

PART III: Vocabulary and Reading Skills

General Academic Vocabulary

Each chapter of this book begins with a list of academic words (see the following chart) that are used in the readings in the chapter.¹ Many are used more than once in the chapter and also appear in other chapters. In addition, these same words are used frequently in other academic articles and textbooks. Therefore, you should learn the most common meanings of each word. To help you do this, begin by working through the following exercises. Then, after you have completed the chapter, return to the chart in the first exercise to check your progress in learning these words.

► Chapter 1 Vocabulary

Use the following numbers to evaluate each of the words in the chart below. Write 1, 2, or 3 before each word. Then, as you work through the next three exercises, pay particular attention to the words that you marked with 2 or 3.

- 1 = I know the meaning of the word.
2 = I am not sure of the meaning of the word.
3 = I don't know the meaning of the word.

___ approach	___ create	___ involve	___ task
___ area	___ define	___ issue	___ text
___ assume	___ distinct	___ major	___ theory
___ author	___ illustrate	___ philosophy	___ unique
___ aware	___ individual	___ principle	___ vary
___ category	___ interpret	___ process	___ version

► Word Forms

Verbs can change into nouns in several ways. Some verbs become nouns by deleting the final *-e* and adding the ending *-tion*. For example, *complete* (v) becomes *completion* (n).

For each sentence, fill in the blank with the correct form of the word. Use the correct tense of the verb and use the singular or plural form of the noun as needed.

Example: He hopes to find a good job upon completion of his degree.
complete (v) completion (n)

1. God _____ the universe by speaking it into existence.
create (v) creation (n)
2. Reading a letter serves as an _____ of how we can read the Bible.
illustrate (v) illustration (n)

Some verbs require the addition of another letter along with the ending *-tion*. For example, *consume* (v) becomes *consumption* (n).

3. He didn't know the meaning of the word until he looked up the _____ in the dictionary.
define (v) definition (n)
4. Try not to make too many _____ until you know all the facts.
assume (v) assumption (n)
5. We will be better equipped to _____ the text in a manner that represents its original meaning.
interpret (v) interpretation (n)

► Fill in the Blank

For each sentence, fill in the blank with the correct word.

Example: Bible translators follow a set of principles in making their new translations.
illustrations principles categories

1. The teacher gave her students the _____ of interviewing a professor.
theory version task
2. English has a number of characteristics that make it _____.
individual unique major
3. Oral communication _____ both speaking and listening.
interprets defines involves
4. Even though English is used globally, there are _____ of the English language found in different countries.
variations categories philosophies
5. A speaker usually _____ that his or her audience is listening.
illustrates approaches assumes
6. In a conversation, it is the responsibility of the listener to make the speaker _____ that not everything is understood.
distinct aware major
7. My teacher's _____ is that if I read often, it will become easier.
major text theory
8. The person who is prepared has some _____ advantages over the person who isn't.
distinct individual varied
9. Which _____ of the Bible do you usually read?
approach issue version
10. It's good to know the background of a text in order to understand what the _____ intended.
author category process
11. In small classes students receive more _____ attention.
distinct individual major

► Vocabulary in Context

For each item below, find the word in the text (e.g., p. 23, ¶ 4, line 1), determine the meaning from the surrounding context, choose the best definition, and then write the letter in the blank. If the text uses a variant of the word in the general academic vocabulary list, the variant is included in parentheses. For example, *area* (*areas*).

Example: c approach

(p. 23, ¶ 4, line 1)

a. nearness

b. access

c. method

1. ___ text
(pp. 23–24, ¶ 5, lines 2, 5)
 - a. the words of a speech in print
 - b. a textbook
 - c. a written passage
2. ___ area (*areas*)
(p. 24, ¶ 7, line 1)
 - a. geographic region
 - b. division of knowledge
 - c. surface within a set of lines
3. ___ major
(p. 25, ¶ 10, line 9)
 - a. of greater quantity
 - b. of greater quality
 - c. of greater importance
4. ___ issue (*issues*)
(p. 26, ¶ 15, line 2)
 - a. published copy of a magazine or journal
 - b. final outcome
 - c. point, matter of discussion or debate
5. ___ category (*categories*)
(p. 26, ¶ 19, line 1)
 - a. classification
 - b. number
 - c. concept
6. ___ assume
(pp. 26–27, ¶ 20, line 7)
 - a. to take control of
 - b. to take for granted to be true
 - c. to put on
7. ___ principle (*principles*)
(p. 27, ¶ 23, lines 1–2)
 - a. a set of ideas
 - b. standard
 - c. basic quality
8. ___ philosophy
(p. 28, ¶ 29, line 2)
 - a. a system of values by which one lives
 - b. a set of ideas about a particular activity
 - c. the study of nature and reality based on logic
9. ___ illustrate (*illustrates*)
(p. 28, ¶ 29, line 5)
 - a. provide visual features intended to explain
 - b. make clear by giving one or more examples
 - c. show or demonstrate
10. ___ process
(p. 38, ¶ 4, line 1)
 - a. a series of actions ending in a result
 - b. a natural phenomenon
 - c. progress, passage of time