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Lecture -1 Making New Words with Affixation

In English grammar and morphology, affixation is the process of adding a morpheme—or affix—to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English.

The two primary kinds of affixation are prefixation, the addition of a prefix, and suffixation, the addition of a suffix, while clusters of affixes can be used to form complex words. A large majority of new words in the English language today are either a result of blending—mashing two words or partial words together to form a new one—or affixation.

Uses of Affixes

An affix is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix. Prefixes include examples like "un-," "self-," and "re-," while suffixes come in the form of ending elements like "-hood," "-ing," or "-ed."

While prefixes typically maintain the word class (such as noun, verb, or adjective) of the word it's modifying, suffixes oftentimes change the form entirely, as is the case with "exploration" compared to "explore" or "highlighter" compared to "highlight."

Root Words, Roots and Affixes

Introduction

Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*.

In contrast, a *root* is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

Common Latin and Greek roots

Common Latin Roots		
Latin Root	Definition	Examples
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter

dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	to break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	material, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/scribe	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	video, televise
voc	voice; to call	vocalize, advocate

Lecture -2

Common Greek Roots

Greek Root	Definition	Examples
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
phon	sound	phone, symphony
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience

psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer

Affixes

One method of understanding the meanings of new words is to analyze the different parts of the word and the meanings of those parts. Many new words are formed by adding an *affix* to the beginning or end of a Latin or Greek root or root word. When affixes are added to the beginning of roots or root words, they are called *prefixes*. For example, the most common prefix is *un-*, which means *not* or *opposite of*. If you add *un-* to the word *happy*, the new word becomes *unhappy*, which means *not happy*. When affixes are added to the end of roots or root words, they are called *suffixes*. The most common suffixes are *-s* and *-es*, which mean more than one (or the plural) of the word. Adding *-es* to *wish*, changes the meaning of the word to *more than one wish*.

Lecture -3

Common Prefixes

Prefix	Definition	Examples
anti-	against	anticlimax
de-	opposite	devalue
dis-	not; opposite of	discover
en-, em-	cause to	enact, empower
fore-	before; front of	foreshadow, forearm
in-, im-	in	income, impulse
in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent
inter-	between; among	interrupt
mid-	middle	midfield
mis-	wrongly	misspell
non-	not	nonviolent
over-	over; too much	overeat
pre-	before	preview
re-	again	rewrite
semi-	half; partly; not fully	semifinal
sub-	under	subway
super-	above; beyond	superhuman
trans-	across	transmit
un-	not; opposite of	unusual
under-	under; too little	underestimate

Lecture -4

Common Suffixes

Suffix	Definition	Examples
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial
-ed	past tense verbs; adjectives	the dog walked, the walked dog
-en	made of	golden
-er, -or	one who; person connected with	teacher, professor
-er	more	taller
-est	the most	tallest
-ful	full of	helpful
-ic	having characteristics of	poetic
-ing	verb forms; present participles	sleeping
-ion, -tion, -ation, -tion	act; process	submission, motion, relation, edition
-ity, -ty	state of	activity, society
-ive, -ative, -itive	adjective form of noun	active, comparative, sensitive
-less	without	hopeless
-ly	how something is	lovely
-ment	state of being; act of	contentment
-ness	state of; condition of	openness
-ous, -eous, -ious	having qualities of	riotous, courageous, gracious
-s, -es	more than one	trains, trenches
-y	characterized by	gloomy

Lecture -5

Definition of synonym

one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses

Synonym Examples

list of synonyms and after you've reviewed the list, see if you can pass the synonym test below!

- Baffle: confuse, deceive
- Beautiful: attractive, pretty, lovely, stunning
- Bossy: controlling, tyrannical
- Fair: just, objective, impartial, unbiased
- Funny: humorous, comical, hilarious, hysterical
- Happy: content, joyful, mirthful, upbeat
- Hardworking: diligent, determined, industrious, enterprising
- Honest: honorable, fair, sincere, trustworthy
- Hypocrisy: duplicity, falseness
- Important: required, vital, essential, primary, significant, critical
- Intelligent: smart, bright, brilliant, sharp
- introverted: shy, bashful, quiet, withdrawn
- Kind: thoughtful, considerate, amiable, gracious
- Lazy: idle, lackadaisical, lethargic, indolent
- Lucky: auspicious, fortunate
- Mean: unfriendly, unpleasant, bad-tempered, difficult
- Old: antiquated, ancient, obsolete, extinct
- Outgoing: friendly, sociable, warm, extroverted
- Pacify: appease, placate
- Positive: optimistic, cheerful, starry-eyed, sanguine
- Recalcitrant: obstinate, stubborn
- Rich: affluent, wealthy, well-off, well-to-do
- Strong: stable, secure, solid, tough
- True: genuine, factual, accurate, correct, real
- Turbulent: disordered, violent
- Unhappy: sad, depressed, melancholy, miserable
- Valid: authorized, legitimate
- Weak: frail, infirm, puny, fragile
- Bad: awful, terrible, horrible
- Good: fine, excellent, great
- Hot: burning, fiery, boiling
- Cold: chilly, freezing, frosty
- Easy: Simple, effortless, straightforward
- Hard: difficult, challenging, tough
- Big: large, huge, giant
- Small: tiny, little, mini
- power and force
- important and significant
- love and passion
- okay and fine
- issue and matter
- evidence and proof
- house and home

- start and begin
 - crazy and insane
 - whole and entire
 - period and time
 - friend and buddy
 - stop and halt
 - best and greatest
 - dumb and stupid
 - small and little
 - furthermore and moreover
 - strong and powerful
 - fast and quick
 - obviously and clearly
 - because and since
 - think and believe
 - right and well
 - fight and battle
 - astonishing and overwhelming
 - therefore and thus
 - money and cash
 - large and great
 - improve and enhance
 - sign and indication
 - assistance and support
-
- information and data
 - show and demonstrate
 - living and live
 - idiot and fool
 - told and said
 - foolish and silly
 - focus and concentrate
 - guardian and protector
 - chance and opportunity
 - weird and strange
 - specific and particular
 - complete and full
 - shack and hut
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Definition of Antonym

An antonym is a word which means the opposite of another word. Antonyms are also called opposites. Synonyms and antonyms are useful to know because they improve reading and writing skills. By learning antonyms, you learn the logical opposites of important words, thus enhancing your **MEANING**

Abstract	-	Concrete
Acquit	-	Condemn
Affirm	-	Deny
Affluence	-	Poverty
Analysis	-	Synthesis
Ancestors	-	Descendents
Aristocrat		Commoner
Asset	-	Liability
Benediction		Malediction
Benevolence		Malevolence
Bonafides	-	Malafides
Boom	-	Slump
Carnal	-	Spiritual
Cheerful	-	Gloomy
Concord	-	Discord
Confident	-	Diffident
Covert	-	Overt
Defensive	-	Offensive
Deflate	-	Inflate
Deliberate-		Unintentional
Egoism	-	Altruism
Exit	-	Entrance
Exotic	-	Indigenous
Extravagant		Thrift/ frugal
Fictitious	-	Real
Generous	-	Mean
Glut	-	Scarcity
Grave	-	Gay
Hasty	-	Leisurely
Haughty	-	Meek
Homogeneous		Heterogeneous
Ideal	-	Actual
Idle	-	Busy
Individual-		General
Jolly/Jovial-		Morose/ gloomy
Justify	-	Extinguish
Lament	-	Rejoice
Lascivious-		Chaste
Licentious-		Moral
Lewd	-	Virtuous
Later	-	Earlier
Zenith	-	Nadir
Lead	-	Follow
Let	-	Hire
Liberate	-	Enslave
Loquacious		Taciturn/ Reticent

Marriage -	Celibacy
Microcosm	Macrocosm
Monogamy	Polygamy
Naïve -	Sophisticated
Nebulous -	Distinct/ Clear
Niggard -	Spendthrift
Noxious -	Wholesome
Oriental -	Occidental
Philanthropist	Misanthropist
Pragmatic -	Idealistic
Precede -	Succeed
Rash -	Careful
Resist -	Submit
Retail -	Wholesale
Rude -	Polite
Sacred -	Secular/ profane
Straight -	Crooked/ curved
Strange -	Familiar
Sympathy -	Antipathy
Taciturn -	Flippant/ garrulous/
Terrestrial	- Celestial
Tranquil -	Disturbed
Trivial -	Important
Vague -	Clear/ definite
Vanguard -	Rearguard
Virtue -	Wise
Voluntary -	Compulsory
Wake -	Sleep
Win -	Lose
Wise -	Foolish
Wan -	Wax

Lecture -7 Reading comprehension

Reading comprehension is the ability to process text, understand its **meaning**, and to integrate with what the **reader** already knows. ... If word recognition is difficult, students use too much of their processing capacity to **read** individual words, which interferes with their ability to **comprehend** what is **read**.

- Reading is a skill which enables us to get a message; f recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; f grasping information from texts.
- Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.
- Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills: f
- Skimming reading is reading to confirm expectations; reading for communicative tasks. General reading or scanning is reading to extract specific information; reading for general understanding. f
- Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally,
- scanning is a technique that is helpful when you are looking for the answer to a known question. Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Purpose of Reading

Before actually beginning to read, it is important to know the purpose of reading, that is, why the reading is being done. Knowing the purpose greatly enhances the effectiveness of the reading. Also, knowledge of the purpose can help one adopt a style of reading best suited for the purpose.

Some of the reasons why people usually read

- Pleasure and enjoyment
- Practical application
- To obtain an overview
- To locale specific information
- To identify the central idea or theme
- To develop a detailed and critical understanding

(i) Pleasure and enjoyment: This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading one needs to do for academic purposes

(ii) Practical application: Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets and recipe books are all texts that you would consult with the purpose of gaining specific information.

(iii) To get an overview: The point here is to get a general feel for the material, to determine whether it is relevant, useful, up-to-date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when:

- You are given an extensive reading list for an assignment.
- You are doing initial library research for an essay, tutorial, research report or similar assignments.
- You need to decide which texts are most relevant or useful for your assignment.

(iv) To locate specific information: Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for any of the following:

- A specific quotation
- Evidence to support a particular argument
- Details about a specific person or event
- A map
- A diagram
- A statistic or table of statistics
- To find this sort of information might mean that you have to consult several books or sources. In these circumstances, you will be reading with the aim of zeroing in on the information you are looking for.
- **(v) To identify the central idea of theme:** The purpose here is to extract the essence of what the written material is trying to convey. For example, you might want to

identify the major finding in an experimental article in a journal, or the core issue of a discussion paper.

- (vi) **To develop a detailed and critical understanding:** On many occasions, you will need to master fully the material in a book, journal article or manual so that you can evaluate its arguments, perspective, and/or evidence
- to take notes, look for important details, supporting evidence and examples. Read the material thoroughly.
- Make effective and relevant notes.
- Keep an open mind by being aware of your own ideas and opinions regarding the issues involved.

Lecture -8

Process of Reading

One of the popular methods of reading is the known as the **SQ3R (Survey, Question, Read, Recall, Review) method**. It involves the following steps:

1. Survey: This is, in fact, a pre-reading step where you survey the material prior to your actual reading by scanning the title, headings and any summaries or abstracts. Before you actually begin reading the material, skim the entire reading material. Understand the organization of the reading material by going through the title page, table of contents, preface, appendix, bibliography, and so on.

Next, survey each chapter, that is, go through the chapter objectives, chapter summary, headings and subheadings. Also go through the illustrations, tables, graphs, charts, and so on. All this will help in getting an idea about what the author is trying to convey

2. Question: Before reading, put down specific questions you would like to have answers to. This not only clarifies your purpose of reading, but also helps you focus and remember what you have read. Turn headings given in chapters into questions. The five cardinal questions-who, why, what, where and how-need to be answered.

While reading, think of these questions as this will help you concentrate on reading. At the end of the reading, again think of these questions to get an idea of how successfully they have been answered. Use the same questions during revision to help you remember what you have read.

Be an active reader. Question the author's thoughts and ideas. Read critically and do not passively accept what the writer is presenting in the text. A questioning attitude also facilitates learning.

Three Stages in Reading:

The first is the information that is being presented on the page for all to read. This stage is called **literal recognition** because it just involves drawing literal meaning from the words of the writer.

The second stage is reading between the lines, that is, inferring what the author is trying to convey through the text. This is called **interpretative recognition**. It involves understanding what the writer means, that is, the writer's interpretation of the text.

The final stage is going beyond the text and generating new and creative thoughts based on the reader's previous knowledge, learning and experience. This is called **connective recognition**. It results in generating new ideas, solutions, looking at things with a new perspective or a change of views. Try to move to this final stage while reading so as to actually benefit from the reading.

3. Read: Read the material twice. Read the first time without making notes. Also compare the diagrams and illustrations with the written text. Re-read parts that are not clear. This may reduce your speed of reading a bit though. On your second reading, start

4. Recall: Try to recall what you have read by closing the book and making notes of what you remember of the book. Recalling will help the reader to commit them to long-term memory. You must recall at regular intervals to check your understanding of the material.

5. Review: Check to see that you have answered all the questions you wrote down at the beginning. Note down any other point that you think is important.

References

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