. When he was only 19, he was appointed a teaching assistant and director of laboratory instruction at the Paris Faculty of Sciences.

Early Careers. In 1880, Pierre Curie and his brother Jacques discovered piezo-electricity, the appearance of electrical charges on the surface of certain insulating crystals when subjected to mechanical stresses. About 1891, Pierre began an intense investigation of magnetism at elevated temperatures. This led to the discovery of the *Curie point* — the temperature at which ferromagnetic substances lose their magnetism. Further research

led to the formulation of *Curie's law*, which states that the magnetic susceptibility of ferromagnetic substances above the Curie point is inversely proportional to the absolute temperature. This law is not strictly true and was modified by Pierre Weiss in 1907.

In 1895, Pierre married Marie Sklowdoska, a young student from Poland, who had begun her scientific career with an investigation of the magnetic properties of different kinds of steel. In fact, it was their mutual interest in magnetism that drew them together. Marie Sklowdoska was born in Warsaw on Nov. 7, 1867. She made a brilliant record as a student but found no outlet for her talents in her native country. She became a private tutor and might have remained in that position had it not been for her sister Bronislawa, who lived in Paris. Marie joined her sister in 1891 and studied mathematics, physics, and chemistry at the Sorbonne. Her marriage to Pierre Curie thrust her into the mainstream of French science. Their scientific careers were to remain intertwined until Pierre's tragic death.

2. **Read** the following selection **carefully**, then write a sentence that expresses the main idea of the paragraph.

Paragraph 7

The ideals that children hold have important implications for their school experiences. Children who believe in the value of hard work and responsibility and who attach importance to education are likely to have higher academic achievement and fewer disciplinary problems than those who do not have these ideals. They are also less likely to drop out of school. Such children are more likely to use their out-of-school time in ways that reinforce learning. For example, high school students who believe in hard work, responsibility, and the value of education spend about 3 more hours a week on homework than do other students. This is a significant difference since the average student spends only about 5 hours a week doing homework.

Write a sentence that expresses the main idea of the paragraph. _____

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Lesson 4: Word Study 1 -Context Clues-

Objectives:

By the end of this section, the students are expected to:

- ✓ Identify the **different types of context clues**; and
- ✓ **Practice** using context clues **while reading**.

Students are, generally speaking, too reliant on their dictionaries; they use their dictionaries every time they encounter an unfamiliar word which disrupts reading fluency and sentence comprehension. A better and more realistic approach to help them master unknown words is discovering meaning through context.

Context clues are bits of information within a text (some nearby words, grammatical structures and even punctuation) that will **assist you in deciphering the meaning of unknown words**. Since most of your knowledge of vocabulary comes from reading, it is important that you recognize context clues.

By becoming more aware of particular words and phrases surrounding a difficult word, you can make logical guesses about its meaning. The following are some devices authors use to incorporate context clues into their writing:

Remember: The point is not to memorize each type of context clues. You should rather understand that authors give hints in all kinds of ways to help readers figure out what words mean.

1. Definition/Explanation: can be signaled by a whole sentence, appositives and punctuation marks:

- ✓ **Vulnerable people** are oftentimes in need of protection under certain laws so others cannot take advantage of them.
- ✓ **Vulnerable people,** who are in need of governmental protection, constitute the majority of population.

2. Synonyms: sometimes a text gives a synonym of the unknown word to signal its meaning by a single word or a phrase.

- ✓ When people know they are **vulnerable** or **defenseless**, they tend to protect themselves to avoid harm.

3. Antonyms/Contrast: opposite information about the unknown word can be offset by words and phrases signaled by unlike, as opposed to, different from, etc.

- ✓ **Vulnerable people**, **unlike those who can stand up for themselves**, tend to be the target of dangerous individuals.

4. Examples: sometimes a text gives an example of the word that sheds light on its meaning. Appositives and words like 'like and such as' can be used as signal words.

- ✓ **Vulnerable people**, **such as young children, the elderly, or handicapped individuals**, might have protection under certain laws.

5. Analogy: comparison of the word with another thing that has similar features help to determine what it means.

- ✓ **Vulnerable people** can be **like fragile glass** in need of care and attention.

Exercise: Each of the following sentences contains a missing word. Use context clues to help you provide a word that is appropriate in terms of grammar and meaning. Underline signal words –the words that make you figure out the missing word-

***There may be more than one appropriate answer.**

You are not allowed to use dictionaries. Rely on the surrounding words.

1. I removed the from the shelf and began to read.
2. Hogarty is a thief; he would the gold from his grandmother's teeth and not feel guilty.
3. Our uncle was a, an incurable wanderer who never could stay in one place.
4. Unlike his brother, who is truly a handsome person, Hogarty is quite
5. The Asian, like other apes, is specially adapted for life in trees.
6. But surely everyone knows that if you step on an egg, it will
7. Tom got a new for his birthday. It is a sports model, red, with white interior and bucket seats.

Explanation

1. I removed the _____ from the shelf and began to read.

book
magazine
paper
newspaper

The number of things that can be taken from a shelf and read is so few that the word *book* probably jumped into your mind at once. Here, the association between the object and the purpose for which it is used is so close that you have very little difficulty guessing the right word.

2. Harvey is a thief; he would _____ the gold from his grandmother's teeth and not feel guilty.

steal
take
rob

Harvey is a thief. A thief steals. The semicolon (;) indicates that the sentence that follows contains an explanation of the first statement. Further, you know that the definition of *thief* is: a person who steals.

3. Our uncle was a _____, an incurable wanderer who never could stay in one place.

nomad
roamer
traveler
drifter

The comma (,) following the blank indicates a phrase in apposition, that is, a word or group of words that could be used as a synonym of the unfamiliar word. The words at the left are all synonyms of *wanderer*.

4. Unlike his brother, who is truly a handsome person, Hogarty is quite _____.

ugly
homely
plain

Hogarty is the opposite of his brother, and since his brother is handsome, Hogarty must be ugly. The word *unlike* signals the relationship between Hogarty and his brother.

5. The Asian _____, like other apes, is specially adapted for life in trees.

gibbon
monkey
chimp
ape

You probably didn't write *gibbon*, which is the word the author used. Most native speakers wouldn't be familiar with this word either. But since you know that the word is the name of a type of ape, you don't need to know anything else. This is an example of how context can teach you the meaning of unfamiliar words.

6. But surely everyone knows that if you step on an egg, it will _____.

break

You recognized the cause and effect relationship in this sentence. There is only one thing that can happen to an egg when it is stepped on.

7. Tom got a new _____ for his birthday. It is a sports model, red, with white interior and bucket seats.

car

The description in the second sentence gave you all the information you needed to guess the word *car*.

Exercise 1

In the following exercise, do NOT try to learn the italicized words. Concentrate on developing your ability to guess the meaning of unfamiliar words using context clues. Read each sentence carefully, and write a definition, synonym, or description of the italicized word on the line provided.

1. _____ We watched as the cat came quietly through the grass toward the bird. When it was just a few feet from the victim, it gathered its legs under itself, and *pounced*.
2. _____ Some people have no difficulty making the necessary changes in their way of life when they move to a foreign country; others are not able to *adapt* as easily to a new environment.
3. _____ In spite of the fact that the beautiful *egret* is in danger of dying out completely, many clothing manufacturers still offer handsome prices for their long, elegant tail feathers, which are used as decorations on ladies' hats.
4. _____ When he learned that the club was planning to admit women, the colonel began to *inveigh against* all forms of liberalism; his shouting attack began with universal voting and ended with a protest against divorce.
5. _____ The snake *slithered* through the grass.
6. _____ The man thought that the children were defenseless, so he walked boldly up to the oldest and demanded money. Imagine his surprise when they began to *pelt* him with rocks.
7. _____ Experts in *kinesics*, in their study of body motion as related to speech, hope to discover new methods of communication.
8. _____ Unlike her *gregarious* sister, Jane is a shy, unsociable person who does not like to go to parties or to make new friends.
9. _____ After a day of hunting, Harold is *ravenous*. Yesterday, for example, he ate two bowls of soup, salad, a large chicken, and a piece of chocolate cake before he was finally satisfied.
10. _____ After the accident, the ship went down so fast that we weren't able to *salvage* any of our personal belongings.

Vocabulary from Context

Use the context provided to determine the meanings of the italicized words. Write a definition, synonym, or description of each of the italicized vocabulary items in the space provided.

1. _____ At the Regal Restaurant, there are two menus. On one menu, an entire meal is listed for a single price. On the other, an *à la carte* menu, each dish is priced individually and may be ordered separately. In many cases, ordering from the first kind of menu is the cheapest way to get a complete meal. On such menus, however, if you order something that is not included in the meal, there is a *surcharge*, which makes the meal more expensive.
2. _____
3. _____ I could not convince my friend to go on a picnic instead of to a restaurant. He was *adamant* in his desire to eat a formal meal.
4. _____ At a famous restaurant, I was once served food so old that it had gone bad. I could smell the *rotten* meat before the waiter put it on my table. Foolishly, I screamed insults at him. I should have realized that it wasn't the waiter's fault. I should have screamed those *abuses* at the cook.
5. _____
6. _____ Usually if restaurant food is poorly prepared, I don't criticize the waiter. Instead, I *reprimand* the manager.
7. _____ When I am served bad food, I assume a very serious manner and say to the manager *gravely* that I will not pay for the *objectionable* meal.
8. _____
9. _____ After eating at bad restaurants, the meals at the Elite Café look wonderfully *enticing*, as appealing as water to a person in a desert.
10. _____ Restaurants sometimes keep food unrefrigerated until it is almost bad, until it smells *gamy* and looks *raunchy*.
11. _____
12. _____ Although I enjoy a pleasant atmosphere when I dine at restaurants, what is most important to me is the quality of the food. Nothing can *console* me after the disappointment of a poor meal.
13. _____ Knowing that the slightest mistake meant losing his job, the waiter carried the expensive wine glasses *gingerly* from the kitchen.

Word Study

Stems and Affixes

Using context clues is one way to discover the meaning of an unfamiliar word. Another way is word analysis, that is, looking at the meanings of parts of words. Many English words have been formed by combining parts of older English, Greek, and Latin words. If you know the meanings of some of these word parts, you can often guess the meaning of an unfamiliar English word, particularly in context.

For example, *report* is formed from *re-*, which means “back,” and *-port*, which means “carry.” *Scientist* is derived from *sci-*, which means “know,” and *-ist*, which means “one who.” *Port* and *sci* are called **stems**. A stem is the basic part on which groups of related words are built. *Re* and *ist* are called **affixes**, that is, word parts that are attached to stems. Affixes like *re*, which are attached to the beginning of stems, are called **prefixes**. Affixes attached to the end, like *ist*, are called **suffixes**. Generally, prefixes change the meaning of a word, and suffixes change its part of speech. Here is an example.

Stem	Prefix	Suffix
pay (verb)	repay (verb)	repayment (noun)
honest (adjective)	dishonest (adjective)	dishonestly (adverb)

Word analysis is not enough to give you the precise definition of a word you encounter in a reading passage, but often along with context it will help you to understand the general meaning of the word so that you can continue reading without stopping to use a dictionary.

Below is a list of some commonly occurring stems and affixes. Study their meanings. Your teacher may ask you to give examples of other words you know that are derived from these stems and affixes. Then do the exercises that follow.

Prefixes		
<i>com-, con-, col-, cor-, co-</i>	together, with	<i>cooperate, connect</i>
<i>in-, im-, il-, ir-</i>	in, into, on	<i>invade, insert</i>
<i>in-, im-, il-, ir-</i>	not	<i>impolite, illegal</i>
<i>micro-</i>	small	<i>microscope, microcomputer</i>
<i>pre-</i>	before	<i>prepare, prehistoric</i>
<i>re-, retro-</i>	back, again	<i>return, retrorocket</i>
Stems		
<i>-audi-, -audit-</i>	hear	<i>auditorium, auditor</i>
<i>-chron-</i>	time	<i>chronology, chronological</i>
<i>-dic-, -dict-</i>	say, speak	<i>dictator, dictation</i>
<i>-graph-, -gram-</i>	write, writing	<i>telegraph, telegram</i>
<i>-log-, -logy</i>	speech, word, study	<i>biological</i>
<i>-phon-</i>	sound	<i>telephone</i>

-scrib-, -script-

write

describe, script

-spect-

look at

inspect, spectator

-vid-, -vis-

see

video, vision

Suffixes

-er, -or

one who

worker, spectator

-ist

one who

typist, biologist

-tion, -ation

condition, the act of

action, celebration

EXERCISE 1

1. For each item, select the best definition of the italicized word.

a. He lost his *spectacles*.

___ 1. glasses

___ 3. pants

___ 2. gloves

___ 4. shoes

b. He drew *concentric* circles.

___ 1. ○○

___ 3. ○○

___ 2. ⊙

___ 4. ⊗

c. He *inspected* their work.

___ 1. spoke highly of

___ 3. examined closely

___ 2. did not examine

___ 4. did not like

2. Circle the words where *in-* means *not*. Watch out; there are false negatives in this list.

inject

inside

insane

inspect

invaluable

inflammable

inactive

invisible

3. In current usage, the prefix *co-* is frequently used to form new words (for example, *co-* + *editors* becomes *coeditors*). Give another example of a word that uses *co-* in this way.

4. The prefix *re-* (meaning *again*) often combines with simple verbs to create new verbs (for example, *re-* + *do* becomes *redo*). List three words familiar to you that use *re-* in this way.

EXERCISE 2

Word analysis can help you to guess the meanings of unfamiliar words. Using context clues and what you know about word parts, write a synonym, description, or definition of the italicized word or phrase.

1. _____ The doctor asked Martin to *inhale* deeply and hold his breath for 10 seconds.
2. _____ Many countries *import* most of the oil they use.
3. _____ Three newspaper reporters *collaborated* in writing this series of articles.
4. _____ Calling my professor by her first name seems too *informal* to me.
5. _____ It is Lee's *prediction* that by the year 2050 most automobiles will be solar powered.
6. _____ Historians use the *inscriptions* on the walls of ancient temples to guide them in their studies.
7. _____ You cannot sign up for a class the first day it meets in September; you must *preregister* in August.
8. _____ After his long illness, he didn't recognize his own *reflection* in the mirror.
9. _____ I *dictated* the letter to my assistant over the phone.
10. _____ I'm sending a sample of my handwriting to a *graphologist* who says he can use it to analyze my personality.
11. _____ The university has a very good *microbiology* department.
12. _____ *Phonograph recordings* of early jazz musicians are very valuable now.
13. _____ At the drugstore, the pharmacist refused to give me my medicine because she could not read the doctor's *prescription*.
14. _____ He should see a doctor about his *chronic* cough.
15. _____ Maureen was not admitted to graduate school this year, but she *reapplied* and was admitted for next year.
16. _____ I recognize his face, but I can't *recall* his name.
17. _____ Ten years ago, I decided not to complete high school; *in retrospect*, I believe that was a bad decision.
18. _____ She uses *audiovisual* aids to make her speeches more interesting.
19. _____ Some people believe it is *immoral* to fight in any war.
20. _____ Babies are born healthier when their mothers have good *prenatal* care.

EXERCISE 3

Following is a list of words containing some of the stems and affixes introduced in this unit. Definitions of these words appear on the right. Put the letter of the appropriate definition next to each word.

- | | |
|--------------------|---|
| 1. ____ microbe | a. an instrument used to make soft sounds louder |
| 2. ____ phonology | b. not able to be seen |
| 3. ____ audience | c. a group of listeners |
| 4. ____ chronicler | d. the study of speech sounds |
| 5. ____ chronology | e. not normal |
| 6. ____ irregular | f. a historian; one who records events in the order in which they occur |
| 7. ____ microphone | g. an organism too small to be seen with the naked eye |
| 8. ____ invisible | h. a listing of events arranged in order of their occurrence |

Word Study

Stems and Affixes

Below is a list of some commonly occurring stems and affixes.* Study their meanings, then do the exercises that follow. Your teacher may ask you to give examples of other words you know that are derived from these stems and affixes.

Prefixes

	ante-	before	anterior, ante meridiem (A.M.)
	circum-	around	circumference
	contra-, anti-	against	anti-war, contrast
	inter-	between	international, intervene
	intro-, intra-	within	introduce, intravenous
	post-	after	post-game, post-graduate
sub-, suc-, suf-, sug-, sup-, sus-		under	subway, support
	super-	above, greater, better	superior, supermarket
	trans-	across	trans-Atlantic, transportation

Stems

	-ced-	go, move, yield	precede
	-duc-	lead	introduce
	-flect-	bend	reflect, flexible
	-mit-, -miss-	send	remit, missionary
	-pon-, -pos-	put, place	postpone, position
	-port-	carry	portable
	-sequ-, -secut-	follow	consequence, consecutive
	-spir-	breathe	inspiration, conspiracy
	-tele-	far	telegraph, telephone
	-ven-, -vene-	come	convene, convention
	-voc-, -vok-	call	vocal, revoke

Suffixes

-able-, -ible-, -ble	capable of, fit for	trainable, defensible
-ous-, -ious-, -ose	full of, having the qualities of	poisonous, anxious, verbose

Exercise 1

In each item, select the best definition of the italicized word or phrase or answer the question.

1. The first thing Jim did when he got off the train was look for a *porter*.

- | | |
|--|--|
| <input type="checkbox"/> a. person who sells tickets | <input type="checkbox"/> c. person who carries luggage |
| <input type="checkbox"/> b. taxi cab | <input type="checkbox"/> d. door to the luggage room |

*For a list of all stems and affixes taught in *Reader's Choice*, see the Appendix.

2. No matter what Fred said, Noam *contradicted* him.

- a. said the opposite c. laughed at him
 b. yelled at him d. didn't listen to him

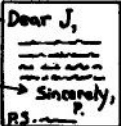
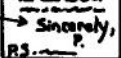

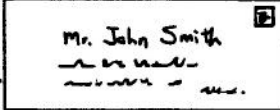
3. The doctor is a specialist in the human *respiratory* system. She is an expert on _____

- a. bones. c. nerves.
 b. lungs. d. the stomach.

4. He *circumvented* the problem.

- a. described c. went around, avoided
 b. solved d. wrote down, copied

5. Which is a postscript?

a. 
 b. 
 c. 
 d. 

6. Use what you know about stems and affixes to explain how the following words were derived:

a. telephone _____

b. telegram _____

c. television _____

7. When would a photographer use a telephoto lens for his camera? _____

8. Use word analysis to explain what *support* means _____

9. What is the difference between interstate commerce and intrastate commerce? _____

10. At one time, many European towns depended on the system of aqueducts built by the Romans for their water supply. What is an aqueduct? _____

11. If a person has a *receding* hairline, what does he look like? _____

12. The abbreviation *A.M.* (as in 10:30 A.M.) stands for *ante meridiem*. What do you think *P.M.* (as in 10:30 P.M.) stands for? _____

13. Consider these sentences:
- He *subscribes* to *Time* magazine.
 - He *subscribes* to the theory that the moon is made of green cheese.

Explain how these meanings of *subscribe* developed from the meanings of *sub* and *scribe*.

Exercise 2

Word analysis can help you to guess the meaning of unfamiliar words. Using context clues and what you know about word parts, write a synonym, description, or definition of the italicized words.

- _____ Despite evidence *to the contrary*, Mark really believes that he can pass an exam without studying.
- _____ I haven't finished the report you asked for yet; let's *postpone* our meeting until next Tuesday.
- _____ Ask your *supervisor* if you can take your vacation next month.
- _____ Please *remit* your payment in the enclosed envelope.
- _____ Something must be wrong with this machine. It won't type *superscripts* correctly: $\frac{2}{x}$ x^2 x_2 x^2
- _____ *Antibiotics*, such as penicillin, help the body fight bacterial but not viral infections.
- _____ Nowadays, very little mail is *transported* by train.
- _____ Don't invite Frank again; his behavior tonight was *inexcusable*.
- _____ Scientists study the *interaction* between parents and their babies to better understand how infants learn.

10. _____ After the plane crash, the pilot had to fix his radio before he could *transmit* his location.
11. _____ The committee decided to stop working at noon and to *reconvene* at 1:30.
12. _____ The State of Texas *revoked* his driver's license because he had had too many accidents.
13. _____ This material is very useful because it is strong yet *flexible*.
14. _____ Barbara wanted to buy a *portable* typewriter.
15. _____ The Portugese sailor Magellan was the first person to *circumnavigate* the world.
16. _____ The King *imposed* a heavy tax on his people to pay for his foreign wars.

Exercise 3

Following is a list of words containing some of the stems and affixes introduced in this unit and the previous one. Definitions of these words appear on the right. Put the letter of the appropriate definition next to each word.

- | | |
|------------------------|--|
| 1. _____ anteroom | a. characterized by a noisy outcry or shouting |
| 2. _____ antecedent | b. a room forming an entrance to another one |
| 3. _____ vociferous | c. the career one believes oneself called to; one's occupation or profession |
| 4. _____ vocation | d. something that happened or existed before another thing |
| 5. _____ subsequent | e. following in time, order, or place |
| <hr/> | |
| 6. _____ subscript | a. the observation or examination of one's own thought processes |
| 7. _____ superscript | b. a letter or symbol written immediately below and to the right of another symbol |
| 8. _____ intervene | c. a logical result or conclusion; the relation of effect to cause |
| 9. _____ introspection | d. a letter or symbol written immediately above and to the right of another symbol |
| 10. _____ convene | e. to come between people or points in time |
| 11. _____ consequence | f. to come together as a group |

Word Study

Stems and Affixes

Below is a list of some commonly occurring stems and affixes.* Study their meanings; then do the exercises that follow. Your teacher may ask you to give examples of other words you know that are derived from these stems and affixes.

Prefixes

a-, an-	without, lacking, not	atypical, apolitical
bene-	good	benefit, benefactor
bi-	two	bicycle, binary
mis-	wrong	misspell, mistake
mono-	one, alone	monarch, monopoly
poly-	many	polynomial, polytechnic
syn-, sym-, syl-	with, together	symphony, sympathy

Stems

-anthro-, -anthropo-	human	anthropology
-arch-	first, chief, leader	patriarch, monarch, archbishop
-fact-, -fect-	make, do	affect, benefactor, factory
-gam-	marriage	monogamy, polygamous
-hetero-	different, other	heterosexual, heterogeneous
-homo-	same	homogenized milk
-man-, -manu-	hand	manually, manage
-morph-	form, structure	polymorphous
-onym-, -nomen-	name	synonym, nomenclature
-pathy-	feeling, disease	sympathy, telepathy, pathological
-theo-, -the-	god	theology, polytheism

Suffixes

-ic, -al	relating to, having the nature of	comic, musical
-ism	action or practice, theory or doctrine	Buddhism, communism
-oid	like, resembling	humanoid

Exercise 1

In each item, select the best definition of the italicized word or phrase, or answer the question.

1. The small country was ruled by a *monarch* for 500 years.

- | | |
|---|---|
| <input type="checkbox"/> a. king or queen | <input type="checkbox"/> c. group of the oldest citizens |
| <input type="checkbox"/> b. single family | <input type="checkbox"/> d. group of the richest citizens |

*For a list of all stems and affixes taught in *Reader's Choice*, see the Appendix.

2. He was interested in *anthropology*.

- a. the study of apes
 b. the study of insects

- c. the study of royalty
 d. the study of humans

3. Some citizens say the election of William Blazer will lead to *anarchy*.

- a. a strong central government
 b. a government controlled by one person

- c. the absence of a controlling government
 d. an old-fashioned, out-dated government

4. If a man is a *bigamist*, he

- a. is married to two women.
 b. is divorced.

- c. has two children.
 d. will never marry.

5. Which of the following pairs of words are *homonyms*?

- a. good bad
 b. Paul Peter

- c. lie die
 d. two too

6. Which of the following pairs of words are *antonyms*?

- a. sea see
 b. wet dry

- c. read read
 d. Jim Susan

7. The reviewer criticized the poet's *amorphous* style.

- a. unimaginative
 b. unusual

- c. stiff, too ordered
 d. lacking in organization and form

8. Dan says he is an *atheist*.

- a. one who believes in one god
 b. one who believes there is no god



- c. one who believes in many gods
 d. one who is not sure if there is a god


9. There was a great *antipathy* between the brothers.

- a. love
 b. difference


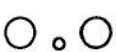
- c. dislike
 d. resemblance

10. Which circle is *bisected*?

- a.  b.  c.  d. 

11. This design is symmetric: 

Which one of the following designs is *asymmetric*?

- a.  b.  c.  d. 

12. Consider the following sentences:

Many automobiles are *manufactured* in Detroit.

The authors must give the publisher a *manuscript* of their new book.

How are the meanings of *manufacture* and *manuscript* different from the meanings of the stems from which they are derived? _____

Exercise 2

Word analysis can help you to guess the meaning of unfamiliar words. Using context clues and what you know about word parts, write a synonym, description, or definition of the italicized words.

1. _____ Doctors say that getting regular exercise is *beneficial* to your health.
2. _____ He's always *mislaying* his car keys, so he keeps an extra set in the garage.
3. _____ Because some of our patients speak Spanish and some speak English, we need a nurse who is *bilingual*.
4. _____ My parents always told me not to *misbehave* at my grandparents' house.
5. _____ Some people prefer to remain *anonymous* when they call the police to report a crime.

Exercise 3

Following is a list of words containing some of the stems and affixes introduced in this unit and the previous one. Definitions of these words appear on the right. Put the letter of the appropriate definition next to each word.

- | | |
|---------------------|---|
| 1. ____ archenemy | a. care of the hands and fingernails |
| 2. ____ archetype | b. the saying of a blessing |
| 3. ____ anthropoid | c. resembling humans |
| 4. ____ benediction | d. one who performs good deeds |
| 5. ____ benefactor | e. a chief opponent |
| 6. ____ manicure | f. the original model or form after which a thing is made |

-
7. ____ monotheism a. made up of similar parts
8. ____ polytheism b. belief in one god
9. ____ polygamy c. the practice of having one marriage partner
10. ____ monogamy d. the practice of having several marriage partners
11. ____ heterogeneous e. consisting of different types; made up of different types
12. ____ homogeneous f. belief in more than one god