



FPES0450 Vocabulary Supplementary Material

Vocabulary Review_Week 2

Name: _____ SQU ID: _____ Section: ____ Date: _____

Part A. Match each word to an image that shows the definition of the word. There are two extra words.

		
1.	0.	0.
		
0.	0.	
motivation environment factor memorize measure theory reform		



Part B. Choose the word nearest in meaning to the word in bold.

1. Teachers **assess** students' performance.
a. praise b. measure c. organize
2. Omantel has decided to **reform** its policies on long distance calls.
a. delete b. reverse c. change
3. In order to succeed, students must **apply** their lessons in real-life situations.
a. pattern b. use c. consider
4. Good students **interact** and exchange ideas in class.
a. conduct b. select c. communicate
5. The students are excited to **debate** the advantages and disadvantages of online learning.
a. discuss b. accept c. remember

Part C. Write the correct spelling of the word.

1. Language **a _ q _ _ s _ t _ _ _** is effortless among children as they naturally develop their linguistic skills while listening to native speakers.
2. Athari plays an important **r _ _ _ _** in the film.
3. As a suitable **a _ _ _ _ n _ _ _ v _** to plastic, paper bags are more environment-friendly.
4. The **o _ _ _ o _ s** solution to traffic jams in narrow streets is road widening.
5. Hassan needs **m _ t _ v _ t _ _ _** to finish his project.

Part D. Complete the paragraph using the best word. There are two extra words.

apply	factor	memorize	assess	debate	role	period
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During the academic 1. _____, students are often required to develop their portfolio and finish their homework and projects. The ability to 2. _____ information is a significant factor in their success. Teachers carefully 3. _____ the students' understanding by observing how well they can recall and apply the learned material. The interaction between teachers and students plays a crucial 4. _____ in this assessment process. It is not merely about memorization but understanding how to 5. _____ knowledge.

