# AFFIXES

Affixes are the parts of a word, that are added to the *beginning* and/or *end*. A root word (base word) is the main part of a word, that gives the basic meaning; It is usually Latin or Greek in origin. When an affix is attached to a root word, a new word is created that has a whole different meaning. The 2 affixes are prefix and suffix. A prefix is added to the beginning of a root word, and a suffix is added to the end.

PREFIX — ROOT — SUFFIX

## PREFIXES

dis- opposite ~ disagree, disappear
mis- wrongly ~ misbehave, misplaced
in- not ~ incorrect, inexpensive
im- opposite ~ impossible, impatient
re- again ~ reheat, restart, review
pre- before ~ preview, prepaid
un- not ~ unsafe, uncovered
non- not, no, without ~ nonstop
under- below ~ underground
multi- many ~ multicolored
micro- small, tiny ~ microscope
mid- middle ~ midnight, midway
super- extra ~ superstar, supermarket
uni- one ~ uniform, unicycle
bi- two ~ bicycle, bilingual
tri- three ~ triangle, tricycle
dec- ten ~ decimal, decade
trans- change ~ transform, transport
tele- distant ~ telescope, television
auto- self ~ automobile, automatic
anti- against ~ antisocial, antibiotic

## SUFFIXES

-s, -es * plural ~ hands, wishes, glasses
-d, -ed * past tense ~ talked, saved
-ing * present tense ~ helping, running
-ful * filled with ~ careful, hopeful
-less * without ~ helpless, careless
-er * more, greater ~ stronger, louder
-est * most, greatest ~ strongest
-ly, -ily * how ~ honestly, easily, quickly
-ance * action, process ~ performance
-able * able to ~ comfortable, lovable
-en * make, made of ~ strengthen
-hood * being ~ childhood, adulthood
-ship * quality, state ~ friendship
-ward * direction ~ backward, forward
-ness * having ~ happiness, blindness
-ous * filled with ~ joyous, courageous
-ty * quality of ~ honesty, ability
-ist, -or, -er * one who ~ doctor, chemist, teacher

# Developing Word Power

Richard Cavalier

**Developing Word Power:**

**Word-power, how to Develop it** Grenville Kleiser,1920     **Word Power Made Easy** Norman Lewis,1979 Exercises designed to develop vocabulary skills present words together with their pronunciations definitions and use in sentences

**DEVELOPING SPEAKING SKILLS (TEACHING STRATEGIES)** Dr. Jitendra Balbhim Jalkute,2021-05-20 English has been taught with many approaches methods and techniques and strategies for long Traditionally technology has been linked with techniques and tools English can be taught and learnt through various ways or strategies As far concern about English language and its basic skills it is necessary to get a wonderful interpretation of English language which is what every teacher and student of English must know E stands for empowerment empowerment of the teacher and the learner N represents novelty novelty in new experiences ideas outlook and ethos Globalization is what we have in G learning and livelihood are made available through the L in English The vast storehouse of knowledge and Information is easily accessible on the internet chiefly through English The dominating language of Science and success is English S stands for it Last but not the least those who know English has a prestige at least in India and other developing countries which is unique Honors for the teachers and users of English it means H stands for honors     Ideas for Development Robert Chambers,2013-06-17 The many ideas and opportunities include narrowing the gaps between words and actions reducing demands on administrative capacity using minimum rules non negotiables and downward accountability to transform power relations finding new potentials for participation improving scaling up critical reflection and experiential learning complementing rights based with obligations based approaches pro poor realism and responsible well being     Creating Word-Consciousness at the Intermediate Level: A Study Dr. Shirin R. Shaikh,2017-06-30 The main aim of this book is to connect in a straightforward way the growing body of second language vocabulary research with teacher actions in classrooms Words are pervasive in our life The words that we use express and shape our identity Our vocabulary gives away our social and educational background It is a major factor in determining what we understand It opens or closes access to sources of information that will impact our future Today vocabulary acquisition is considered an integral area of language teaching by linguists teachers and researchers They have come to understand the role of lexicon in language learning and communication Therefore during the past three decades the field of second language acquisition has seen renewed interest in vocabulary learning But the scene was different few decades ago For many years vocabulary was considered unimportant in language teaching Its neglect in part may be due to specialisation in linguistic research on syntax and phonology This may have fostered a climate in which vocabulary was considered an unimportant element in the learning of a second or foreign language This view largely dominated the 1940 s 1950 s and 1960 s The period between 1940 60 was an uncertain period for vocabulary as an aspect of language teaching In this period vocabulary was seen mainly as a problem of selection and gradation for the target learners It was only in 1970 s that vocabulary was given some place of importance in language teaching but still it was considered less

important when compared with syntax and phonology For years second language learners have complained about their lack of vocabulary in their new language During this time experts in our field did not give much importance to vocabulary However since the mid 1990s there has been a renewed interest in research on second language vocabulary issues such as student needs teaching techniques learner strategies incidental learning and vocabulary for specific purpose Today lexical knowledge is acknowledged to be central to communicative competence and the acquisition and development of second language This study is probably the first systematic attempt to expand the students active vocabulary and to create word consciousness in the classroom The aim of the present study is to examine students knowledge of vocabulary at the college level and note the problem areas and follow the eclectic method to increase the students word power in order to enable them to use more precise words instead of general ones The students are taught words in lexical sets for quick expansion of vocabulary and they are also made to consider the paradigmatic and syntagmatic relations of words for better understanding of word meanings Chapter I of this book deals with English as an international language and its position in India today It also highlights the importance of vocabulary aspects of vocabulary and the principles of selection and gradation of vocabulary Chapter II reviews the work already done in the field of vocabulary Chapter III focuses on the aims and procedure adopted in the present study It also highlights techniques of teaching new words and expanding vocabulary Chapter IV presents an analysis of the data collected The relative difficulty level of different questions in the pre test and the post test the students progress in the use of vocabulary and the conclusions of the study are presented in this chapter I sincerely hope that the present study and the discussions will have an impact on the way teachers and learners view the teaching and learning of vocabulary in a second language *Active Literacy Across the Curriculum* Heidi Hayes Jacobs,2017-09-25 Help students become more confident and successful readers writers and thinkers in today s world In this new edition of a bestseller highly acclaimed author and speaker Heidi Hayes Jacobs offers practical ideas for closing the literacy gap by teaching classic literacies reading writing speaking and listening along with essential new literacies digital media and global The expanded second edition features Heidi s latest work on the new literacies and provides enhanced versions of strategies designed to help educators integrate critical language skills into their daily operational curriculum These strategies include Revising and expanding the role of all teachers so that they see themselves as classical language and contemporary literacy teachers Separating vocabulary into three distinctive types with distinctive instructional approaches to sustain and extend independent language development Building creative and visual notetaking and sketchnoting strategies Designing media projects for every class level and employing a consistent editing and revision policy for writing assignments Using a formal approach to develop speaking skills through four discussion types to increase civil public discourse Employing direct technical instruction that promotes the use of the human voice and body as a speaking and communication instrument Using Curriculum Mapping to develop formal benchmark assessments for active literacy and new literacy cultivation in every

subject and on every level Each chapter is focused on a specific strategy and includes practical examples so you can easily implement the ideas no matter what grade level or subject area you teach      Developing Word Power Amy Strommer,1993

**A Manual of the History of Dogmas: The development of dogmas during the middle ages and after, 869-1907** Bernard John Otten,1925      Resources in Education ,1972-10      Reading: Its Nature and Development Charles Hubbard Judd,William Scott Gray,Clarence Truman Gray,Katherine McLaughlin,Adam Raymond Gilliland,1918      **Legal Language and Business Communication** Anurag K. Agarwal,2019-04-23 This book discusses the proper use of legal language in business communication While communicating a business leader has to bear in mind the relevant legal framework and be sure to never violate it However legal language in itself can be so complex and difficult that it is often unclear as to what meaning can be ascribed to different words and phrases used in a particular context Also while it s easy to say that there are certain limits to the law those limits are not readily visible to the uninitiated occasionally even experts flounder Exploring precisely these topics the book will be of interest to students of business law and business communication managers lawyers researchers practitioners and general readers alike      **Developing Word Power** Undine Guiseppi,1998      *Word-Power, How to Develop It (Classic Reprint)* Grenville Kleiser,2017-12-15 Excerpt from Word Power How to Develop It The student of public speaking should assiduously develop a large and varied vocabulary to insure the ability to clothe his thoughts in appropriate and effective language About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www forgottenbooks com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works      **English Skills** John Langan,1989 This combined rhetoric worktext is designed for basic skills writing courses that focus on the paragraph English Skills features John Langan s clear explanations and his wide range of motivating activities and assignments that reinforce the Four Bases of Effective Writing Unity Support Coherence and Sentence Skills      The Origin and Development of the Moral Ideas Edward Westermarck,1908      **Practical Word Power** Richard Cavalier,2023-05-30 When we consider the benefits of clear speech to the student and to his or her associates on the job in the community in stores and offices which are a part of everyone s daily routine then we understand why if the potential of any individual is lost because of a language barrier we are all losers This book can help create the skills that enable all of us to win      *Research in Education* ,1972      Researches Into the Early History of Mankind and the Development of Civilization Edward Burnett Tylor,1870      The Development of the Sunday-school, 1780-1905 International Sunday-school Association. Executive Committee,International Sunday-school Convention of the United States and British American Provinces, 11th, Toronto, Ont. 1905,1905      *Developing Competent*

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**Table of Contents Developing Word Power**

1. Understanding the eBook Developing Word Power
   - The Rise of Digital Reading Developing Word Power
   - Advantages of eBooks Over Traditional Books
2. Identifying Developing Word Power
   - Exploring Different Genres
   - Considering Fiction vs. Non-Fiction
   - Determining Your Reading Goals
3. Choosing the Right eBook Platform
   - Popular eBook Platforms
   - Features to Look for in an Developing Word Power
   - User-Friendly Interface
4. Exploring eBook Recommendations from Developing Word Power
   - Personalized Recommendations
   - Developing Word Power User Reviews and Ratings
   - Developing Word Power and Bestseller Lists
5. Accessing Developing Word Power Free and Paid eBooks
   - Developing Word Power Public Domain eBooks

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