Exercises are provided in this set of four workbooks designed to aid students in health occupations programs in building vocabulary and reading skills. Each workbook borrows from the vocabulary of the health sciences to provide explanations and exercises for a sequential series of instructional objectives. One workbook concentrates on developing the ability to determine word meanings through contextual inference. Exercises in this booklet are designed to demonstrate the variety of meanings a word can have in different contexts, and to caution students about the limitations of using context clues to determine word meaning. Another workbook helps students recognize and define suffixes and prefixes common in science terminology. Special emphasis is placed on using word parts to define words with which students may not be familiar. A third workbook presents exercises which help the student make efficient use of the dictionary, by reinforcing the student's understanding of alphabetical order and of the components of a dictionary entry. The fourth workbook discusses and illustrates learning strategies to be used by the student in mastering technical vocabulary encountered in reading assignments. Accompanying the exercises in these four workbooks are pre- and post-tests designed to help students assess their progress in relation to each of the instructional objectives covered. (JP)
PERSONAL ACHIEVEMENT

READING

Health Occupations

Prepared by
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CURRICULUM MATERIALS DEVELOPED

UNDER THE AUSPICES OF

FUND TO IMPROVE POST SECONDARY EDUCATION

Prepared by:
Janet R. Swinton
Reading Specialist
1977

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PERSONAL ACHIEVEMENT

READING

Health Occupations
Clues to Word Meaning
PRE/POST TEST
CLUES TO WORD MEANINGS

Obj. 1
Select the appropriate meaning for common words according to the context in which they are used. 80% = mastery

1. The doctor said the operation was a success.
   a) business system  b) surgery  c) running of a machine  d) amputation

2. The smog alert lasted three days.
   a) awake  b) a warning  c) to warn someone  d) small animal

3. The mechanic said the part hadn't come in yet.
   a) separate  b) role in a play  c) piece of equipment  d) leave

4. The plant grew two new leaves this week.
   a) factory  b) vegetation  c) put in the ground  d) salad

5. I tried to nurse the baby bird back to health.
   a) sip slowly  b) hand bag  c) a person in the medical field  d) care for and heal

Obj. 2
Select the correct meaning of the underlined word by using the context clues. 80% = mastery

1. When I first went to Russia, dissident voices were silent. Today there are a few that are outspoken, and others that are not.
   a) disagreeing  b) friendly  c) dangerous  d) religious

2. The inevitable trend is automation. Someday a jet liner will be built that will fly itself from take off to touchdown.
   a) slow  b) certain  c) scary  d) rapid
3. Those wetlands teem with geese. In the fall, when the Canada geese leave, the whole landscape seems to take off.
   a) pain up
   b) are noisy
   c) play games
   d) are full of

4. Eventually the anti-metric feeling died away. Great Britian began conversion to the metric system in 1965.
   a) change to
   b) legalize
   c) do away with
   d) campaign for

5. The Federal Republic of Germany has emerged as Western Europe's strongest most prosperous nation. How did it happen?
   a) won
   b) fought
   c) appeared
   d) disappeared

Obj. 3
Write the correct meaning of the underlined word by using the definition clues. 80% = mastery

1. The portal, on door, swung open wide.
   meaning of portal

2. The sedating drug began to have an effect, since the patient grew quiet and sleepy.
   meaning of sedating

3. The schedule for the day precluded playing tennis; there just wasn't enough time.
   meaning of precluded

4. Origami, or paper folding, is an old art.
   meaning of origami

5. Her absence caused total chaos. Everything was in a confused mess.
   meaning of chaos

Obj. 4 [NOT APPLICABLE TO AUTO REPAIR]
Write the correct meaning of the underlined word by using the example clues. 80% = mastery

1. Duplication machines, such as a ditto master or a thermo fax speed up office processes to a great extent.
   meaning of duplicating machines
   examples of duplicating machines
2. Raw crops such as corn and soybeans are a mainstay to Iowa's economy.

   meaning of raw crops
   examples of raw crops

3. Power tools like a hydraulic jack or an air wrench are a necessity for a good auto mechanic today.

   meaning of power tools
   examples of power tools

4. Food additives such as cyclamates, and saccharin are prohibited by the FDA.

   meaning of food additives
   examples of food additives

5. Emphysema and asthma are examples of respiratory ailments.

   meaning of respiratory ailments
   examples of respiratory ailments

Obj. 5 [NOT APPLICABLE TO AUTO REPAIR]

Write the correct meaning of the underlined word by using contrast clues. 80% = mastery

1. Unlike the trim lightweight Danish furniture, some of the old Victorian furniture is ponderous.

   ponderous means

2. While Jim is a rather lethargic individual, his brother Matt is energetic, alert, and always on the go.

   lethargic means

3. In contrast to some modern dissonant jazz, old time jazz was melodic and harmonious.

   dissident means

4. Sam wanted to consolidate the two businesses into one, whereas Joe wanted to keep them separate.

   consolidate means

5. The President wanted total and immediate withdrawal of all troops. On the other hand, the Secretary favored more gradual phase out of the troops.

   phase out means
Write the correct meaning of the underlined word by using the inference clue. 80% = mastery

1. After he was hung, his name was **exonerated** when his family proved he had been innocent.
   a) cleared  
   b) forgotten  
   c) hated  
   d) revered

2. There will be **sufficient** food as soon as the crops are harvested.
   a) scarce  
   b) too much  
   c) enough  
   d) an absence of

3. The pantomime artist must **exaggerate** every movement to make it seem larger than life.
   a) act out  
   b) practice  
   c) hide  
   d) overdo

4. The filth and poverty in that slum was **deplorable**.
   a) moderate  
   b) going away  
   c) pitiable  
   d) increasing

5. Human rights have become a major **aspect** of U.S. foreign policy.
   a) problem  
   b) part of  
   c) army  
   d) love

Identify the reference pronouns and their referents in the following sentence. 80% = mastery

1. The bags contained gold jewelry, and they were missing the morning after the robbery.
   pronoun ___________________ referent ___________________

2. Many people have given all they had in the fight for freedom.
   pronoun ___________________ referent ___________________

3. If it hails now, the farmers are likely to loose most of the crops, but they can apply for crop damage insurance.
   pronoun ___________________ referent ___________________
4. The forest was turned to a charred battlefield as the fire consumed it.

pronoun ___________ referent ___________

5. The machine wore out because it hadn't been given the proper maintenance care.

pronoun ___________ referent ___________

Obj. 8

[OBJ. 7 FOR BUSINESS, OBJ. 5 FOR AUTO REPAIR]
100% correct = mastery

Write two (2) limitations of using context clues in determining word meaning.

1. 

2. 
ANSWER KEY
PRE/POST TEST
CLUES TO WORD MEANINGS

Obj. 1
1. B
2. B
3. C
4. B
5. D

Obj. 2
1. A
2. B
3. D
4. A
5. C

Obj. 3
1. door
2. quieting, calming
3. ruledant, eliminated
4. paper folding
5. total confusion

Obj. 4
1. machines that duplicate on ~by
   - ditto master, thermofax
2. crops grown in rows
   - corn, beans
3. tools that use external energy
   - hydraulic jack, power wrench
4. chemicals added to foods
   - cyclamates, saccharin
5. lung problems
   - emphysema, asthma

Obj. 5
1. huge, heavy
2. sluggish, slow
3. harsh, discordant
4. merge
5. elimination

Obj. 6
1. A
2. C
3. D
4. C
5. B

Obj. 7
1. they - bags
2. they - people
3. they - farmers
4. it - forest
5. it - machine

Obj. 8
1. The context sometimes doesn't always reveal the words meaning.
2. The context may mislead you about a words meaning.

11
CLUES TO WORD MEANING: HEALTH OCCUPATIONS

OBJECTIVE 1: Select the appropriate meaning for ten common words, according to the context in which the words are used.  
Self Post-Test

OBJECTIVE 2: Determine the meaning of eight out of ten given words by using context clues.  
Self Post-Test

OBJECTIVE 3: Determine the meaning of nine out of ten given words by using definition clues.  
Self Post-Test

OBJECTIVE 4: Determine the meaning of nine out of ten given words by using example clues.  
Self Post-Test

OBJECTIVE 5: Determine the meaning of nine out of ten words by using contrast clues.  
Self Post-Test

OBJECTIVE 6: Determine the meaning of ten given words by using inference clues.  
Self Post-Test

OBJECTIVE 7: (a) Identify reference (pronoun) clues and (b) identify the referents of pronouns in nine out of ten sentences.  
Self Post-Test

OBJECTIVE 8: Name two limitations of using context clues in determining word meaning.  
Self Post-Test
CLUES TO WORD MEANING

By itself, a word does not have a clear, precise meaning. Suppose someone were to ask you the meaning of "field". You wouldn't be able to answer because "field" as presented to you does not have a clear, definite meaning. But, if that person were to say "cornfield" you would immediately know he/she is talking about an area of land where corn is raised. If, on the other hand, someone says, "Wow, he can really field that ball!" you would know that in this context "field" means to catch a ball.

The sentences or words surrounding a particular word are called the context. The context can give you the meaning not only of familiar words like "field", but also of new or difficult words. The writer frequently gives the meaning of a new word in the same paragraph or near by so that you don't have to go as far away as a dictionary or even a glossary to find definitions while you are reading.

In this unit you will work on:

(1) special meanings for commonly used words and
(2) getting meanings of words from the context.

When you learn these skills, you will enlarge your vocabulary and become a better reader.
OBJECTIVE 1

You will be able to select the appropriate meaning for ten common words, according to the context in which the words are used.

STRATEGY

A word may have more than one meaning. Its meaning depends on the way it is used. Take "hit" for example. A "hit" is what a baseball player gets if his bat connects with the ball; you can "hit" someone else (provided you're bigger than they are) or you can "be a hit" (popular, well received) if you do something everyone else admires.

A "hit" can also be a popular song, a new recipe or a movie—anything very successful. A teacher may only have time to "hit" the high spots in one class period; your father may "hit" the roof when you're late getting home, or a friend may "hit" you for a $5.00 loan.

Have you ever "hit" the books, "hit" the hay or better yet, "hit" the jackpot? The definition of "hit" all depends on the context it's used in.

A. You have seen and used all of the following words. Each word has multiple meanings, some of which we don't use as often as others. See how many different ways you can use each word. Trying them in sentences may help you. For example, use the word "stick":

1. A "stick" is a piece of wood.
2. You can "stick" (poke) someone in the ribs.
3. A nickname will often "stick" with a person as he/she grows older.
4. Would you care for a "stick" of gum?

There are many more meanings for "stick". Can you add others to this list?

Now try these. See how many different ways you can use each word.

1. set
2. book
3. pot
4. spring
5. bear

Here are some that are more difficult. They are words which have a special meaning in the context of medical vocabulary. See if you can think of at least two different meanings for each, then check your answers to see if you have a medical definition. You may use a dictionary if necessary.

1. patient
2. cold
3. sterile
As you read your class textbooks, watch for familiar words used in unfamiliar ways.

When you have completed these definitions, see your instructor for a post-test covering them.
OBJECTIVE 2

You will be able to determine the meaning of at least nine (9) given words by using context clues.

STRATEGY

Not only does the context decide the meanings of familiar words, but it also gives you an idea of the meanings of words you don't know or haven't seen before.

Often you can tell the meaning of a word by reading the words around it. When you come to a new word read to the end of the sentence (or paragraph) to see if you can figure out the meaning.

EXAMPLE: Glumpf (This is a made-up word. See if you can figure out its meaning.)

a. Fred is very good in glumpf.
   (We don't know the meaning of this sentence because we don't know the last word. Go on to the next sentence.)

b. He was in glumpf league last summer.
   (There are two clues given in this sentence. What are they?)
   1) __________________  2) __________________

c. He can throw a glumpf so slow that you can count the stitches.
   (Glumpf hasn't changed; we've only surrounded it with different words.)

d. Last year he visited the Glumpf Hall of Fame in Cooperstown, New York.
   (What is the new clue given here? __________________)
e. From the clues given in the above sentences we know that
  glumpf means _______________. (Fill in the blank.)

REMEMBER: Think about all the words you know to see if you
can figure out the words you don't know.

Now see if you can figure out the meaning of the underlined
words in these sentences by using the context. The questions
in parentheses will help you think through the process.

a. The deep-sea diver used a special searchlight to help
  him see in the murky waters.
  (What would a deep-sea diver use a searchlight for?)

b. The balloon ascended to a height of six hundred feet.
  (What would a balloon have to do to reach 600 feet?)

c. The fire was extinguished with a special kind of liquid
  foam.
  (What might liquid foam do to a fire?)

  murky means _______________
  ascended means _______________
  extinguished means _______________

The examples above have the most obvious type of contextual
clue--there can be no doubt about the meanings of the words.
You only had to use common sense or recall an experience you
have had or read about to decide the meanings. We know from
experience how people and things act in a given situation.
Consequently we can come close to figuring out the meaning of
the word by looking at the situation (the whole sentence) and
recalling what a logical outcome would be.
Here is another example of a common sense context clue. Can you tell what magnify means in the sentence below?

The microscope is of the utmost importance in the study of biology because it can magnify objects too small to be seen by the naked eye.

(What is a microscope used for? For enlarging or making things which are usually too small to be seen look bigger. Therefore, magnify means to make things look larger.)

Here are some "common sense" and "common experience" contexts. Each sentence contains a clue or clues to the meaning of the underlined word. Decide the meaning by using common sense or recalling some experience you know about, as in the examples above. Then choose the best meaning for the word according to the context.

1. The basketball game was a fiasco, with our team scoring 21 points to their 104.
   (a) success
   (b) disaster
   (c) challenge

2. The heart attack victim was resuscitated through the use of mouth-to-mouth breathing.
   (a) brought back to consciousness
   (b) forced to lie down
   (c) helped to his feet

3. During those first confusing days, the thoughts of a new student at Kirkwood drift back to high school or home where she was "in", knew everyone and felt comfortable. A feeling of nostalgia sweeps over her.
   (a) delight
   (b) sadness
   (c) homesickness

Although (b) is a possible answer, (c) is the best answer because it is more specific in terms of the sentences given here. As you can see, the context clue is sometimes in front of the word.
Use the context to determine the meanings of the following underlined words:

d. We had no use for our flashlights; the moon illuminated our path very clearly.
   illuminated means ________________________________

e. I cannot tell you a secret unless you promise not to divulge it.
   divulge means ________________________________

f. President Franklin D. Roosevelt died in 1945, and his wife in 1962; she survived him by seventeen years.
   survived means ________________________________

g. Farmers will be in trouble unless the drought ends soon; it hasn't rained in six weeks.
   drought means ________________________________

h. The speaker should have used a microphone. His voice was inaudible, except to those near the platform.
   inaudible means ________________________________

i. At one point during the hurricane, the winds reached a velocity of 130 miles an hour.
   velocity means ________________________________

j. The hot rod race ended in a tie when Paul in "Blue Lightening" and Andy in the "Yellow Streak" crossed the finish line simultaneously.
   simultaneously means ________________________________

Check your answers with the answer key. If you got 9 or more correct, go on to the next objective. If you missed more than one, see your instructor.
OBJECTIVE 3

You will be able to determine the meaning of nine (9) out of ten (10) given words by using definition clues.

STRATEGY

Sometimes authors realize they have used words you, the reader, may not know. In that case they may give an outright definition or explanation of its meanings to help you. In other words, a definition of a difficult word may be clearly stated in the same sentence or at least the same paragraph.

EXAMPLE #1: An ecologist, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution vs. man's survival.

a. The definition (underlined twice) of ecologist is clearly "an expert on environmental relationships". Here the clue (the definition) is close to the word and is "signalled" by commas on each side of the definition. (Sometimes the word "or" is used as well as the commas.)

b. A definition or explanation clue is also often indicated by a form of the verb "to be" as in this example: (the clue is underlined twice)

EXAMPLE #2: The development of the laser--that is, a device which concentrates high energies from radiation into a narrow, sharply focused beam of light--has practical applications in medicine.

EXAMPLE #3: Indian paint brush is a type of showy herb that grows in the southwestern United States.
c. Sometimes a definition clue appears in the form of description. Again, a form of the verb "to be" is usually used.

**CAUTION:** Be sure the description is a fairly precise one before you rely on it for a definition. This sentence, "A gazelle has four thin legs and is very nimble-footed," is too general and vague to be a definition.

However, Example #4 is a more precise description, and therefore a good definition.

Example #4: The griffin was a mythological monster with an eagle's wings, head, beak and a lion's body, legs and tail.

In the following sentences use the definition clues to decide the meanings of the underlined words. Then write those meanings on the blank lines.

1) "Therefore, the net force, or filtration pressure, represents the glomerular pressure."

2) "We must all soon learn how to compute in the metric system which is a decimal system of weights and measures universally used in science."

3) "In all these examples, you are observing how plants and animals do their work or, in other words, their behavior."

4) "The simplest of all reproduction methods, with only one parent, is asexual reproduction."
5) "The inner part of the ear is very appropriately called the **labyrinth**, because it is composed of a group of interconnected canals or channels."

6) "A **ring-shaped** sinus draining the anterior chamber of the eye, the **sinus venosus sclerae**, is located within the sclera."

7) "The **kidneys** are bean-shaped organs lying behind the parietal peritoneum."

8) "One clue is given by **metabolism tests** which measure the rate at which the chemical and physical processes in the body are carried on and at which energy is produced and utilized."

9) "Yet science has solved many difficult problems and this is surely a problem of great interest to all of us. As good a way as any to start on the puzzle is to make a sort of guess, a **hypothesis**, as to how the sun's family might have begun and to see how it works."

10) "As you have seen, living things must produce offspring to continue to live. Another name for producing offspring is **propagation**."

Each question above has two parts. If you missed more than two parts altogether (out of the 20 possible) see your instructor. Otherwise, go on to the next objective.
OBJECTIVE 4

You will be able to determine the meaning of nine (9) out of ten (10) given words by using example clues.

STRATEGY

A. Examples are frequently used to provide a meaning within a context. Words which sometimes indicate this clue are:
   like  such as  for example
   especially  this  these
   other  in that way

EXAMPLE #1: Methadone is an example of a synthetic narcotic drug.

EXAMPLE #2: Substances like hydrogen and oxygen that cannot be changed into component substances are called elements.

B. In Example #2 the meaning of "element" is made clear by two clues, an example clue ("like hydrogen and oxygen") and a definition clue ("substances that cannot be changed into component substances"). This combination is common in science books especially, since the writers are eager to emphasize and make certain ideas very clear and precise. In fact, many of the examples for this practice as well as others in this unit were taken from Structure of Man, required reading for most health occupations.
In the following practises, identify the example of the underlined word. Then write your definition of the underlined word (determined by using the example clue.)

1. Girls on the average consistently do better in the test items involving esthetic response such as matching colors and shapes and discriminating in pictures.
   example of esthetic response __________________________
   meaning of esthetic response __________________________

2. Probably you have up to this moment taken your arms and hands for granted without ever thinking how wonderful they are. You probably have never considered how much these organs help to make you different from ordinary animals.
   example of organs __________________________
   meaning of organs __________________________

3. Wonderful as are your flexible arm and hand, they are no more wonderful than certain other organs which help you to be the cultural animal.
   example of organs __________________________
   meaning of organs __________________________

4. Milk contains so many different kinds of nutrients that it is almost a complete diet within itself for small children. Although adults can live on it for weeks at a time, milk does not contain all the elements essential to human diet, and even infants usually develop better when they have some food besides milk.
   example of nutrients __________________________
   meaning of nutrients __________________________
5. We have today many means of communication, especially language, that enable us to reach out to the whole world past and present for ideas worth learning.

example of means of communication ____________________
meaning of means of communication ____________________

6. The boys were lying still, heads down, inert, like dead men except for their loud and broken gasps for air.

example of inert ________________________________
meaning of inert ________________________________

7. The most serious shortcoming a hopeful nurse could have in terms of personality would be a lack of friendliness, especially a smile.

example of personality __________________________
meaning of personality __________________________

8. Groups of pyramical cells in the cortex corresponding to motor controls of various parts of the body are referred to as cerebral localization sites. These motor areas are arranged in inverted order, commencing with the center for movement.

example of cerebral localization sites __________
meaning of cerebral localization sites __________
(9) "The relation of the cancer cell to neighboring cells in the body is altered. It has recently been shown, for example, that normal skin cells stick together and stop growing when they touch one another, while cancer cells in a solid tumor move about randomly and do not stop growing on contact with other cells."

meaning of altered ——

(10) I took an axe and smashed a few of the wooden rungs, much like heavy broomsticks, that are used to bar the boxes in which the gorillas are caged.

meaning of rungs ——

Did you get at least nine of the sentences completely correct? Good! Go on to the next objective.

If you made more than one mistake, see your instructor for further explanation.
OBJECTIVE 5

You will be able to determine the meaning of nine (9) out of ten (10) given words by using "contrast clues".

STRATEGY

A clue to the meaning of a word can sometimes be found in an opposite word (antonym) or a contrasting idea. In using contrast clues to get an idea of the meaning of a word, you may have to search several sentences in front of and/or behind the word.

EXAMPLE #1: Although Mr. Manson guzzled liquor in great quantities every evening, his sobriety was without question during the business day.

Clue: How does drinking great quantities of liquor usually affect a person? That person becomes drunk. What word indicates that Mr. Manson was not affected in the normal way?

Meaning: The context clue here is although, which shows contrast. From this clue we know that sobriety means "sober" or "not drunk".

EXAMPLE #2: The flaccid condition of his body was unlike that of Jim, who now exercises daily, watches his diet and has become thin and wiry.

Clue: unlike Jim's good physical condition

Meaning: out of shape
Example #3: When the light brightens, the pupils of the eyes contract; when it grows darker, they dilate.

Clue: condition is the opposite of contract (to become smaller)

Meaning: become larger

B. Each of the following passages contains a "contrast clue." Below each passage write:

(1) the clue that led you to the meaning of the underlined word, and

(2) the meaning itself.

HINT: The following words are usually clues to contrasting or opposite ideas:

but
yet
on the contrary
nevertheless
meanwhile
notwithstanding
or
otherwise
although
however
on the other hand

1. The medical assistant tried reading the doctor's note but found it illegible. However, the nurse's was easy to read.

Meaning of illegible: __________________________

Clue: __________________________

2. Although Dr. McGarvey is usually late in arriving at the office, he is punctual with his hospital rounds.

Meaning of punctual: __________________________

Clue: __________________________

3. The only extemporaneous talk was Karen's; all the other nurses gave memorized presentations.

Meaning of extemporaneous: __________________________

Clue: __________________________
4. "Bye-bye" may be a suitable ending for a telephone conversation with a friend; nevertheless, it is completely **inappropriate** for a doctor's office.

   **Meaning of inappropriate:** ____________________________

   **Clue:**

5. The doctor's gown was **immaculate** before surgery, but when he finished operating it was blood-spattered and dirty.

   **Meaning of immaculate:** ____________________________

   **Clue:**

6. She expected the cough medicine to relieve her cough; however, on the contrary, it seemed to **aggravate** it.

   **Meaning of aggravate:** ____________________________

   **Clue:**

7. When the medical assistants were instructed to run a blood test, they thought it was unwise of the instructor to make them do it; later, however, they saw it as a very **astute** move.

   **Meaning of astute:** ____________________________

   **Clue:**

8. "The relation of the cancer cell to neighboring cells in the body is altered. It has recently been shown, for example, that normal skin cells stick together and stop growing when they touch one another, while cancer cells in a solid tumor move about **randomly** and do not stop growing on contact with other cells."

   **Meaning of randomly:** ____________________________

   **Clue:**

---

30
9. "At comfortable room temperature water diffuses through the skin and evaporates as quickly as it is formed; thus, the skin appears dry. Sensible perspiration, on the other hand, refers to water appearing on the surface of the skin as a result of sweat gland activity."

   Meaning of sensible perspiration: ______________________

   Clue: ______________________________________________

10. The sympathetic system makes the pupils larger, while the parasympathetic system contracts them.

   Meaning of contract: _________________________________

   Clue: ______________________________________________

Again, check your answers with the answer key. If you missed more than one meaning and/or clue, see your instructor. Otherwise, go on to the next objective.
OBJECTIVE 6

You will be able to determine the meaning of ten (10) given words by using inference clues.

STRATEGY

A. This kind of context clue is a little more difficult to identify, but is frequently used. You need to learn to "read between the lines" and gather details to figure out the meaning. You will also need to search the context both in front of and behind the unfamiliar word. This type of clue is actually a combination of several types of clues, but there are no specific "give away" words for it.

Example #1: Sharon told her roommate, "I'm through with blind dates forever. This one topped all! What a dull evening! I was bored every minute. The conversation was absolutely vapid!"

Clue: dull evening, bored every minute, through with blind dates

Meaning: dull, uninteresting

Example #2: "The practicing physician as a rule is completely unskilled in dietetics. His preliminary training encompasses little or nothing concerning the details of food prescription."

If you pay close attention to the sentences in Example #2 you will be able to infer that the second sentence is a slightly changed restatement of the first. From this you can conclude that dietetics has something to do with "details of food prescription." While you by no means have a full definition of dietetics, you do have enough of a meaning to go on reading.
B. Each of the following passages has an inference clue which will give you an idea of the meaning of the underlined word. Read each sentence carefully, then choose or write that meaning in the space below.

1. The odd combination of a breeze and a bright light can also cause sneezing. A skeptical veterinarian once set out to disprove this.

   The word closest in meaning to skeptical is:

   a. renowned
   b. typical
   c. doubting
   d. believing

2. "During cogenesis and spermatogenesis, the processes by which male and female gametes are formed, a reduction of chromosomes occurs in each sex cell so that the gametes contain a haploid number of chromosomes."

   The word closest to haploid in meaning is:

   a. greater
   b. huge
   c. fewer
   d. unknown

3. The biotic community includes the plant and animal life within an area.

   Meaning of biotic: __________________________

4. "We can learn a great deal about human inheritance. For example, we know that some parents produce offspring whose blood cannot clot. They have hemophilia."

   Meaning of hemophilia: __________________________

5. To abate the pain, the doctor gave the patient a shot of novocain.

   Meaning of abate: __________________________
6. "Medical Center" on Channel 9 Monday nights, is not a true story; the incidents and characters are entirely fictitious.

Meaning of fictitious: ____________________________

7. The behaviorist movement gaining force in the twenties turned many persons towards the belief that virtually all human traits were "conditioned" and made suspect any evidence of basic or inborn differences. (The clue here is an opposite)

Meaning of conditioned: ____________________________

8. And his consecutive games record went on and on. Sick or well, he never missed a game.

Meaning of consecutive games record: ____________________________

9. "With the greatest weaklings eliminated in the early stages, the subsequent male mortality becomes smaller. Yet in the fourth month the male death rate is more than double that of the female, and in the last two months about thirty per cent higher."

Meaning of male mortality: ____________________________

10. "Dialogue gives sparkle and life, but it can easily be overdone. Do not employ it for trivialities; do not let it become mere patter. Use it for important and critical encounters."

Meaning of trivialities: ____________________________

See your instructor upon completion of this section. He or she will check your answers on this part as answers may vary.
OBJECTIVE 7

(1) You will be able to identify reference (pronoun) clues and (2) you will be able to identify the correct referent of given pronouns in nine (9) out of ten (10) sentences.

STRATEGY

Another important context clue is the use of pronouns. Pronouns are words which replace nouns (persons or things). The noun is sometimes called the referent, the word to which the pronoun refers. Very often the referent is in a sentence before. Again, you will need to search the context. (For more explanation of referents, see IRS booklet A-13.)

A. Identify what "they" refers to in each of the following sentences:

(1) Many more people now live near the Delaware River. They have built many cities and factories.

"they" refers to: _______________________

(2) The sewage and the chemicals have changed the water. They have polluted it.

"they" refers to: _______________________

(3) Fish cannot live in the polluted water. They have all died.

"they" refers to: _______________________

35
B. Be careful to specify the correct referent when you are deciding which noun the pronoun is replacing. The word "they" in sentences 2 and 3 which follow refers to something in sentence 1.

(1) All atoms of gold are alike.
(2) They have the same kind of nucleus.
(3) They have the same number of electrons.

To what does "they" refer?

a. all atoms
b. all atoms of gold
c. gold

C. When pronouns replace nouns, the referent must be clear. What is the referent in sentence 1 below for the pronoun "it" in sentence 2?

(1) A system of pulleys can raise the car's engine from its mounting by exerting a force which is smaller than the weight of the engine.
(2) It exerts a smaller amount of force over a large distance.

"It" refers to:

a. the weight of the engine
b. the car's mounting
c. a system of pulleys
D. Indicate the correct referent (noun) that the underlined pronoun stands for in each of the following passages:

(1) Both hail and sleet are solid, frozen forms of precipitation. The former is produced when raindrops freeze as they pass through sub-freezing air layers on their way to earth. The latter is formed when snowflakes melt into rain and then refreeze into sleet.

To what does "the former" refer? ______________________
To what does "the latter" refer? ______________________

(2) "The thyroid is one of the most sensitive organs of the body. During puberty, pregnancy, and physiologic stress it increases in size, becoming more active."

"It" refers to:

a. puberty
b. physiologic stress
c. thyroid
d. pregnancy

(3) We can learn a great deal about human inheritance. For example, we know that some parents produce offspring whose blood cannot clot. They have hemophilia.

"They" refers to:

a. parents
b. children of the parents
c. all humans

(4) (This example was taken from a Health Occupations math problem.)

"To make this amount of solution, we should inject 5 ml. of sterile solution into the vial of penicillin powder. After it dissolves, we must withdraw 1 ml. of the solution and administer it IM."

"It" refers to: ______________________
5. "Since the body will not produce any calories from saline solution, it has no effect upon the total number of calories given."

"It" refers to: ____________________________

6. "The thyroid is one of the most sensitive organs of the body. During puberty, pregnancy and physiologic stress it increases in size, becoming more active."

"It" refers to: ____________________________

Check your answers with the answer key. If you missed more than one see your instructor.

Otherwise, go on to Objective 8.
OBJECTIVE 8

You will be able to name two limitations of using context clues in determining word meaning.

STRATEGY

You have learned that the context often gives hints of the meaning of words. However, it is also important to realize that:

(1) the context sometimes has nothing at all to reveal about a word's meaning, and
(2) the context may mislead you about the word's meaning.

A. What does the context of the following sentences lead you to conclude about the underlined words? Is your conclusion correct in each case?

(1) "Corbett had lived in this noisome slum for only two weeks, but he would never forget the screaming voices, the angry quarreling, and the fighting that made slum life so unbearable."

Your intelligent guess at the meaning of noisome:

(2) "He was livid with rage."

Your intelligent guess at the meaning of livid:
In these examples the context is a real fooler!

In sentence (1), both the context of the word noisome and also its structure suggest the meaning noisy. Upon using a dictionary, however, you will find the meanings offensive, distasteful, disgusting, ill-smelling. The word noisome comes from the same root word as annoy and is in no way related to noise.

In sentence (2), did you think livid meant red or flushed? It is a logical "guess" since you have probably seen people turn red with anger. However, the dictionary gives the meanings lead color, ashen, pallid and ghastly.

B. What help can you get from the context in these sentences?

"The women had an in-depth discussion of philately that lasted well into the night. Their interest in the subject was so keen that they were unaware of the passage of time."

This is an example of a context which provides no clues to the meaning of the word. You must either already know the meaning of philately and then make sense of it in the context, or you must turn to an outside source--a teacher, a knowledgeable friend, or a dictionary.

SELF POST-TEST

C. Without looking back, name two limitations of using context clues.

1. ____________________________________________

2. ____________________________________________

Check your answers with the "Strategy" under Objective 8. If you missed either one, reread the examples under Objective 8 and see your instructor for further explanation if you have questions.
As one teacher has wisely stated,

"Context is a magnificent help---BUT BEWARE!"

Here is a chart of guidelines for using context clues. You will probably arrive at some of your own as you read and use this technique.

**DO'S AND DON'TS FOR USING CONTEXT**

**Do rely on context clues:**

1. When you have a definite "unmissable clue"--a definition or direct explanation in the same paragraph.

2. When you have "highly reliable clues"--key words as explained in Objectives 2-6.

3. When you only need a general idea of what the word means.

**Don't rely on context clues:**

1. When you need an exact, definite meaning. (Context clues only give a general idea of the meaning of the word.)

2. When you don't know the meanings of the words nearby.

3. For technical words--key vocabulary which you are expected to know in your program or occupation.

4. When the word is a very important one--a key to the meaning of the whole sentence or paragraph.

5. When you have come across the word many times; if it is common in the materials you're reading, you'll want to learn it's meaning completely for future reading.
REFERENCES USED FOR THIS UNIT:

Gallo, Donald, The Teaching of Vocabulary, University of Colorado, Denver Center.


Please stick to the point
This glue will not stick
Any others that are appropriate
Has the table been set?
Set of tennis
Mathematical sets
To be set in bridge
Book an engagement
A book of matches
Make book
A book is a volume of reading material
Smoke pot
Pot of gold
Pot belly
Pot a plant
Spring is a season
Spring is a source of water
A cat will spring at a mouse
Box springs
One can bear to the left
Grizzly bear
Bear children
Bear gifts

1. willing to wait/person being treated by a doctor
2. low temperature/a common cold
3. not able to produce children/free from all contaminants
4. signal/life sign
5. window dressing/cloth to cover patient in examination
6. place/put a certain way for examination
7. small knife/specific examination position
8. ending a procedure/terminate life of a fetus
9. musical instrument/specialized body structure
10. make smaller/a poltice applied for relieving inflammation
11. study of the past/patients medical history, or background
12. slight noise/misfunction of the heart
13. bundle up/moist application to part of the body
14. sheets of writing paper/dosage of medication

clues to word meaning

Health Occupations

1. willing to wait/person being treated by a doctor
2. low temperature/a common cold
3. not able to produce children/free from all contaminants
4. signal/life sign
5. window dressing/cloth to cover patient in examination
6. place/put a certain way for examination
7. small knife/specific examination position
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11. study of the past/patients medical history, or background
12. slight noise/misfunction of the heart
13. bundle up/moist application to part of the body
14. sheets of writing paper/dosage of medication

Obj. 4
1. matching colors and shapes
taste on preference
2. arms
parts of your body
3. arms and hands
parts of your body
4. milk components
beneficial part of food
5. language
method to present ideas
6. like dead men
still
7. friendliness
characteristics
8. center for movement
pyramical cells in the cortex
9. changed
10. wooden bars
Obj. 5
1. not readable/however
2. on time/although
3. unmemorized/all others
4. not suitable/nevertheless
5. clean/but
6. worsen/on the contrary
7. wise/however
8. in no pattern/while
9. sweat/on the other hand
10. makes smaller/while

Obj. 7
A. 1. people
   2. sewage and chemicals
   3. fish
B. b
C. c
D. 1. hail, sleet
   2. thyroid
   3. b
   4. penicillin powder
   5. saline solution
   6. thyroid

Obj. 8
1) The context sometimes has nothing at all to reveal about a word's meaning.
2) The context may mislead you about the word's meaning.
PERSONAL ACHIEVEMENT

READING

Health Occupations
Learning Word Parts

Prepared by
Janet R. Swinton

Kirkwood Community College
Cedar Rapids, Iowa

Fund for the Improvement of Postsecondary Education
Match the following prefixes with their meaning.

80% correct = mastery.

1. ____ bi-                      a. many
2. ____ demi-, hemi-, semi-      b. thousand
3. ____ kilo-                   c. one
4. ____ milli-                  d. single
5. ____ mono-                   e. much, many
6. ____ multi-                  f. half
7. ____ poly-                   g. hundred
8. ____ centi-                  h. four
9. ____ quadri-                 i. thousand, a thousandth
10. ____ uni-                   j. two
ANSWER KEY

Obj. 1
1. j 6. a
2. f 7. e
3. b 8. g
4. i 9. h
5. d 10. c

Obj. 2
1. d 6. f
2. h 7. a
3. g 8. j
4. e 9. c
5. i 10. b
Tell whether the following words are nouns, adverbs, or adjectives.
80% correct = mastery.

1. situation -
2. slowly -
3. graphic -
4. capably -
5. dentist -
6. tolerance -
7. famous -
8. cheerfully -
9. selfish
10. acidity
ANSWER KEY

1. noun
2. adverb
3. noun or adjective
4. adverb
5. noun
6. noun
7. adjective
8. adverb
9. adjective
10. noun
Obj. 4 for Auto Repair Packet

Write the meaning of the following prefixes.
100% correct = mastery.

kilo - ____________  deci - ____________
hecto - ____________  cent - ____________
deca - ____________  milli - ____________

Obj. 4 for Environmental Studies Packet

Obj. 5 for Data Processing, Ag., and Health Packets

Write the meaning of the following prefixes.
80% correct = mastery.

- scope
- ology
- able
- ize, ate
- phobia
ANSWER KEY

Obj. 4 Auto Body

thousand
hundred
ten

one tenth
hundred, hundredth
one thousandth

Obj. 4 & 5

instrument for visual examination
study of
capable of
to subject to, to make
fear of
PRE/POST TEST
LEARNING WORD PARTS

Obj. 1 for Auto Body Packet
Obj. 4 for Business Packet,
Obj. 5 for Environmental Studies Packet
Obj. 6 for Data Processing, Ag, and Health Packets

Write the root word in each of the following words.
80% correct = mastery

1. factually
2. automatically
3. carelessness
4. suitable
5. immaturity
6. endurable
7. concurrent
8. acidity
9. inequality
10. evaporation
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. fact</td>
<td>6. endure</td>
</tr>
<tr>
<td>2. auto</td>
<td>7. current</td>
</tr>
<tr>
<td>3. care</td>
<td>8. acid</td>
</tr>
<tr>
<td>4. suit</td>
<td>9. equal</td>
</tr>
<tr>
<td>5. mature</td>
<td>10. vapor</td>
</tr>
</tbody>
</table>
A. Draw a line between the words that make up the compound word.

B. Then match the compound word to its definition. 80% correct = mastery.

1. ___ bookmark  a. glass in front of a vehicle to protect passengers from the wind.
2. ___ wholesale  b. the feeding back of part of the output of a machine to the computer.
3. ___ hardtop  c. selling of goods in large quantities.
4. ___ windshield  d. pipes joined to provide a duct through which fluids flow.
5. ___ pipeline  e. fatigue of eyeball muscles.
6. ___ groundwater  f. area where cattle are kept and fattened for market.
7. ___ input  g. an auto with a fixed hard top.
8. ___ feedback  h. information to be put into a computer.
9. ___ feedlot  i. something put between pages to make it easy to find the place.
10. ___ eyestrain  j. water below the watertable.
### Answer Key

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>i</td>
<td>6</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>c</td>
<td>7</td>
<td>h</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>g</td>
<td>8</td>
<td>b</td>
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<tr>
<td>4</td>
<td>a</td>
<td>9</td>
<td>f</td>
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<td>5</td>
<td>d</td>
<td>10</td>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. book/mark
2. whole/sale
3. hard/top
4. wind/shield
5. pipe/line
6. ground/water
7. in/put
8. feed/back
9. feed/lot
10. eye/strain

55
Obj. 5
1. Instrument for observing study of something using instrument for observing.
2. a. cut surgical removal of b.ectomy c. tomy
3. study of
4. capable of operating not capable of operating able to suit able to endure 1. subject to anesthetic 2. to make local 3. to make sensitive

Self Post-Test study of with an instrument for observing surgical removal of to subject to to be capable of disease or condition fear of cut inflammation tumor study of instrument for observation

Obj. 6
1. a. diagnosis 2. b. unheated c. manliness d. disable e. careful b. vapor reheat heater c. immune d. practice e. planet f. contest g. deice h. sad h i. unkind
f. ageless g. deice h. sad h. icicle icicle
j. talkative k. unheard l. hearing m. talker n. hearing o. hearer

Self Post-Test

Obj. 7
Self Post-Test
<table>
<thead>
<tr>
<th>Obj. 1</th>
<th>1. 3, three</th>
<th>8. g</th>
<th>Self Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2, two</td>
<td>a</td>
<td>one</td>
</tr>
<tr>
<td></td>
<td>uni, uni, one</td>
<td>l</td>
<td>single</td>
</tr>
<tr>
<td>2. 4, 4, 4</td>
<td>b</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>3. half</td>
<td>k</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>4. 1/100, hundred or hundredth</td>
<td>f</td>
<td>four</td>
<td></td>
</tr>
<tr>
<td>5. equi, i</td>
<td>h</td>
<td>half</td>
<td></td>
</tr>
<tr>
<td>6. much, many</td>
<td>c</td>
<td>hundred, hundredth</td>
<td></td>
</tr>
<tr>
<td>single</td>
<td>j</td>
<td>thousand, thousandth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>thousand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>many, much</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>equal</td>
<td></td>
</tr>
</tbody>
</table>

|--------|----------|-----------|----------|-------------|-------------|---------|-----------------|---------------|------------|----------------|----------------|----------------|--------------|------------|----------|----------|----------|----------|-----------|------------|------------|-----------|----------|-----------|----------|------------|------------|----------|----------|----------|----------|

<table>
<thead>
<tr>
<th>Obj. 3</th>
<th>anthropocentric - human centered</th>
<th>Self Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>anthrogenesis - human beginning</td>
<td>1. E</td>
</tr>
<tr>
<td></td>
<td>anthropology - study of humans</td>
<td>2. D</td>
</tr>
<tr>
<td></td>
<td>autobiography - story of self</td>
<td>3. A</td>
</tr>
<tr>
<td></td>
<td>autoinoculation - self inoculation</td>
<td>4. B</td>
</tr>
<tr>
<td></td>
<td>automatic - self working</td>
<td>5. C</td>
</tr>
<tr>
<td></td>
<td>hydroelectric - water made electricity</td>
<td>6. J</td>
</tr>
<tr>
<td></td>
<td>hydrophobia - fear of water</td>
<td>7. I</td>
</tr>
<tr>
<td></td>
<td>hydrofoil - water boat</td>
<td>8. F</td>
</tr>
<tr>
<td></td>
<td>microbiology - biology of small things</td>
<td>9. G</td>
</tr>
<tr>
<td></td>
<td>microscope - instrument for looking at small things</td>
<td>10. H</td>
</tr>
<tr>
<td></td>
<td>neurology - study of nerves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>neurosurgery - surgery on nerves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>neuromuscular - nerves and muscles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pneumonia - illness of lungs (air)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>protoplasm - first plasm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prototype - first type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>isocellular - equal cell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>isomorphic - same structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>isometric - equal measure</td>
<td></td>
</tr>
</tbody>
</table>

Obj. 4

1-3 check with instructor

Self Post-Test

1. N  8. N  15. ADJ
2. ADV 9. N or ADJ 16. N
3. ADJ 10. ADV 17. N or ADJ
5. N 12. ADJ 19. N or ADJ
6. ADJ 13. ADV 20. ADV
LEARNING WORD PARTS: HEALTH OCCUPATIONS

OBJECTIVE 1: Identify and give the meanings of ten given prefixes

Self Post-Test

Page
2

OBJECTIVE 2: Identify the meanings of 20 given prefixes

Self Post-Test

Page
7

OBJECTIVE 3: Identify the meanings of 8 of 10 given prefixes

Self Post-Test

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13

OBJECTIVE 4: (1) Identify the suffixes in 20 given words and (2) determine from the suffix whether the word is a noun, adjective, or adverb

Self Post-Test

Page
16

OBJECTIVE 5: Give the meanings of 8 of 10 given suffixes

Self Post-Test

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23

OBJECTIVE 6: Identify the root words in 15 given words

Self Post-Test

Page
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OBJECTIVE 7: (1) Recognize known word parts in compound words and (2) use the known word parts to determine the meaning of the compound words

Self Post-Test

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34
LEARNING WORD PARTS

A word like extracellular may at first glance seem frustrating and even impossible. But, long words such as extracellular can sometimes be broken down into word parts (extra--cell--ular) which make them easier to understand and read. Often these long words are nothing more than short words with prefixes or suffixes added on. If you are familiar with the word cell (the basic unit of living substance) you will already have an idea of what the longer word, extracellular, means. Once you learn what the prefix "extra" and the ending "ular" mean, you will have a clearer idea of the meaning of the whole word. Each of the word parts provides a clue to the meaning of extracellular.

In this unit you will learn to identify different parts of words, then the meanings of some of the most commonly used word parts in the Health Occupations area. When you know how to do this you will be able to unlock the meanings of many unfamiliar words as you read.
OBJECTIVE 1

You will be able to identify and give the meanings of at least 10 of the following prefixes:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>bi-</td>
<td>double, twice, two</td>
</tr>
<tr>
<td>centi-</td>
<td>hundred, a hundredth</td>
</tr>
<tr>
<td>demi, hemi, semi-</td>
<td>half</td>
</tr>
<tr>
<td>equi-</td>
<td>equal</td>
</tr>
<tr>
<td>kilo-</td>
<td>thousand</td>
</tr>
<tr>
<td>milli-</td>
<td>thousand, a thousandth</td>
</tr>
<tr>
<td>mono-</td>
<td>single</td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
</tr>
<tr>
<td>poly-</td>
<td>much, many</td>
</tr>
<tr>
<td>quadri-</td>
<td>four</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
</tr>
<tr>
<td>uni-</td>
<td>one</td>
</tr>
</tbody>
</table>

STRATEGY

Read the following definition and example carefully. A prefix is a syllable (a part of a word) added to the beginning of a word which changes or alters the meaning of the word.

EXAMPLE:  Prefix  |  Word or Root
poly         +  graph  =  polygraph
hemi         +  sphere  =  hemispher
Now that you have an idea of how prefixes work, do the following practices. You may look back at the first paragraphs for meanings, but try to fill in the blanks you know first.

1. Fill in the missing words.

**Tricycle**
A vehicle with ____ wheels.
Tri- means ______________.

**Bicycle**
A vehicle with ____ wheels.
Bi- means ______________.

____ cycle
A vehicle with one wheel.
____ means ______________.

2. A triangle has three sides. How many sides does a quadrangle have? ______

How many feet do the quadrupeds—dogs, cattle, elephants, etc.—have? ______

The prefixes quad-, quadri-, and quadru- mean: ______________
3. Demi-, hemi- and semi- mean ____________

4. The base word meter is a length of measure somewhat longer than a yard.

Centimeter is a word made up of a prefix (centi-) and the base word meter. Look back at the list of prefixes and their definitions (under Objective 1) to find out what centi- means.

A centimeter is a ____________ of a meter.

centi- means ______________
5. Anamosa and Iowa City are of equal distance from Cedar Rapids. In other words, Anamosa and Iowa City are _______ distant from Cedar Rapids.

The **al** in **equal** is dropped and replaced by _____ in the prefix **equi-**.

6. **Polygamy** is illegal in the United States; only **monogamy** is legal. That is, one person's being married to two or more (many) people at one time is illegal, one person may be legally married to only one person at a time.

A **polygraph**, often called a "lie detector" measures the changes in several (many) of the body's processes at the same time.

A **polyglot** speaks several (many) languages.

Comedians who work alone (one person speaking) give **monologues**.

A person who speaks in a single (one) tone is said to use a **monotone**.

**poly-** means __________________________

**mono-** means __________________________
7. The prefix multi- has a similar meaning to poly-.

multi-colored = something that has many colors
multimillionaire = someone who has millions of dollars

8. Match the meanings in Column 2 to the prefixes in Column 1.

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>mono-</td>
<td>a. double, twice, two</td>
</tr>
<tr>
<td>bi-</td>
<td>b. hundred, hundredth</td>
</tr>
<tr>
<td>uni-</td>
<td>c. half</td>
</tr>
<tr>
<td>centi-</td>
<td>d. equal</td>
</tr>
<tr>
<td>tri-</td>
<td>e. thousand</td>
</tr>
<tr>
<td>milli-</td>
<td>f. thousand, thousandth</td>
</tr>
<tr>
<td>multi-</td>
<td>g. single, one</td>
</tr>
<tr>
<td>demi, hemi-, semi-</td>
<td>h. many</td>
</tr>
<tr>
<td>quad-</td>
<td>i. much, many</td>
</tr>
<tr>
<td>equi-</td>
<td>j. four</td>
</tr>
<tr>
<td>poly-</td>
<td>k. three</td>
</tr>
<tr>
<td>kilo-</td>
<td>l. one</td>
</tr>
</tbody>
</table>
SPE POST-TEST

Cover your work for all previous strategies; write the meaning of each of the following prefixes:

uni-
mono-
bi-
tri-
quadri-
demi-, hemi-, semi-
centi-
milli-
kilo-
poly-
equi-

Did you get 9 or more of the above meanings correct? Good! If you missed more than 2, see your instructor for other activities to learn these prefixes.


**OBJECTIVE 2: Part A**

You will be able to identify the meanings for at least 12 of the following prefixes:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-, contra-</td>
<td>against, opposite, opposed to</td>
</tr>
<tr>
<td>dia-</td>
<td>through, apart, across, completely</td>
</tr>
<tr>
<td>dis-</td>
<td>reversal, apart from, separation, deprive of</td>
</tr>
<tr>
<td>ecto-</td>
<td>on outer side, situated on</td>
</tr>
<tr>
<td>endo-</td>
<td>within</td>
</tr>
<tr>
<td>epi-</td>
<td>upon, on</td>
</tr>
<tr>
<td>infra-</td>
<td>below</td>
</tr>
<tr>
<td>para-</td>
<td>beside, beyond, near to</td>
</tr>
<tr>
<td>per-</td>
<td>through, excessive</td>
</tr>
<tr>
<td>peri-</td>
<td>around</td>
</tr>
<tr>
<td>post-</td>
<td>after, behind</td>
</tr>
<tr>
<td>pre-</td>
<td>before, in front of</td>
</tr>
<tr>
<td>retro-</td>
<td>backward, located behind</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
</tr>
<tr>
<td>trans-</td>
<td>across, through, beyond, from one place to another</td>
</tr>
</tbody>
</table>

**STRATEGY**

These prefixes are frequently used in terminology you will come across in studying Health Occupations. Their most commonly used definitions are given.
CAUTION: These letters at the beginning of a word are not always prefixes. They are sometimes a part of the base word, as in the word subtle. You should always examine a word carefully to determine first, if it has a prefix, and secondly, what that prefix may mean. (Note that some of the prefixes have more than one definition listed.) But most importantly, you should look at the sentence the word is used in to see if the definition you have determined by word analysis fits.

***

1. The following words contain prefixes you should become familiar with. In each of the sentences below, select one of these words to replace the underlined word or words. (Use the prefixes for clues.) Write the letter for that word in the blank that follows the sentence.

A. retroactive  D. transport  G. advocate
B. submerge      E. anti-women   H. contradict
C. permeate       F. transcend    I. subterranean

1. The cold weather could not pass through her warm clothing.  
2. Is putting the instruments under boiling water enough to sterilize them?  
3. The increase in pay was made effective before the present date.  
4. They will carry the respirator from the doctor's office to the hospital next week.  
5. Males who are against women tend to oppose their own argument when they date girls.  
6. A mole is an under the earth animal.  
7. Meditation is supposed to help a person go beyond his/her natural state of being.
2. Match the word in Column A with its meaning in Column B by placing the letter of the correct meaning in the blank that precedes it. Use the prefixes as clues in determining word meanings. Do the ones you recognize easily first.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___ infraorbital</td>
<td>A. after an operation</td>
</tr>
<tr>
<td>2. ___ paracardiac</td>
<td>B. below the eye</td>
</tr>
<tr>
<td>3. ___ postoperative</td>
<td>C. cut apart</td>
</tr>
<tr>
<td>4. ___ preoral</td>
<td>D. wall across</td>
</tr>
<tr>
<td>5. ___ dissect</td>
<td>E. beside the heart</td>
</tr>
<tr>
<td>6. ___ ectoderm</td>
<td>F. outer skin</td>
</tr>
<tr>
<td>7. ___ diaphragm</td>
<td>G. in front of the mouth</td>
</tr>
<tr>
<td>8. ___ peribronchial</td>
<td>H. around the bronchus</td>
</tr>
<tr>
<td>9. ___ endocardium</td>
<td>I. on the skin</td>
</tr>
<tr>
<td>10. ___ epidermis</td>
<td>J. within the heart</td>
</tr>
</tbody>
</table>

If you missed more than two of these, check with your instructor before going on.

PART B

You will be able to identify the meanings for at least 8 of the following prefixes:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-</td>
<td>to, toward, near to</td>
</tr>
<tr>
<td>ab-</td>
<td>away from</td>
</tr>
<tr>
<td>hyper-</td>
<td>over, above, excessive</td>
</tr>
<tr>
<td>hypo-</td>
<td>under, below, deficient</td>
</tr>
<tr>
<td>im-, in-</td>
<td>in, into, not</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
</tr>
<tr>
<td>intra-</td>
<td>within</td>
</tr>
</tbody>
</table>
1. Special attention should be given to the following sets of prefixes which are very close in spelling, but opposite in meaning.

A. hypo-, hyper-

Fill in the blanks.

The ______-active child is highly energetic and easily distracted.

On the other hand, the ______-active child is withdrawn and appears very shy and withdrawn.

B. ab-, ad-

Clue: Think of ad- as "to add to".

Fill in the correct prefix:

_______-duct means to lead away.

_______-duct means to draw toward.

She ______-ducted her arm by raising it away from her body.

She ______-ducted it by returning it to or near her side.

These two prefixes are also frequently a part of the base word. Place a check only in front of the words using ad- or ab- as a prefix. You may use a dictionary to help you determine which are prefixes.

____ advise
____ adjective
____ adhere
____ adjust
____ adept
____ abdomen
____ ability
____ abductor
____ above
____ abhor (to keep away from in scorn or fear)

C. inter-, intra-

An interview is a meeting between two or more people; to intervene is to come between.

Intramural sports involve teams within a school.
intercellular = between two or more cells
intracellular = within a cell
    inter- = ___________
    intra- = ___________

D. im-, (in-)

This prefix has two meanings; you will need to examine the word and the sentence carefully to determine which meaning is correct. First write the two meanings, then fill in the blanks in the sentences below.

im-, in- = (1) ___________
           (2) ___________

An immature student is ___ mature; his inability to cope with problems makes him ___ able to lead others.

An injection forces medicine ___ a person's body.

The medicine is then infiltrated or filtered ___ the blood cells.

**SELF POST TEST**

*From what you have learned in the above strategy, you should now be able to match the following prefixes and their meanings.

_____ inter- A. over, above, excessive
_____ intra- B. under, below, deficient
_____ ad- C. in, into
_____ ab- D. within
_____ hyper- E. between
_____ hypo- F. to, toward, near to
_____ im-, in- G. away from
_____ im-, in- H. not

** If you missed any of these, go back over activities A-D before going on.
OBJECTIVE 3

You will be able to identify at least 8 of the following prefixes:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropo-</td>
<td>human being</td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
</tr>
<tr>
<td>heter-</td>
<td>different</td>
</tr>
<tr>
<td>(hetero-)</td>
<td></td>
</tr>
<tr>
<td>homo-</td>
<td>one, similar, alike</td>
</tr>
<tr>
<td>hydro-</td>
<td>water</td>
</tr>
<tr>
<td>micro-</td>
<td>small</td>
</tr>
<tr>
<td>neuro-</td>
<td>nerve</td>
</tr>
<tr>
<td>pneumo-</td>
<td>air</td>
</tr>
<tr>
<td>proto-</td>
<td>first formed</td>
</tr>
<tr>
<td>iso-</td>
<td>same, equal</td>
</tr>
</tbody>
</table>

STRATEGY

These prefixes have only one, invariant (unchanging) meaning. They along with three of the prefixes given under Objective 1 (mono-, poly-, uni-) will unlock the meanings of many scientific words which you will come across in reading microbiology, anatomy, and physiology texts, and other scientific material in a Health Occupations program.
Combine these prefixes with the given word part, then define each word. You may use a dictionary to determine meanings.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>WORD PART</th>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropo-</td>
<td>-centric</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-genesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-ology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>auto-</td>
<td>-biography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-inoculation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-matic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydro-</td>
<td>-electric</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-phobia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-foil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>micro-</td>
<td>-biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-capsule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>neuro-</td>
<td>-logy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-surgery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-muscular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pneumo-</td>
<td>-nia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>proto-</td>
<td>-plasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iso-</td>
<td>-cellular</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-morphic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-morphic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-metric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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SELF POST TEST

Match the following prefixes with their meanings without looking back at the activities.

1. hydro-  A. human being
2. homo-  B. self
3. anthropo-  C. different
4. auto-  D. one, similar, alike
5. heter-  E. water
6. iso-  F. small
7. proto-  G. nerve
8. micro-  H. air
9. neuro-  I. first formed
10. pneumo-  J. same, equal

** With a score of 8 or more correct on this activity, go on to Objective 4. If you missed more than 2, see your instructor.
OBJECTIVE 4

(1) You will be able to identify the suffixes in 20 given words.

(2) You will be able to determine from the suffix whether the word is a noun, adjective, or adverb.

STRATEGY

Suffixes are final syllables added to the end of a word which affect that word's meaning and the way it is used in a sentence. A suffix often tells you what a word does—whether it names or describes.

Though you may not know what a word means, knowing what it does in a sentence will give you some clues about that word.

Here are some clues to help you identify what a word does in a sentence:

<table>
<thead>
<tr>
<th>EXAMPLE 1:</th>
<th>The suffix -al usually indicates an ADJECTIVE (a word which describes or tells something about a noun).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facial, practical, and exceptional are adjectives ending in -al.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLE 2:</th>
<th>The suffix -ly is usually the sign for an ADVERB. An adverb is a word that describes how, where, or why something happens.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly, quickly, slowly, happily, and immediately are all adverbs ending in -ly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLE 3:</th>
<th>Such suffixes as -ion (-tion, -sion), -ence, (-ance), -y and -ity usually indicate that the word is a NOUN (a word that names a person, place, thing, or idea).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caution, vision, independence, piracy, and capacity are examples of nouns ending with these suffixes.</td>
</tr>
</tbody>
</table>
1. This practice contains words with suffixes that mark them as ADJECTIVES. Four examples are given for each suffix. Give four more examples for each. You may skim one of your textbooks to find examples.

- **-ial, -al endings**
  1. special
  2. chemical
  3. environmental
  4. universal
  5. ____________
  6. ____________
  7. ____________
  8. ____________

- **-ful ending**
  1. cheerful
  2. tactful
  3. helpful
  4. dutiful
  5. ____________
  6. ____________
  7. ____________
  8. ____________

- **-ic, -ac endings**
  1. graphic
  2. allergic
  3. cardiac
  4. epidemic
  5. ____________
  6. ____________
  7. ____________
  8. ____________

- **-ish ending**
  1. foolish
  2. reddish
  3. selfish
  4. freakish
  5. ____________
  6. ____________
  7. ____________
  8. ____________
### -ant, -ent endings

1. recipient
2. dominant
3. different
4. convenient
5. __________
6. __________
7. __________
8. __________

### -ive ending

1. captive
2. passive
3. preventive
4. decisive
5. __________
6. __________
7. __________
8. __________

### -ible, -able endings

1. terrible
2. digester
3. capable
4. flexible
5. __________
6. __________
7. __________
8. __________

### -ous, -ious endings

1. cautious
2. famous
3. serrous
4. contagious
5. __________
6. __________
7. __________
8. __________
2. ADVERB SUFFIXES

This practice deals with words with suffixes that mark them as ADVERBS. Four examples are given for each suffix. More examples for each.

<table>
<thead>
<tr>
<th>-ly ending</th>
<th>-fully ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. quickly</td>
<td>1. carefully</td>
</tr>
<tr>
<td>2. mildly</td>
<td>2. dutifully</td>
</tr>
<tr>
<td>3. slowly</td>
<td>3. cheerfully</td>
</tr>
<tr>
<td>4. easily</td>
<td>4. forcefully</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ably, -ibly endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. capably</td>
</tr>
<tr>
<td>2. possibly</td>
</tr>
<tr>
<td>3. forcibly</td>
</tr>
<tr>
<td>4. noticeably</td>
</tr>
</tbody>
</table>
3. NOUN SUFFIXES

This practice contains words with suffixes that mark them as NOUNS. Four examples are given. Fill in each blank with another example. You may skim one of your textbooks to find examples.

<table>
<thead>
<tr>
<th>-ist, -or, -er endings</th>
<th>-y, -ity ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dentist</td>
<td>1. veracity</td>
</tr>
<tr>
<td>2. anesthetist</td>
<td>2. acidity</td>
</tr>
<tr>
<td>3. dissector</td>
<td>3. inequality</td>
</tr>
<tr>
<td>4. examiner</td>
<td>4. disparity</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ance, -ence endings</th>
<th>-ion, -tion endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cadence</td>
<td>1. transfusion</td>
</tr>
<tr>
<td>2. evidence</td>
<td>2. transition</td>
</tr>
<tr>
<td>3. tolerance</td>
<td>3. operation</td>
</tr>
<tr>
<td>4. independence</td>
<td>4. conversation</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>
**SELF POST-TEST**

**DIRECTIONS:** Without looking back at any of the practices, underline the suffixes of each of the following words. Place an X in the column that indicates the type of word it is.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>slavish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>petition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>misery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>inhalation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>official</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>miserly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>happily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>concurrent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>elegantly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>elegance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>mucinous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>16.</td>
<td>acidity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>essential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>professionally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** If you made any errors in underlining the suffixes, go back and look at the examples for that suffix. If you missed more than two on the second part of the practice, see your instructor. Otherwise, go on to the next objective.
OBJECTIVE 5

You will give the meanings of at least 8 of the following suffixes:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tomy</td>
<td>cut, incise</td>
</tr>
<tr>
<td>-scope</td>
<td>instrument for visual examination</td>
</tr>
<tr>
<td>-ology</td>
<td>study of</td>
</tr>
<tr>
<td>-phobia</td>
<td>fear</td>
</tr>
<tr>
<td>-scopy</td>
<td>to examine visually</td>
</tr>
<tr>
<td>-ectomy</td>
<td>surgical removal of</td>
</tr>
<tr>
<td>-able</td>
<td>capable of</td>
</tr>
<tr>
<td>-ize, -ate</td>
<td>to subject to, to make</td>
</tr>
<tr>
<td>-itis</td>
<td>disease or inflammation</td>
</tr>
<tr>
<td>-osis</td>
<td>disease or condition, usually morbid</td>
</tr>
<tr>
<td>-oma</td>
<td>a new growth or tumor</td>
</tr>
</tbody>
</table>

STRATEGY

In the following words, is -able a prefix or a suffix?

operable inoperable suitable

It is a suffix because it comes at the end of the word.

Complete the activities below to help you learn the meanings of the following suffixes which are frequently used in Medical Assistant vocabulary. Like the prefixes, they will provide clues to meanings of difficult words.

1. **Microscope**
   - **Telescope**
   - **Stethoscope**

   **Microscopy**
   - **Telescopy**
   - **Stethoscopy**

   All instruments for observing something or some process

   The study of the use of or the using of the instrument for observation
Now fill in the blanks:

-scope means ____________

-scopy means ____________

2. Lobotomy: surgery (cutting) on or into a brain lobe
Gastrotomy: surgery on the stomach wall
Appendectomy: the removal of the appendix
Tonsilectomy: the removal of the tonsils

Fill in the blanks:
(a) -tomy means ______________
    -ectomy means ______________
(b) "Pulmonary" refers to the lung.
    Removal of a lung is known as a pulmon________________

(c) Neuro refers to a nerve.
    Dissection (or cutting) into a nerve is known as a
    neuro____________________

3. Parasitology: the study of parasites
Bacteriology: the study of bacteria
Histology: the study of tissues

-ology means ________________

4. Explain the meanings of the following words:
a. The suffix -able means able to or capable of.
   (1) operable: ________________
   (2) inoperable: ________________
   (3) suitable: ________________
   (4) endurable: ________________
b. The suffix -ize means to subject to or to make.

(1) anesthetize: ____________
(2) localize: ____________
(3) sensitize: ____________

5. Hydrophobia: fear of water
Photophobia: fear of light
Claustrophobia: fear of close places

-phobia means ____________

Have you ever had a case of examophobia?

6. The suffixes most commonly used to indicate disease are:

-itis: inflammation
-oma: tumor
-osis: a condition, usually morbid

Complete the following words by adding the correct suffix:

a. The meninges are membranes which envelop the brain and spinal cord.

Inflammation of these membranes is known as mening______.

b. Hepato- refers to the liver.

Inflammation of the liver is known as hepat______.

c. Myel- refers to the spinal cord and to bone marrow.

Inflammation of the spinal cord is known as myel______.

d. A disease caused by a bacterium which has small swellings known as tubercles is called tubercul______.

A tumor which is formed by these bacteria is known as a tubercul______.

e. Eating raw pork can give you a dreadful disease known as trichin______.
SELF POST-TEST

Without looking back at your work on the previous strategies, write the meaning of each of these suffixes:

-scropy _______________  -tomy _______________
-ectomy _______________  -itis _______________
-ize _______________  -oma _______________
-able _______________  -ology _______________
-osis _______________  -scope _______________
-phobia _______________

Did you get 9 or more correct? Great!! Now go on to the next objective.

If you missed more than 2, see your instructor.
OBJECTIVE 6

You will be able to identify the root words in 15 given words.

Definition:

Root Word = (1) the part of a word that carries the main load of the meaning.

(2) The base of a word to which other parts--prefixes and suffixes--are added.

STRATEGY:

Many times words seem "impossible" or unreadable simply because they are long. For example, look at the word just used:

unreadable

Can you see a word within that word? Once you identify the root word (read), the puzzle of this "new" word is practically solved.

Complete the following activities to help you learn to identify root words. Then, look for familiar root words in long words you come across in your reading.

1. Strip the following words down to their root words by removing their prefixes and suffixes.

Example: unreadable

(Prefix) Root Word (Suffix)
un / read / able

(HINT: There might not be both a prefix and suffix in a word. Also, a word might have more than one suffix.)
### 2. Look at the underlined root word in each practice below. Three of the four words under it are related in meaning because they are formed from this root word. Check these words. The first group is done for you.

<table>
<thead>
<tr>
<th>a. sing a tune</th>
<th>b. steam heat</th>
<th>c. woman or man</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> singer</td>
<td>___ unheated</td>
<td>___ manliness</td>
</tr>
<tr>
<td><em>X</em> singable</td>
<td>___ cheat</td>
<td>___ manly</td>
</tr>
<tr>
<td><em>X</em> singing</td>
<td>___ reheat</td>
<td>___ almanac</td>
</tr>
<tr>
<td>___ using</td>
<td>___ heater</td>
<td>___ mannish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. able to operate</th>
<th>e. health care</th>
<th>f. years of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ disable</td>
<td>___ careful</td>
<td>___ ageless</td>
</tr>
<tr>
<td>___ table</td>
<td>___ careless</td>
<td>___ aged</td>
</tr>
<tr>
<td>___ ably</td>
<td>___ scare</td>
<td>___ manage</td>
</tr>
<tr>
<td>___ unable</td>
<td>___ caring</td>
<td>___ aging</td>
</tr>
</tbody>
</table>
As you can see, when looking for small words within longer words, you need to:

1. look for the root word, not just a certain group of letters, and

2. remember that sometimes the spelling of the root word is changed before a suffix is added. (Example: In Practice C man is the root word, but with a suffix the n is doubled--mannahish.)
3. A word may have more than one suffix (one added on to another) which makes the word look long and difficult. To "attack" this kind of word, follow these steps:

(1) Look for and break off the suffixes

(2) Determine the meaning of the root word

(3) Determine the meaning of the suffixes and how they change the meaning of the root word.

(4) Check the sentence to be sure your definition "fits".

Follow these 4 steps in deciding the meaning of the following words.

Example: a. hopelessly: He was hopelessly in love with his best friend's girlfriend.

(1) Suffix (es): -less, -ly

(2) Root Word: hope

Meaning: expectation of something good

(3) How is the root word changed by the suffixes?

- less means "without" and -ly changes the word to an adverb; thus, hopelessly describes the way he loved her—without hope.

(4) Test this definition out in the sentence to see if it makes sense.
b. immunization: She went to the doctor's office to get a measles immunization.

(1) Suffix (es): ____________________________
(2) Root Word: ____________________________
   Meaning: ________________________________
(3) How is the root word changed by the suffixes?
   _______________________________________
   _______________________________________
(4) Does this definition make sense in the sentence above?
   Yes ___ No ___

c. Identify the root word in the following words:

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>medically</td>
<td>____________________</td>
</tr>
<tr>
<td>flexibly</td>
<td>____________________</td>
</tr>
<tr>
<td>traumatically</td>
<td>____________________</td>
</tr>
<tr>
<td>carelessness</td>
<td>____________________</td>
</tr>
<tr>
<td>visualization</td>
<td>____________________</td>
</tr>
<tr>
<td>operatively</td>
<td>____________________</td>
</tr>
</tbody>
</table>
SELF-POST TEST

Underline the root word in each of the following words.

1. preoral
2. epidermis
3. intercellular
4. suitable
5. digestable
6. inequality
7. immature
8. concurrent
9. carelessness
10. mucinous
11. acidity
12. microbiology
13. slothfulness
14. endurable
15. hydrophobia
16. factually
17. intraventricular

When you have completed this test see your instructor. If you got 15 or more correct, you are ready to go on to the next unit.

You will learn the meanings of several root words in your program. Now that you have learned to recognize word parts and the meanings of some of them, you can determine the meaning of many unfamiliar words.
OBJECTIVE

(1) You will be able to recognize known word parts in compound words and (2) you will be able to use the known word parts to determine the meaning of the compound words.

STRATEGY

Sometimes words are made up of two or more parts that are words which make sense by themselves. We call these compound words.

Read pages 2 and 3 in IRS booklet B-2 (Green) for an explanation of compound words. Do the exercises on those two pages in your head. Please do not write in the booklet.
**SELF POST-TEST**

A. Copy the compound words in the first column onto a piece of paper. Then, draw a line between the two words that make up the compound.

B. Use the meanings of the two short words in each compound to help you find the correct definition for the compound in Column 2. Write the letter of the definition on your paper next to the compound. An example has been done.

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>over/load</td>
</tr>
<tr>
<td>___</td>
<td>a. a sheet placed under the buttocks of a patient which can be removed readily when soiled</td>
</tr>
<tr>
<td>___ 1.</td>
<td>eardrum</td>
</tr>
<tr>
<td>___ 2.</td>
<td>headache</td>
</tr>
<tr>
<td>___ 3.</td>
<td>draw-sheet</td>
</tr>
<tr>
<td>___ 4.</td>
<td>thumbnail</td>
</tr>
<tr>
<td>___ 5.</td>
<td>self-made</td>
</tr>
<tr>
<td>___ 6.</td>
<td>crossmatch</td>
</tr>
<tr>
<td>___ 7.</td>
<td>eyestrain</td>
</tr>
<tr>
<td>___ 8.</td>
<td>eyelid</td>
</tr>
<tr>
<td>___ 9.</td>
<td>silo-fillers</td>
</tr>
<tr>
<td>___ 10.</td>
<td>kneecap</td>
</tr>
<tr>
<td></td>
<td>b. a lung condition caused by fresh silage</td>
</tr>
<tr>
<td></td>
<td>c. to put too large a load in or on something</td>
</tr>
<tr>
<td></td>
<td>d. the nail of a thumb</td>
</tr>
<tr>
<td></td>
<td>e. to mix a sample of a donor's blood with that of a recipient</td>
</tr>
<tr>
<td></td>
<td>f. fatigue of the eyeball muscles</td>
</tr>
<tr>
<td></td>
<td>g. the membrane located at the end of the ear canal</td>
</tr>
<tr>
<td></td>
<td>h. a flat triangular bone located at the front of the knee joint</td>
</tr>
<tr>
<td></td>
<td>i. a pain in the head</td>
</tr>
<tr>
<td></td>
<td>j. love of self</td>
</tr>
<tr>
<td></td>
<td>k. successful through one's own effort</td>
</tr>
<tr>
<td></td>
<td>l. fold of skin and muscle that can be closed over an eye</td>
</tr>
</tbody>
</table>

Check your answers. If you missed more than one, see your instructor. Otherwise, you are ready to take the teacher post-tests.
PERSONAL ACHIEVEMENT

READING

Health Occupations
Finding Exact Meanings

Prepared by Janet R. Swinton

Kirkwood Community College
Cedar Rapids, Iowa

Fund for the Improvement of Postsecondary Education
PRE/POST TEST
FINDING EXACT MEANINGS

Obj. 1

A. Number the following words 1-10 to show their alphabetical order. 80% correct = mastery

   ____ some          ____ leave
   ____ hope          ____ them
   ____ that          ____ alone
   ____ I             ____ to
   ____ will          ____ fly

B. Check where you would look in the dictionary to quickly locate the following words. 80% correct = mastery

   front    middle   back

   1. variable  ____  ____  ____
   2. telegram  ____  ____  ____
   3. envelope  ____  ____  ____
   4. numeric   ____  ____  ____
   5. grief     ____  ____  ____

Obj. 2

Put an X before each word you would expect to find on a dictionary page that has the two given guide words. 80% correct = mastery

sometimes          symbol

   ____ simple          ____ stop
   ____ slip            ____ spoil
   ____ spat            ____ seal
   ____ soil            ____ supper
   ____ soak            ____ stamp

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Obj. 3 [OMIT FOR BUSINESS]

In each of the five examples, tell which part of the dictionary entry is underlined. 100% correct = mastery

1. lan·guette (lăng'gwet) n. [F] Music a thin plate fastened to the mouth of certain organ pipes.
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

2. pow (pō, pou) n. [Scot. and N. Eng.] the poll; the head
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

3. meg·a·pod (meg′ə pod′) adj. having large feet
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

4. fink (fingk) n. [U.S. Slang] 1. a strikebreaker 2. a labor spy
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

5. liter·a·cy (lit′ər a si) n. state of being literate, possession of education
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word
Obj. 4  [THIS IS OBJ. 3 FOR BUSINESS]

Use the pronunciation key to decide how each word is pronounced. Then check the one of the 3 given words that has the same vowel sound as the first word. 80% = mastery

1. bush (bush) ___ bus ___ cook ___ loose
2. dove (dœv) ___ love ___ soil ___ choke
3. feign (fän) ___ take ___ fight ___ feel
4. crepe (krapat) ___ crawl ___ sail ___ peep
5. id (id) ___ wit ___ wipe ___ ego

PRONUNCIATION KEY
ā pat/ ā pay/ ār care/ ā father/ ō pet/ ē be/ ĭ pit/ ŭ pie/
ir fierce/ ō pot/ ō toe/ ō paw, for/ oi noise/ ou out/ ōo took/
ō moon/ th thin/ th this/ ū cut/ ūr turn/ yoo use/ a about/
zh pleasure

Obj. 5  [OBJ. 4 FOR BUSINESS]

In each sentence is an underlined word that might have several meanings. Choose the meaning that makes the most sense from the several dictionary meanings given. 80% = mastery

1. I am afraid I will forget my keys.
   a. to cease to remember
   b. to omit or neglect unintentionally
   c. to omit to take, leave behind

2. You will soon come to a fork in the road.
   a. the point at which a road or river divides
   b. an instrument having 2 or more prongs for lifting
   c. a tuning fork
   d. dividing into branches

3. The former was early, while the latter was late.
   a. preceding in time
   b. past or ancient
   c. preceding in order, being the first of two
   d. having held a particular office in the past

4. The robbers took a cool million in ice.
   a. solid water
   b. slang for diamonds
   c. to frost
   d. formality
5. We **opened** up the house to get some circulation.
   a. not shut, as a door  
   b. not closed or shut  
   c. unfilled  
   d. undecided

**Obj. 6** [OBJ. 8 FOR BUSINESS]

Name 3 sources besides a dictionary that help you find the exact meanings of words.

1. ______________________
2. ______________________
3. ______________________

FOR BUSINESS ONLY

**OBJ. 5-7**

Match the following words with their correct definitions.  
80% correct = mastery

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>affect</td>
<td>effect</td>
<td>eligible</td>
<td>illegible</td>
<td>biannual</td>
<td>biennial</td>
<td>passed</td>
<td>past</td>
<td>leased</td>
</tr>
<tr>
<td>1</td>
<td>qualified</td>
<td>occurring twice a year</td>
<td>went by</td>
<td>to influence</td>
<td>smallest degree</td>
<td>rented</td>
<td>result, to bring about</td>
<td>occurring every two years</td>
<td>not readable</td>
</tr>
</tbody>
</table>
ANSWER KEY
PRE/POST TEST
FINDING EXACT MEANINGS

Obj. 1

6 some
3 hope
7 that
4 I
10 will

5 leave
8 them
1 alone
9 to

1. back
2. back
3. front
4. middle
5. front

Obj. 2

spat
stop
spoil
supper
stamp

Obj. 3

1. B
2. C
3. E
4. D
5. A

Obj. 4

1. cook
2. choke
3. take
4. sail
5. wit

Obj. 5

1. C
2. A
3. C
4. B
5. B

Obj. 6

1. glossary
2. index
3. footnotes/context

BUSINESS ONLY 5-7

4 affect
7 effect
1 eligible
9 illegible
2 biannual

8 biennial
3 passed
10 past
6 leased
5 least
FINDING EXACT MEANING

HEALTH OCCUPATIONS

Obj. 1
1. arthodesis 1. hydrocele - hyperglycemia a. F i. M
2. cystocele 2. encephalitis - enteritis b. F j. M
3. gastrocele 3. ileostomy - ileum c. B k. F
4. hydrocele 4. adenoma - anenectomy d. F l. B
5. leukopenia 6. myelocèle e. M m. F

Obj. 2
abdomen - arthritis cardiac - cornea leukemia - menstrual e. M
abdominal ciliary lymphatic spleen
anemia cavus menopause sporadic
alcoholism colonic lung spine
adrenal cervical lymph spermatozoon
amenorrhea congenital malignancies
appendicitis cholera

Obj. 3
1. (se voi') 1. C 6. A
2. adj. adjective 2. A 7. E
4. like a star, as in shape, (stel'or) 4. D 9. C
5. 2, n., a principle, doctrine, or belief held as a truth. 5. B 10. D

Obj. 4
1. gray 8. coat
2. grape 9. fast
3. coil 10. cup
4. rude 11. time
5. hot 12. c.e
6. feet 13. lad
7. wipe 14. red

Obj. 6
a. neurology 1. footnotes/context
b. influenza 2. glossary
c. snow 3. index
d. microscope 4. dictionary
e. surgeon
f. earth
g. arthritis
h. hydrophobia

GLOSSARY
FINDING OUT EXACT MEANINGS: HEALTH OCCUPATIONS

OBJECTIVE 1: (1) Quickly locate the appropriate section of the dictionary in which a word is found and (2) arrange given words in alphabetical order.

Self Post-Test

OBJECTIVE 2: Locate words in a dictionary by using guide words and alphabetical order.

Self Post-Test

OBJECTIVE 3: Skim a dictionary entry and identify different parts of the entry in eight out of ten examples.

Self Post-Test

OBJECTIVE 4: Use a pronunciation key to decide the correct way to pronounce a word.

Self Post-Test

OBJECTIVE 5: Choose the correct meaning from several meanings stated in a dictionary entry.

Self Post-Test

OBJECTIVE 6: (1) Name three sources besides a dictionary to find exact meanings of words and (2) identify the location of these sources in own text materials.
FINDING OUT EXACT MEANINGS (Using Glossaries and Dictionaries)

As you read, you will come across words for which your skills in examining word parts and/or using the context are not enough when you need to know the exact meaning of a word. The purpose of this unit is to help you become aware of different sources for looking up new words and to help you learn how to use those sources.

Contrary to ideas you may have formed in grade school, a dictionary is not just a tool for boring drills and "copy-work". Instead, the dictionary is the most reliable source you can turn to if you want to learn or confirm your hunches about the meaning of a word. In addition to pronunciations and definitions, many dictionaries give information about the history of a word, synonyms (other words that mean the same thing), and antonyms (words opposite in meaning). Sample phrases and sentences also make the meanings of words clearer. All of these features help you better understand new or unfamiliar words.

When you learn how to take advantage of the many features of a dictionary and use it frequently, you strengthen your power to keep your vocabulary growing for life.
OBJECTIVE 1

1. You will be able to quickly locate the appropriate section of the dictionary in which a word is found.
2. You will be able to arrange given words in alphabetical order.

STRATEGY

1. Read IRS Booklet A-23, "Locating Words in a Dictionary", p. 2-3 only.

2. Place these words in alphabetical order on the basis of their first letters:
cystocele, gastrocele, hydrocele, myelocele, arthodesis, leukopenia

   1) ____________  4) ____________
   2) ____________  5) ____________
   3) ____________  6) ____________

HELPFUL TIDBIT: Did you know that the suffix -cele means hernia or tumor?

3. Place these pairs of words in alphabetical order:

   1) hydrocele - hyperglycemia  ____________  ____________
   2) encephalitis - enteritis  ____________  ____________
   3) ileum - ileostomy  ____________  ____________
   4) anenectomy - adenoma  ____________  ____________

Check your answers with the answer key.
If you missed any of these pairs or any item in practice 2, see your instructor.
4. Where would you look in your dictionary for these words? Put an X for each word on the line under the correct heading, front, middle, or back.

<table>
<thead>
<tr>
<th></th>
<th>FRONT</th>
<th>MIDDLE</th>
<th>BACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) abdomen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) brachial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) syndrome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) dermis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) respiratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) spinal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) neuritis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) uterine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) organism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) plexus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) axillary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) tendon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m) cholera</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n) vertebrae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) malnutrition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check your answers with the key. Did you get all of them correct? Great! If you missed more than one see your instructor.
OBJECTIVE 2: Using Guide Words

You will be able to locate words in a dictionary by using guide words and alphabetical order.

STRATEGY

Read IRS Booklet A-23, "Locating Words In a Dictionary", p. 5-6.

PRACTICE 1: Locating Words In a Dictionary

In each box below, put an X before each word that you would expect to find on a dictionary page that has the guide words shown at the top of the box.

<table>
<thead>
<tr>
<th>abdomen</th>
<th>arthritis</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ abdominal</td>
<td>___ atonic</td>
</tr>
<tr>
<td>___ axilla</td>
<td>___ abcess</td>
</tr>
<tr>
<td>___ anemia</td>
<td>___ amenorrhea</td>
</tr>
<tr>
<td>___ alcoholism</td>
<td>___ atrium</td>
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<td>___ adrenal</td>
<td>___ appendicitis</td>
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<th>cardiac</th>
<th>cornea</th>
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<td>___ cancer</td>
<td>___ congenital</td>
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<td>___ ciliary</td>
<td>___ coronary</td>
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<td>___ cavus</td>
<td>___ cholera</td>
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<tr>
<td>___ colonic</td>
<td>___ cranial</td>
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<tr>
<td>___ cervical</td>
<td>___ corpuscles</td>
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<td>leukemia</td>
<td>menstrual</td>
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<td>____ lymphatic</td>
<td>____ myelogenous</td>
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<td>____ intestines</td>
<td>____ malignancies</td>
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<td>____ menopause</td>
<td>____ mucous</td>
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<td>____ lung</td>
<td>____ malnutrition</td>
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<td>____ lymph</td>
<td>____ myopia</td>
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<th>spermatozoa</th>
<th>sprue</th>
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<td>____ spleen</td>
<td>____ spine</td>
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<td>____ sensory</td>
<td>____ spermatozoon</td>
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<td>____ symptom</td>
<td>____ surgeon</td>
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<tr>
<td>____ sporadic</td>
<td>____ spermatic</td>
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<tr>
<td>____ suprarenal</td>
<td>____ spring</td>
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Check your answers. If you missed more than two, see your instructor. Otherwise, go on the next objective.
OBJECTIVE 3

You will be able to skim a dictionary entry and identify different parts of the entry in 8 out of 10 examples.

STRATEGY

Each word listed in a dictionary has a variety of information that goes with it. The word and all its information is called AN ENTRY.

Learn the different parts of a dictionary entry.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>retain (ri-tān') v. [ME &lt; OF &lt; L re-back + tenere to hold]</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1: to hold on, keep in possession 2: to keep in a fixed state or condition 3: to continue to have or hold in E [to retain heat] 4: to continue to practice or use 5: to keep in mind 6: to hire or arrange in advance for the services of</td>
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</table>

A. The first thing to appear in a dictionary entry is the word itself in its correct spelling, and after divided into syllables. Re-tain is shown in two syllables.

B. The second thing listed in a dictionary entry is the pronunciation of the word. This part of the entry, when used with the pronunciation key (which you will study more closely in the next objective) will tell you how to pronounce the word. It will give you not only the sound of the letters, but the number of syllables in the word and which syllable(s) is/are accented.

C. The third part of the entry indicates part of speech. If a word may be more than one part of speech (such as run--verb - Run to the store. and run--noun - I got a run in my hose.), both symbols will be given (v. verb and n. noun). Other parts of speech are as follows on the next page.
adj. - adjective
adv. - adverb
prep. - preposition
conj. - conjunction
art. - article
pron. - pronoun

retain (ri-tān') v. [ME < OF < L re-back + tenere to hold]
1: to hold on, keep in possession 2: to keep in a fixed state or condition 3: to continue to have or hold in [to retain heat] 4: to continue to practice or use 5: to keep in mind 6: to hire or arrange in advance for the services of

D. The next part of the entry is the origin of the word, or where the word came from. In the example above you see ME < OF < L. This means the word came to us from Middle English, and before that the word was Old French, and before that it had a Latin base. The explanation of these abbreviations is in the front of the dictionary.

C and D are reversed in some dictionaries.

E. The last part of a dictionary entry is the actual meaning of the word. Often a word will have more than one meaning, and these will be listed in the order they are most frequently used. In other words, the first meaning listed would be a much more common use of the word than the tenth meaning listed.

NOTE: When you use a dictionary, you usually don't need to know all the information given in an entry. By knowing which part of the entry contains the information you need, and by looking directly at that part of the entry, you can save yourself a great deal of time and confusion.
EXERCISE

Below are 5 dictionary entries. On your paper, answer the questions asked about each entry.

1. savoy (sa voi') n. [Fr. cabbage of Savoy] a kind of cabbage with crinkled leaves and a compact head
   Copy the pronunciation: ____________________________

2. scraw ny (skro' ne) adj. [Scand.] 1: very thin; skinny and bony 2: stunted or scrubby
   Copy the part of speech: ____________________________
   What does that stand for? __________________________

3. skein (skan) n. [ME skeyn < MFr.] 1: a) a quantity of thread or yarn wound in a coil b) something like this, as a coil of hair 2: a flock of wild fowl
   Copy the origin of the word: __________________________
   How many syllables does the word have: _____________

4. stel lar (stel' ar) adj. [LL stellaris < L. stella] a star 1: of the stars or a star 2: like a star, as in shape 3: by or as by a star performer; excellent, outstanding 4: leading; chief a stellar role
   What is the second meaning of the word? ______________
   Copy the pronunciation of the word: ________________

5. ten et (ten' it) n. [L., he holds < tener] a principle, doctrine, or belief held as a truth, as by some group
   How many syllables does the word have? ______________
   What part of speech is it? ____________________________
   What does the word mean? ___________________________
SELF POST-TEST

For the following ten questions write on your paper which part of the entry is underlined.

1. Kob (käb) n. [< native name in Niger-Congo area, as in Wolof Koba] an orange-red antelope of SE Africa
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

2. insure (in shoor') v. [ME. ensuren] 1: to contract to be paid or to pay money in the case of loss of (life, property, etc.); take out or issue insurance on (something or someone) 2: to give or take out insurance
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

3. lei (lä) n. [Haw.] in Hawaii, a wreath of flowers and leaves, generally worn about the neck
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

4. môme (môm) n. [<?] a blockhead, fool
   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word
<p>| | | | | |</p>
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<tbody>
<tr>
<td><strong>mon•e•tize</strong> (mən•ə tīz) v. [L. moneta a mint + ize]</td>
<td>1: to coin into money 2: to legal-ize as money</td>
<td>a. correct spelling and number of syllables</td>
<td>b. pronunciation of the word</td>
<td>c. part of speech of the word</td>
</tr>
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<td></td>
<td></td>
<td>d. origin of the word</td>
<td>e. meaning of the word</td>
<td></td>
</tr>
<tr>
<td><strong>omen</strong> (ō•mān) n. [L. osmen] a thing or happening supposed to foretell a future event, either good or evil; augery</td>
<td>a. correct spelling and number of syllables</td>
<td>b. pronunciation of the word</td>
<td>c. part of speech of the word</td>
<td>d. origin of the word</td>
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<td></td>
<td></td>
<td>e. meaning of the word</td>
<td></td>
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<tr>
<td><strong>organ•ist</strong> (ər•gənist) n. [MFr. or ML.] one who plays the organ</td>
<td>a. correct spelling and number of syllables</td>
<td>b. pronunciation of the word</td>
<td>c. part of speech of the word</td>
<td>d. origin of the word</td>
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<td></td>
<td></td>
<td>e. meaning of the word</td>
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<td></td>
</tr>
<tr>
<td><strong>per•i•lune</strong> (per•ə lōon) n. [peri + lune] the point nearest to the moon in the elliptical orbit of a man-made satellite in orbit around it</td>
<td>a. correct spelling and number of syllables</td>
<td>b. pronunciation of the word</td>
<td>c. part of speech of the word</td>
<td>d. origin of the word</td>
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<td>e. meaning of the word</td>
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<tr>
<td><strong>pied</strong> (pīd) adj. [ME pyed, orig. black and white like a magpie] 1: covered with patches or spots of two or more colors; piebald; variegated 2: wearing a garment of this description</td>
<td>a. correct spelling and number of syllables</td>
<td>b. pronunciation of the word</td>
<td>c. part of speech of the word</td>
<td>d. origin of the word</td>
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<td></td>
<td></td>
<td>e. meaning of the word</td>
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</tbody>
</table>
10. plex·i·form (plek' sə form) adj. [< plexus + -form]
like, or in the form of, a
plexus or network; complex

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word
OBJECTIVE 4: Using a Dictionary for Pronunciation

You will be able to use a pronunciation key to decide the correct way to pronounce a word.

STRATEGY 1

Read IRS Booklet B-3, "Using a Dictionary for Pronunciation" p. 2-3.

PRACTICE 1

Complete Practice 1 on page 4 of IRS Booklet B-3. Check your answers with Card B-3 at the back of the IRS box.

STRATEGY 2

Read IRS Booklet B-3, "Using a Dictionary for Pronunciation" p. 5-6.

PRACTICE 2

Beside each word in the first column below is the special spelling to show how the word is pronounced. Use the pronunciation key at the bottom of the page to decide how to pronounce each word. If the word has one syllable, decide what other word in that line has the same vowel sound in it, and put an X in the blank before that word.

If the word has two or more syllables, notice which syllable is stressed. What vowel sound does that syllable have? Put an X in front of the word that has the same vowel sound.

EXAMPLES:

*shirr (shûr)  _____ hear  X  fur  _____ hire

*rotor (rö' ter)  _____ sun  X  no  _____ hot

PRONUNCIATION KEY

ä  pat/ ä pay/ âr care/ ä father/ ě pet/ ě be/ ět pît/ ět pie/ ěr fierce/ ō pot/ ō toe/ ō paw, for/ oi noise/ ou out/ ōō took/ ōō moon/ th thin/ th this/ u cut/ ūr turn/ yōō use/ ø about/
zh pleasure

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1. trachy (trā' ke)  ____ key  ____ fry  ____ gray
2. -stasis (stā' sis)  ____ sweet  ____ grape  ____ suit
3. foist (foist)  ____ coil  ____ toad  ____ mouth
4. cerumen (se rō' men)  ____ must  ____ rude  ____ roll
5. poly- (pōl' ē)  ____ fed  ____ bone  ____ hot
6. rrhea (rē' ah)  ____ wide  ____ chest  ____ feet
7. hyper (hi' per)  ____ wipe  ____ wet  ____ clean
8. -ptosis (tō' sis)  ____ coat  ____ tent  ____ need
9. saccharo (sāk' ah ro)  ____ game  ____ fast  ____ bend
10. plumb (plūm)  ____ tune  ____ would  ____ cup
11. iso (i' so)  ____ hut  ____ time  ____ ruin
12. -tomy (tō' me)  ____ born  ____ cone  ____ shop
13. cache (kāsh)  ____ ball  ____ lad  ____ rain
14. rrhexis (rēk' sis)  ____ her  ____ team  ____ red

PRONUNCIATION KEY

- pat/ ā pay/ ār care/ ā father/ ē pet/ ē be/ ēt pit/ ēi pie/
- ēr fierce/ ə pot/ ə toe/ ə paw, for/ əi noise/ ou out/ ət took/
- oo moon/ th thin/ th this/ ū cut/ ūr turn/ yōo use/ ə about/
- zh pleasure

Did you get 12 or more correct? Good! If not, see your instructor before going on.
OBJECTIVE 5: Using a Dictionary to Get Meaning

You will be able to choose the meaning that makes the most sense in a given sentence from several meanings stated in a dictionary entry.

STRATEGY

Read IRS Booklet A-17, "Using a Dictionary to Get Meaning", pp. 2, 3, 5.

PRACTICE: Complete the practices on pp. 4, 6, and 7. Check your answers with Card A-17 at the back of the IRS box.

If you got 27 or more correct, go on to the next unit. If you missed more than three (3), see your instructor.
**OBJECTIVE 6**

You will be able to name three sources besides a dictionary which help you find exact meanings of words and identify the location of these sources in materials used in your vocational program.

**STRATEGY**

1. Read the phrases below. Each one tells about a term in Health Occupations that is important to know. (Numbers c and f are thrown in for good measure — See if you can figure them out.) The first letter will help you. Write the word in the blanks. You may use a dictionary.

   a. the study of nerves
      
      N _ _ _ _ _ _ _

   b. medical term for the flu
      
      I _ _ _ _ _ _ _

   c. What weighs many tons but falls without making a sound?
      
      S _ _ _

   d. instrument for looking at miniature objects
      
      M _ _ _ _ _ _ _

   e. one who does surgery
      
      S _ _ _ _ _ _

   f. What planet do we see more often than any other planet?
      
      E _ _ _ _

   g. inflammation of a joint
      
      A _ _ _ _ _ _ _


h. fear of water

Now look at the starred (*) boxes. They spell the answer to this question: What is the closest place to look up the meaning of a word found in a textbook?

CLUE: A list of words and their meanings and is usually found at the back of the book. Look at the sample glossary at the end of this packet.

2. One of the first things you should check when you get a textbook for one of your classes is whether or not it has a glossary.

Use a glossary in one of your texts or the one in Appendix A (at the end of this packet) to answer the following questions:

a. Words are listed in __________ order.

   Yes, alphabetical order is correct.

b. An entry for a word usually gives ___ (number) definition(s).

c. Definitions for the words are (choose one):

   1. general
   2. specifically related to the subject you're reading about

   Did you answer that there is usually one definition? Though the word may have several possible definitions, the glossary usually lists only the specific meaning as related to the subject you're reading about.
3. There are other ways of using your book to find out the precise meanings of words. These ways are reviewed below.

   a. **Index**

      This is usually located at the very end of the book. It tells you on what page (or pages) you can find specific information the book contains. A good index lists every subject that is discussed in the book. (For further explanation of an index, see IRS booklet A-25).

   b. **Footnotes and Context**

      Many times the author gives the definition for a technical word* on the same page, as is being done in this sentence. Sometimes, the authors include the meanings of words within the text material. Pay attention to the style and color of the print. These clues all save you from having to interrupt your reading further by turning to the back of the book or looking the word up in the dictionary. If the word is written in dark, heavy print, it is usually very important to your understanding of the paragraph. If the definition for a word is not given on the same page, check the glossary or the index at the back of your book.

4. The rule of thumb is to look for the closest available source for looking up the meaning of a word. Place these sources in order of their closest location:

   glossary, dictionary, index, footnotes/or context

   1) ______________
   2) ______________
   3) ______________
   4) ______________

* A word related directly to a particular subject area.
Some of the new words which you have read in this book.

Abdomen. The belly.
Anthrax. Disease of cattle and sheep which may attack man.
Antibiotic. Substance produced by a living organism which kills germs or stops them growing.
Antibody. Substance in the body which gives immunity.
Antiseptic. A substance that kills or stops the growth of germs.
Antitoxin. A substance which causes poison to lose its effect.
Bacterium (plural: bacteria). Tiny organism consisting of one cell only. Belongs to the plant world.
Caper. A covering skin.
Carbolic Acid. A very strong antiseptic made from coal tar.
Cell. Collection of germs in a culture.
Cowpox. A virus disease causing blisters on cows' udders.
Culture medium. A substance on which germs may grow.
Cultured. Allowed to grow on a culture medium.
Cytoplasma. The substance of a cell excluding the nucleus.
Digestive system. The part of the body where food is broken down into particles small enough to be absorbed into the bloodstream.
Disease. Illness or sickness.
Epidemic. An infective disease attacking many people at the same time.
Flagellum (plural: flagella). A hairlike structure on an organism.
Fungus. A cellular organism which lives on dead plant or animal matter.
Immunity. The ability to resist infection or poisoning.
Immune. Made resistant.
Incubate. Provide suitable conditions for the growth of organisms.
Incubation period. The interval between infection and the appearance of disease.
Infection. The introduction of germs to the body.
Inflammation. The changes taking place in tissues which are infected.
Malaria. A disease due to protozoa which destroy the body's red blood cells.
Membrane. A thin layer of tissue.
Muscosa membrane. The lining of cavities in the body such as the mouth and nose.
Nucleus. The controlling center of a cell.
Organism. A living thing, plant or animal.
Pasteurization. A special process for sterilizing milk.
Peritonitis. Inflammation of the inner lining of the abdomen.
Plague. A disease of rats which is carried to humans by rat fleas.
Pneumonia. Inflammation of the lung.
Poison. A substance which comes from food and is essential to a living cell.
Protozoa. The simplest forms of animal life.
Put. Liquid which is formed when inflammation takes place.
Rabies. A disease of dogs which may affect humans.
Respiratory system. The parts of the body concerned with breathing.
Smallpox. A severe virus disease of humans.
Sputum. To free from germs.
Tissue. A collection of similar cells.
Toxin. Poison formed by an animal or plant.
Vaccines. Killed or altered germs used to produce immunity to disease.
Virulent. Able to overcome the body defenses.
Viruses. Tiny organisms which cause disease but can only multiply in living cells.
REFERENCES USED FOR THIS LEARNING PACKET


Mastering Technical Vocabulary

HEALTH OCCUPATIONS

Revised by Janet R. Swinton from Ellen Lamar Thomas and H. Alan Robinson, Improving Reading in Every Class: A Sourcebook for Teachers; copyright by Allyn and Bacon, Inc., 1972, pp. 297-304. Reprinted with permission. Some word changes have been made for easier reading.
PRE/POST TEST
MASTERING TECHNICAL VOCABULARY

STRATEGY 1
List at least three (3) ways an author may alert you to important terms in your text.

1. ____________________
2. ____________________
3. ____________________

STRATEGY 2
List at least eight (8) things to do to learn a new technical term.

1. ____________________  5. ____________________
2. ____________________  6. ____________________
3. ____________________  7. ____________________
4. ____________________  8. ____________________

STRATEGY 3
Explain what the "divided page glossary" is, and how it may help you learn new terms.

STRATEGY 4
Explain what a "cover card" is, and how it may help you learn new terms.

STRATEGY 5
Explain how using your auditory and motor channels help you remember new terms.
STRATEGY 6

Mark the following statements True or False

____ Your greatest time for forgetting is within 24 hrs. after you first heard something.

____ It is a good idea to review a previous assignment immediately before going on to a new assignment.

____ It is better to study an assignment once, for a large amount of time, then several times for shorter amounts of time.

STRATEGY 7

Explain why you should set your own goals for learning new vocabulary.
MASTERING VOCABULARY

Here's a method that can help you lift your vocabulary well above its present level. It's tailored to your individual preferences. You decide the words you want and need. You collect them when time is available, and not when it isn't. You set your own goals and move toward them as you wish. This method will help you not only learn, but also remember the meanings of new vocabulary words.
HOW TO MASTER THE VOCABULARY OF HEALTH OCCUPATIONS
(Put These Tips to Work, and Your Dividends May Be Dramatic)

As you begin a new course in Health Occupations, it may seem as if you're learning a foreign language. Difficult new technical terms crowd the pages. Easy, familiar words appear with unexpected new meanings. The everyday word between suddenly becomes technical—with an extremely precise meaning! The word exactly takes on a special meaning—even any, if and or.

Rote memory is no longer enough. You must gain a working understanding—learn to use the new "word tools" well and intelligently. Once an unfamiliar word is defined, or a familiar word defined again, the authors will use it again and again, taking it for granted that you understand it. If you pass over these new terms lightly, word blocks will soon get in the way of your learning. Your reading will become an obstacle course. Learn the new terms thoroughly when they're introduced, and you'll be able to grasp essential new knowledge for use in your courses and work.

Clearly, our vocabulary abilities now become a tremendous asset. Fortunately, learning experts—in actual experiments with students—have researched learning and memory techniques. Some of the strategies suggested here are based on years of experimentation in the psychology of learning.
STRATEGY 1:

How Will the Author Alert You to Important Terms?

When key terms or concepts are first introduced to you in textbooks, the authors usually flag you with a conspicuous signal. The signal used may be heavy black (boldface) type, italics, color, and underlining. Words signalled in these ways are crucially important "official" Health Occupations terms.

In the passage below, the authors make an important term stand out on the page by underlining it.

STOP! Biology is the science that deals with living organisms. The branch of biology dealing with microbes - that is, organisms structured as one cell and studied with the microscope - is

LOOK! microbiology.

LEARN! microbiology.

ACTIVITY

Scan your own textbook and see how the authors signal important new terms. List those ways on a separate sheet of paper.
Sometimes there is an "explosion" of new words, like the one below -
in a very brief space. Yet every new term is basic for your future learning
and calls for thorough learning and remembering.

THE NUCLEAR MEMBRANE SEPARATES THE NUCLEOPLASM
(PROTEOSM OF THE NUCLEUS) FROM A ZONE OF LESS
DENSE SPONGY PROTEOSM SURROUNDING AND SUSPENDING
THE NUCLEUS, KNOWN AS THE CYTOPLASM.*

STRATEGY 2:
TIPS FOR LEARNING DIFFICULT TECHNICAL TERMS

1. Pay attention to each term when it first appears. Read so that you understand the definition - not to memorize, but to get a real understanding of the meaning.

2. Take a new word apart if you can. Do you recognize a familiar part? If, for example, you recognize the familiar prefix poly-, meaning many, you already have a hold on polygamist, polygraph, polyglot. If you recognize the word part, equi-, meaning equal, it helps you unlock equidistant, equivalent, and equation. The familiar prefix, co-, meaning with or together with, can help you understand coordinate, cooperate, and co-worker. (See Unit I for more word part clues.)

3. Read and reread as often as is necessary. Reading-once-straight-through patterns are not very helpful. Complete stops are called for frequently. Thought time is essential in addition to reading time.

4. The authors' definition of a new term is almost always followed by examples. Examine these examples and figure out whether in fact they do follow the definition.

5. Try to think of counter examples, examples which do not come under the definition. When thinking of these, you may find it helpful to change a word or two in the definition.

6. Read the definition as you read all Health Occupations materials, pencil in hand. Make notes and create your own examples.

7. Suppose as you are reading the definition of the new term, you come across a technical term you've already met in the course whose meaning you don't remember. We all forget! You have the meaning right at your fingertips through the index for instant access to the original explanation of the forgotten term.

8. As you're working with the new term, try to express its meaning in actual words - your own words.

9. You may find a "List of Some Important Terms to Learn" toward the end of each chapter. You'll want to check your understanding of this list of terms. The terms the authors have selected for this list are crucial. You may also want to check your own list of key words and their meanings.

10. Make an effort to use your new Health Occupations terms.

In Summing Up

1. Read to understand.
2. Look for familiar word parts.
3. Reread.
4. Study the examples.
5. Make up counter examples.
6. Be active with your pencil.
7. Use your index.
8. Self-recite.
9. Review
10. USE YOUR NEW LEARNINGS
STRATEGY 3:

1. **MASTERY OF NEW TERMS**

   Should you memorize the meanings of new terms? Chances are you won't need to. Memory of the meanings of new words will often come about naturally as you go over the material, reread, do problems. This is not to encourage half-learning of essential terms. Terms in Health Occupations are defined rigorously. It's essential to get strict meanings in mind. Remembering a very close version of what has been said will be a tool in future learning and on your job.

2. **KEY WORDS SHOULD BE "COLLECTOR'S ITEMS"**

   Set aside a section of your notebook as a Health Occupations Glossary. As you run across each new key term, collect it for your glossary. Keep this record up to date from day to day. Take about two minutes - that's all you'll need - to make each entry.

   You may find the "divided page" handy. Make a line down the middle of a page in your notebook. In the **Key Term** column to the left, record the new word. In the **Meaning** column to the right, write the meaning carefully.

   The divided page is handy when review time comes. The dividing line makes it possible to conceal the meaning completely as you check your understanding of a term later.

   Mark the end of each unit - perhaps with a double line. Now when you want to go back and check on the new words you've studied in a certain unit, you'll know exactly where to find them.
If you were to do nothing more than record the new words you'd met in a unit and then lose your glossary, you would still have an advantage. The muscular act of writing, in and of itself, would have already strengthened your learning.

THE "DIVIDED PAGE"

<table>
<thead>
<tr>
<th>KEY TERM</th>
<th>MEANING</th>
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Test your understanding by covering this side.
ACTIVITY

Turn to a chapter you are presently studying in one of your course textbooks. Locate and record ten (10) key terms and their meanings in your glossary. Congratulations! ... you now have the beginnings of a helpful tool. Use it as you read further for class.

STRATEGY 4:

USE THE "MOST POWERFUL STUDY TECHNIQUE"

Students often ask, "How can I retain what I study?" You can learn for the future with the most powerful study technique known to psychologists!

Conceal the right-hand side of your divided page with your hand or with a cover card (index card) and try to express the meaning - not by memory, but with full understanding of what you are saying. Then lift the card and check. Continue checking until you have full understanding. Mark items that are especially difficult, and double-check these next time.

You'll find a cover card handy in other ways. Using a card to work through chapters as you review is often more effective than rereading. You can reread materials and dream all the way through. The cover card forces you to concentrate as you struggle to recall what's underneath.
STRATEGY 5: 
USE YOUR SENSES FOR FASTER, FIRMER LEARNING

Multisensory study can speed and strengthen your learning. Eyes are just one of your learning channels. Use your eyes only, and you turn on just one-third of your sensory channels for mastering a new term. What other learning channels can you use? Your auditory and motor channels.

"SEE IT! SAY IT! HEAR IT! DRAW IT OR WRITE IT!"

As you study, see the material as you read the word and think about its meaning.

Then say the new term and formulate its meaning aloud or in a whisper. Now you're adding kinesthetic learning. As you form the sounds, the muscles of your throat, tongue, and lips are reinforcing your memory. And as you say it, hear it. Now you call in hearing, another learning channel.

Draw a figure to illustrate the term or write down its meaning. Now you bring more learning power into play - your motor equipment. Write down just a key word or two in the definition as you express the meaning to yourself. Pencil work helps concentration; it has a "no-doze" effect.
Any writing you have already done - on a scratch sheet or on the divided page - has already reinforced your learning.

"See it! Say it! Hear it! Draw it or write it!" is all-out study - a four-way reinforcement. The variety itself helps you recall. The change of pace - eyes, ears, voice, pencil - keeps you alert and increases the amount you learn.

**ACTIVITY**

Use the technique you've just read to learn the ten (10) words on your glossary list. When you feel confident that you know the words, see your instructor for a post-test.

**STRATEGY 6:**

**TO RETAIN LONGER, SPACE OUT YOUR REVIEWS**

You can remember longer simply by the way you place your reviews. You can place your first review to minimize forgetting. Suppose you read you class assignment today. When will forgetting take its greatest toll? If your forgetting is typical, the greatest loss will be within one day. Arrange your first review to check this drop. Place it from 12 to 24 hours after you study your vocabulary terms. Reinforce immediately, and you will remember much longer. It might be a good idea to review the previous assignment immediately before going on to the new assignment.
A study expert pointed out the "Curve of Forgetting" to military officers returning to academic study after being out of school for several years.

The first student studied one hour on September 30, and six weeks later remembered very little.

![Figure 6-7. Curve of forgetting. (Drawing reproduced by permission of Dr. Staton.)](image)

The drawings are reproduced with permission.

The second student studied only 30 minutes on September 30, but he spaced out his reviews - 15 minutes on October 1 and 10 minutes more on October 8. On November 8 it took this student just a 5 minute review to bring back what he wanted - with 100% mastery.

![Figure 6-8. Spaced reviews. (Drawing reproduced by permission of Dr. Staton.)](image)

Both students studied just one hour, but the one who spaced out his reviews had far better retention.
Your glossary of terms lends itself to spaced review. You can have a quick run-through waiting for a friend, riding to school, waiting for a bus, between classes, just before a test.

Take care, though, that your run-throughs don't become unthinking, mechanical, repetitions. Your instructors hope that as you review your terms and their meanings, you will focus on what the definition is really saying. They sound this warning: though precise understanding is absolutely essential, too much stress on memorization of words may destroy your understanding of their real meanings.

You'll find that spaced-out reviews will pay you high dividends in aspects of Health Occupations other than vocabulary and in other school courses as well.

**ACTIVITY**

Review the same ten (10) words you were tested on at one and two weeks from today. During the fourth week, give yourself a quiz to see how much you remember at that point.

**LEARN THE NEW TERMS FROM DAY TO DAY! THEY'LL BE YOURS TILL THE LAST DAY OF THE COURSE - AND BEYOND - AS TOOLS FOR GRASPING ESSENTIAL NEW KNOWLEDGE.**
STRATEGY 7:
SET YOUR OWN GOALS FOR VOCABULARY

Only you can set goals for yourself! Only you can move toward them!

If you've decided to start a personal word collection, please set goals for yourself as suggested below. You'll want to consider your test score, your own judgement as to what you need, and any suggestions from your teacher.

The goals you set today are only tentative. You may wish to change them as you make progress. Your goals should be realistic. Planning more than you can possibly attain brings only disappointment.

Your teacher will discuss your goals with you.

TO IMPROVE VOCABULARY:

<table>
<thead>
<tr>
<th></th>
<th>PLANNED</th>
<th>FINISHED</th>
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</thead>
<tbody>
<tr>
<td>1. How many words do you plan to have in your personal word collection (and really learn) before the end of this month?</td>
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<td></td>
</tr>
<tr>
<td>2. Have you decided to collect a definite number of words each day? week? If so, what is your quota?</td>
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<tr>
<td>3. Some students prefer not to set a daily or weekly quota, but to collect their new words whenever the reading they are doing at the moment lends itself. If this is your decision, indicate by checking here:</td>
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ANSWER KEY
PRE/POST TEST
MASTERING TECHNICAL VOCABULARY

STRATEGY 1

1. heavy type
2. italics
3. colon, also underlining

STRATEGY 2

any 8 of the following

read to understand look for familiar word parts be active with your pencil
look for familiar word parts use your index
reread self-recite
study the examples review
make up counter examples use your new words

STRATEGY 3

Divided page glossary is a form used to make your own glossary, with terms written on one side of the page and their meanings on the other. It is an orderly way to collect, store, and learn new terms.

STRATEGY 4

A cover card is simply a card used to cover up meanings or terms to check your memory when you are trying to learn terms. It helps you concentrate on what you are studying.

STRATEGY 5

By using your sight, voice, hearing, and muscles to study a word you learn the word through a variety of senses and therefore learn the word better.

STRATEGY 6

T, T, F

STRATEGY 7

By setting your own goals, what you learn is meaningful to you, and applies directly to your needs.