

## FOREWORD

This book is prepared to provide students with exercises that will help them to develop their vocabulary. Since words are built combining **prefixes** and **suffixes** with roots, the emphasis is on the use of prefixes and suffixes in creating new words. As you may already know, a **prefix** is a one or two-syllable element, such as DIS-, which can be added to another word such as PLEASE, to create a new word, DISPLEASE. The meaning of the new word is different. A **suffix**, on the other hand, is an ending, such as -ANT, which can be added to a word such as PLEASE, to give the word a new meaning, or more often, a new function, as in PLEASANT. In some languages when this type of element is placed within a word, it is called an infix. Affix is the general term used for any of these three elements: prefix, suffix, or infix. A root, to which affixes may be added, such as PLEASE, is a meaningful word that cannot be separated into other parts. However, some of the Latin and Greek roots, which have come into English and to which an affix can be added may be meaningless to the average student of English. A list of most of these Latin and Greek roots have been given in Appendix A in this book.

We are firmly convinced that the job of learning to read is made much easier if students have adequate help with their vocabulary study. It is much easier for them to improve their vocabulary if they become familiar with the most common prefixes, suffixes, and roots of English and if they are aware of the processes that cause a change in the meaning of a word. Very often, in reading a passage, students come across several unfamiliar words. If they know little or nothing about word building, the passage may be completely incomprehensible, and they will be forced to consult a dictionary for each of the unknown words. On the other hand, if they have had some experience in word building and analysis and know the most common prefixes, suffixes, and roots, they can easily relate some of the unfamiliar words to the meaning suggested by the known elements in the passage and thus they can make intelligent guesses to the meaning of the unfamiliar words. Consequently, forming the habit of “educated guessing” will help them extend their vocabulary.

Great effort was made not to introduce unfamiliar words except in those cases where the roots are already known. Limitations were placed on the structure as well as the vocabulary utilized in the exercises. In deciding the order in which to introduce the affixes, we relied on the frequency of the affixes observed in most of the textbooks aiming to teach English at pre-intermediate level. Since, in the use of the structure and the other vocabulary items, a similar strategy has been applied, the order of the units can be varied depending on the need of the students in concern.

The following aids to vocabulary building are included:

- A box or boxes indicating the formation of the new word in each unit.
- A word formation chart containing the four common form classes (nouns, verbs, adjectives, and adverbs) for the already introduced words.
- A list of the most common Latin, Greek, and English prefixes with examples.
- Spelling rules, divided into two sections: general spelling rules that can be applied in most cases and specific spelling rules.

Hopefully, this study will provide students learning English with a broader foundation for increasing their vocabulary in a more logical and efficient way.