

Townsend Press 英语词汇学习丛书

Improving

VOCABULARY SKILLS

英语词汇扩展

美国大学生中
使用最多的
词汇丛书!



Sherrie L. Nist • Carole Mohr

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出版前言

学习任何一门语言，词汇学习是其中的基础工程和关键部分。掌握尽可能多的单词词组，是每个语言学习者孜孜以求的目标。然而我们经常听到的声音是：单词太难记了！

市场上介绍单词记忆法或是词汇学习方法的书可谓俯拾皆是，提到的方法又是林林总总五花八门，词根词缀法、联想记忆法等等，不一而足。有没有一种更有趣更有效的学习词汇的方法呢？在此我们谨把美国大学生中用得最多最广的一套词汇学习丛书推介给大家。

该丛书由美国 Townsend Press 出版，我社原版引进，并根据中国学习者特点做了些改编。与时下图书介绍的单词记忆方法不同，该丛书的作者们倡导的是根据认知原理，通过积极学习 (active learning) 来熟悉掌握单词的方法。具体步骤是：首先，作者把要介绍的 8 个或者 10 个生词置于两道练习题中，让学习者通过语境，利用单词所在上下文中的例证、同义词、反义词等线索，推测 (infer) 或是猜测 (guess) 生词的意义。其次，就是通过大量的、反复的、多类型的练习，帮助学习者由推测或猜测词义，通过搭配练习 (matching words with definitions) 来识别词义 (identify each word's meaning)，通过完成句子、同义、反义或是类比 (analogy) 关系选择以及完形填空等练习，让学习者不断接触该生词并在各种场合中不断运用它，从而达到理解、巩固、掌握并最终自然而然地记忆单词的目的。在整个过程中，学习者是一个积极主动的参与者，而不是一个被动的记忆者。

除了上述主张的记忆方法不同，本套书还有以下特色：

- (1) **Words-in-Context Approach:** 本套书中的每个章节首先把要介绍的 8 个或 10 个生词通过练习题的形式介绍给读者，让读者通过上下文，猜测词义、熟悉词义并作出选择。
- (2) **Abundant Exercises:** 词义熟悉之后，编写者设置了大量的、各种类型的练习，包括词义搭配、选择题、完型填空等，加深巩固该章节中所介绍的 8 个或 10 个单词。每五六个章节组成一个单元，除了章节中的练习外，每一单元中还设有阶段复习性练习题，以巩固该单元中所介绍的所有词汇。
- (3) **Focus on Essential Words:** 读者看到书后，很自然地就会问为什么每本书中只讲述了 250 或 300 个单词呢？每本书前言部分对这一问题作了回答：编写者做了大量的调查，参考词频信息，运用电脑对所选词汇进行复核，最后确定了每一阶段的基本词汇。书中列出的也是这些

基本词汇的最常用意义。参照我国英语教学要求,六本书中 *Vocabulary Basics* 所涉及词汇与我国高中及非英语专业一年级相当、*Groundwork for a Better Vocabulary* 所涉及词汇与我国非英语专业四级水平相当(4200 词汇水平)、*Building Vocabulary Skills* 所涉及词汇与我国非英语专业六级、英语专业低年级相当(6500 词汇水平)、*Improving Vocabulary Skills* 所涉及词汇与我国英语专业一二年级相当(8000 词汇水平)、*Advancing Vocabulary Skills* 所涉及词汇与我国英语专业高年级相当(12000 词汇水平)、*Advanced Word Power* 所涉及词汇与我国英语专业高年级及以上水平相当。

(4) **Appealing Content:** 单纯的死记硬背单词十分枯燥,而且效果也不一定好。本丛书除了上述三个特色外,在练习内容的选择上也颇费心思。练习题内容饶有趣味,能吸引读者,让读者在记忆单词的同时,还能巩固语言知识。

(5) **A Comprehensive Vocabulary Program:** 本系列6本图书,相互联系,按照由易到难排列,读者学完一本以后,可以继续学习更高层次的几本,不断挑战自己。

(6) **User-friendly Format:** 为便于读者的学习,图书在版式设计上也颇费心思,让读者使用方便。

最后,我们衷心希望广大读者通过这套书的系统学习,不再觉得英语单词很难记忆。其实只要方法对了,记单词是一个很有趣、很有成就感的过程。

上海外语教育出版社

Preface

The problem is all too familiar: *students just don't know enough words*. Reading, writing, and content teachers agree that many students' vocabularies are inadequate for the demands of courses. Weak vocabularies limit students' understanding of what they read and the clarity and depth of what they write.

The purpose of *Improving Vocabulary Skills* and the other books in the Townsend Press vocabulary series is to provide a solid, workable answer to the vocabulary problem. In the course of 30 chapters, *Improving Vocabulary Skills* teaches 260 important words and 40 common word parts. Here are the book's distinctive features:

1 **An intensive words-in-context approach.** Studies show that students learn words best by reading them repeatedly in different contexts, not through rote memorization. The book gives students an intensive in-context experience by presenting each word in six different contexts. Each chapter takes students through a productive sequence of steps:

- Students infer the meaning of each word by considering two sentences in which it appears and then choosing from multiple-choice options.
- On the basis of their inferences, students identify each word's meaning in a matching test. They are then in a solid position to deepen their knowledge of a word.
- Finally, they strengthen their understanding of a word by applying it three times: in two sentence practices and in a selection practice.

Each encounter with a word brings it closer to becoming part of the student's permanent word bank.

2 **Abundant practice.** Along with extensive practice in each chapter, there are a crossword puzzle and a set of unit tests at the end of every six-chapter unit. The puzzle and tests reinforce students' knowledge of the words in each chapter. In addition, most chapters reuse several words from earlier chapters (such repeated words are marked with small circles), allowing for more reinforcement. All this practice means that students learn in the surest possible way: by working closely and repeatedly with each word.

3 **Controlled feedback.** The opening activity in each chapter gives students three multiple-choice options to help them decide on the meaning of a given word. The multiple-choice options also help students to complete the matching test that is the second activity of each chapter. These features enable students to take an active role in their own learning.

4 **Focus on essential words.** A good deal of time and research went into selecting the 260 words and 40 word parts featured in the book. Word frequency lists were consulted, along with lists in a wide range of vocabulary books. In addition, the authors and editors each prepared their own lists. A computer was used to help in the consolidation of the many word lists. A long process of group discussion then led to final decisions about the words and word parts that would be most helpful for students on a basic reading level.

5 **Appealing content.** Dull practice materials work against learning. On the other hand, meaningful, lively, and at times even funny sentences and selections can spark students' attention and thus

enhance their grasp of the material. For this reason, a great deal of effort was put into creating sentences and selections with both widespread appeal and solid context support. We have tried throughout to make the practice materials truly enjoyable for teachers and students alike. Look, for example, at the selection on page 27 that closes the fifth chapter of this book.

- 6 **Clear format.** The book has been designed so that its very format contributes to the learning process. Each chapter consists of two two-page spreads. In the first two-page spread (the first such spread is on pages 8–9), students can easily refer to all ten words in context while working on the matching test, which provides a clear meaning for each word. In the second two-page spread, students can refer to a box that shows all ten words while they work through the fill-in activities on these pages.
- 7 **One in a sequence of books.** The most fundamental book in the Townsend Press vocabulary series is *Vocabulary Basics*. It is followed by *Groundwork for a Better Vocabulary* (a slightly more advanced basic text) and then by the three main books in the series: *Building Vocabulary Skills* (also a basic text), *Improving Vocabulary Skills* (an intermediate text), and *Advancing Vocabulary Skills* (a more advanced text). The most advanced book in the Townsend Press vocabulary series is *Advanced Word Power*. Together, the books can help create a vocabulary foundation that will make any student a better reader, writer, and thinker.

NOTES ON THE THIRD EDITION

A number of changes have been made in the third edition of *Improving Vocabulary Skills*:

- Material on how to solve word analogies has been added to the introduction, and a new unit test consisting of twenty word analogies has been prepared for each unit in the book. These tests provide practice in a format widely used in standardized tests.
- The remaining unit tests have been extensively revised, and a new multiple-choice section, using the words in realistic situations, has been added to Test 1 throughout.
- Finally, a number of practice items throughout the book have been revised or updated to ensure that each item works as clearly and effectively with students as possible.

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We are grateful for the enthusiastic comments provided by users of the Townsend Press vocabulary books over the life of the first and second editions. We appreciate as well the additional material provided by Beth Johnson and Susan Gamer; the editing work of Eliza Comodromos; the proofreading work of Barbara Solot; and, especially, the organizational, design, and editing skills of the indefatigable Janet M. Goldstein.

Sherrie L. Nist

Carole Mohr

Introduction

WHY VOCABULARY DEVELOPMENT COUNTS

You have probably often heard it said, “Building vocabulary is important.” Maybe you’ve politely nodded in agreement and then forgotten the matter. But it would be fair for you to ask, “*Why* is vocabulary development important? Provide some evidence.” Here are four compelling kinds of evidence.

- 1 Common sense tells you what many research studies have shown as well: vocabulary is a basic part of reading comprehension. Simply put, if you don’t know enough words, you are going to have trouble understanding what you read. An occasional word may not stop you, but if there are too many words you don’t know, comprehension will suffer. The content of textbooks is often challenging enough; you don’t want to work as well on understanding the words that express that content.
- 2 Vocabulary is a major part of almost every standardized test, including reading achievement tests, college entrance exams, and vocational placement tests. Test developers know that vocabulary is a key measure of both one’s learning and one’s ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, the better you are likely to do on such important tests.
- 3 Studies have indicated that students with strong vocabularies are more successful in school. And one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tools not just of better reading, but of better writing, speaking, listening, and thinking as well. The more words you have at your command, the more effective your communication can be, and the more influence you can have on the people around you.
- 4 In today’s world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more are in jobs that provide services or process information. More than ever, words are the tools of our trade: words we use in reading, writing, listening, and speaking. Furthermore, experts say that workers of tomorrow will be called on to change jobs and learn new skills at an ever-increasing pace. The keys to survival and success will be the abilities to communicate skillfully and learn quickly. A solid vocabulary is essential for both of these skills.

Clearly, the evidence is overwhelming that building vocabulary is crucial. The question then becomes, “What is the best way of going about it?”

WORDS IN CONTEXT: THE KEY TO VOCABULARY DEVELOPMENT

Memorizing lists of words is a traditional method of vocabulary development. However, a person is likely to forget such memorized lists quickly. Studies show that to master a word (or a word part), you must see and use it in various contexts. By working actively and repeatedly with a word, you greatly increase the chance of really learning it.

The following activity will make clear how this book is organized and how it uses a words-in-context

approach. Answer the questions or fill in the missing words in the spaces provided.

Vocabulary Chapters

Turn to Chapter 1 on pages 8–11. This chapter, like all the others, consists of five parts:

- The **first part** of the chapter, on pages 8–9, is titled _____.

The left-hand column lists the ten words. Under each **boldfaced** word is its _____ (in parentheses). For example, the pronunciation of *absolve* is _____.

Below the pronunciation guide for each word is its part of speech. The part of speech shown for *absolve* is _____. The vocabulary words in this book are mostly nouns, adjectives, and verbs. **Nouns** are words used to name something — a person, place, thing, or idea. Familiar nouns include *boyfriend*, *city*, *hat*, and *truth*. **Adjectives** are words that describe nouns, as in the following word pairs: *former* boyfriend, *large* city, *red* hat, *whole* truth. All of the **verbs** in this book express an action of some sort. They tell what someone or something is doing. Common verbs include *sing*, *separate*, *support*, and *imagine*.

To the right of each word are two sentences that will help you understand its meaning. In each sentence, the **context** — the words surrounding the boldfaced word — provides clues you can use to figure out the definition. There are four common types of context clues — examples, synonyms, antonyms, and the general sense of the sentence. Each is briefly described below.

1 Examples

A sentence may include examples that reveal what an unfamiliar word means. For instance, take a look at the following sentence from Chapter 1 for the word *eccentric*:

Bruce is quite **eccentric**. For example, he lives in a circular house and rides to work on a motorcycle, in a three-piece suit.

The sentences provide two examples of what makes Bruce eccentric. The first is that he lives in a circular house. The second is that he rides to work on a motorcycle while wearing a three-piece suit. What do these two examples have in common? The answer to that question will tell you what *eccentric* means. Look at the answer choices below, and in the answer space provided, write the letter of the one you feel is correct.

_____ *Eccentric* means a. ordinary. b. odd. c. careful.

Both of the examples given in the sentences about Bruce tell us that he is unusual, or *odd*. So if you wrote *b*, you chose the correct answer.

2 Synonyms

Synonyms are words that mean the same or almost the same as another word. For example, the words *joyful*, *happy*, and *delighted* are synonyms — they all mean about the same thing. Synonyms serve as context clues by providing the meaning of an unknown word that is nearby. The sentence below from Chapter 2 provides a synonym clue for *irate*.

If Kate got angry only occasionally, I could take her more seriously, but she's always **irate** about something or other.

Instead of using *irate* twice, the author used a synonym in the first part of the sentence. Find that synonym, and then choose the letter of the correct answer from the choices below.

_____ *Irate* means a. thrilled. b. selfish. c. furious.

The author uses two words to discuss one of Kate's qualities: *angry* and *irate*. This tells us that *irate* must be another way of saying *angry*. (The author could have written, "but she's always *angry* about something or other.") Since *angry* can also mean *furiously*, the correct answer is *c*.

3 Antonyms

Antonyms are words with opposite meanings. For example, *help* and *harm* are antonyms, as are *work* and *rest*. Antonyms serve as context clues by providing the opposite meaning of an unknown word. For instance, the sentence below from Chapter 1 provides an antonym clue for the word *antagonist*.

In the ring, the two boxers were **antagonists**, but in their private lives they were good friends.

The author is contrasting the boxers' two different relationships, so we can assume that *antagonists* and *good friends* have opposite, or contrasting, meanings. Using that contrast as a clue, write the letter of the answer that you think best defines *antagonist*.

___ Antagonist means a. a supporter. b. an enemy. c. an example.

The correct answer is *b*. Because *antagonist* is the opposite of *friend*, it must mean "enemy."

4 General Sense of the Sentence

Even when there is no example, synonym, or antonym clue in a sentence, you can still figure out the meaning of an unfamiliar word. For example, look at the sentence from Chapter 1 for the word *malign*.

That vicious Hollywood reporter often **maligns** movie stars, forever damaging their public images.

After studying the context carefully, you should be able to figure out what the reporter does to movie stars. That will be the meaning of *malign*. Write the letter of your choice.

___ Malign means a. to praise. b. to recognize. c. to speak ill of.

Since the sentence calls the reporter "vicious" and says she damages public images, it is logical to conclude that she says negative things about movie stars. Thus answer *c* is correct.

By looking closely at the pair of sentences provided for each word, as well as the answer choices, you should be able to decide on the meaning of a word. As you figure out each meaning, you are working actively with the word. You are creating the groundwork you need to understand and to remember the word. *Getting involved with the word and developing a feel for it, based upon its use in context, is the key to word mastery.*

It is with good reason, then, that the directions at the top of page 8 tell you to use the context to figure out each word's _____. Doing so deepens your sense of the word and prepares you for the next activity.

- The **second part** of the chapter, on page 9, is titled _____.

According to research, it is not enough to see a word in context. At a certain point, it is helpful as well to see the meaning of a word. The matching test provides that meaning, but it also makes you look for and think about that meaning. In other words, it continues the active learning that is your surest route to learning and remembering a word.

Note the caution that follows the test. Do not proceed any further until you are sure that you know the correct meaning of each word as used in context.

Keep in mind that a word may have more than one meaning. In fact, some words have quite a few meanings. (If you doubt it, try looking up in a dictionary, for example, the word *make* or *draw*.) In this book, you will focus on one common meaning for each vocabulary word. However, many of the words

have additional meanings. For example, in Chapter 13, you will learn that *devastate* means “to upset deeply,” as in the sentence “The parents were devastated when they learned that their son had been arrested.” If you then look up *devastate* in the dictionary, you will discover that it has another meaning — “to destroy,” as in “The hurricane devastated much of Florida.” After you learn one common meaning of a word, you will find yourself gradually learning its other meanings in the course of your school and personal reading.

- The **third part** of the chapter, on page **10**, is titled _____.

Here are ten sentences that give you an opportunity to apply your understanding of the ten words. After inserting the words, check your answers in the key at the back of the book. Be sure to use the answer key as a learning tool only. Doing so will help you to master the words and to prepare for the last two activities and the unit tests.

- The **fourth and fifth parts** of the chapter, on pages **10–11**, are titled _____ and _____.

Each practice tests you on all ten words, giving you two more chances to deepen your mastery. In the fifth part, you have the context of an entire passage in which you can practice applying the words.

At the bottom of the last page of this chapter is a box where you can enter your score for the final two checks. These scores should also be entered into the vocabulary performance chart located on the inside back page of the book. To get your score, take 10% off for each item wrong. For example, 0 wrong = 100%. 1 wrong = 90%, 2 wrong = 80%, 3 wrong = 70%, 4 wrong = 60%, and so on.

Word Parts Chapters

Word parts are building blocks used in many English words. Learning word parts can help you to spell and pronounce words, unlock the meanings of unfamiliar words, and remember new words.

This book covers forty word parts — prefixes, suffixes, and roots. **Prefixes** are word parts that are put at the beginning of words. When written separately, a prefix is followed by a hyphen to show that something follows it. For example, the prefix *non* is written like this: *non-*. One common meaning of *non-* is “not,” as in the words *nontoxic* and *nonfiction*.

Suffixes are word parts that are added to the end of words. To show that something always comes before a suffix, a hyphen is placed at the beginning. For instance, the suffix *ly* is written like this: *-ly*. A common meaning of *-ly* is “in a certain manner,” as in the words *easily* and *proudly*.

Finally, **roots** are word parts that carry the basic meaning of a word. Roots cannot be used alone. To make a complete word, a root must be combined with at least one other word part. Roots are written without hyphens. One common root is *cycl*, which means “circle,” as in the words *motorcycle* and *cyclone*.

Each of the four chapters on word parts follows the same sequence as the chapters on vocabulary do. Keep the following guidelines in mind as well. To find the meaning of a word part, you should do two things.

- 1 First decide on the meaning of each **boldfaced** word in “Ten Word Parts in Context.” If you don’t know a meaning, use context clues to find it. For example, consider the two sentences and the answer options for the word part *quart* or *quadr-* in Chapter 6. Write the letter of your choice.

Let’s cut the apple into **quarters** so all four of us can have a piece.

The ad said I would **quadruple** my money in two months. But instead of making four times as much money, I lost what I had invested.

____ The word part *quart* or *quadr-* means a. overly. b. two. c. four.

You can conclude that if four people will be sharing one apple, *quarters* means “four parts.” You can also determine that *quadruple* means “to multiply by four.”

- 2 Then decide on the meaning each pair of boldfaced words has in common. This will also be the meaning of the word part they share. In the case of the two sentences above, both words include the idea of something multiplied or divided by four. Thus *quart* or *quadr-* must mean _____.

You now know, in a nutshell, how to proceed with the words in each chapter. Make sure that you do each page very carefully. *Remember that as you work through the activities, you are learning the words.*

How many times in all will you use each word? If you look, you'll see that each chapter gives you the opportunity to work with each word six times. Each "impression" adds to the likelihood that the word will become part of your active vocabulary. You will have further opportunities to use the word in the crossword puzzle and unit tests that end each unit.

In addition, many of the words are repeated in context in later chapters of the book. Such repeated words are marked with small circles. For example, which words from Chapter 1 are repeated in the Final Check on page 15 of Chapter 2?

Analogies

This book also offers practice in word analogies, yet another way to deepen your understanding of words. An **analogy** is a similarity between two things that are otherwise different. Doing an analogy question is a two-step process. First you have to figure out the relationship in a pair of words. Those words are written like this:

LEAF : TREE

What is the relationship between the two words above? The answer can be stated like this: A leaf is a part of a tree.

Next, you must look for a similar relationship in a second pair of words. Here is how a complete analogy question looks:

LEAF : TREE ::

- | | |
|-----------------|----------------|
| a. pond : river | b. foot : shoe |
| c. page : book | d. beach : sky |

And here is how the question can be read:

___ LEAF is to TREE as

- | | |
|-------------------------------------|------------------------------------|
| a. <i>pond</i> is to <i>river</i> . | b. <i>foot</i> is to <i>shoe</i> . |
| c. <i>page</i> is to <i>book</i> . | d. <i>beach</i> is to <i>sky</i> . |

To answer the question, you have to decide which of the four choices has a relationship similar to the first one. Check your answer by seeing if it fits in the same wording as you used to show the relationship between *leaf* and *tree*: A ___ is part of a ___. Which answer do you choose?

The correct answer is *c*. Just as a *leaf* is part of a *tree*, a *page* is part of a *book*. On the other hand, a *pond* is not part of a *river*, nor is a *foot* part of a *shoe*, nor is a *beach* part of the *sky*.

We can state the complete analogy this way: *Leaf* is to *tree* as *page* is to *book*.

Here's another analogy question to try. Begin by figuring out the relationship between the first two words.

___ COWARD : HERO ::

- | | |
|-----------------------|------------------|
| a. soldier : military | b. infant : baby |
| c. actor : famous | d. boss : worker |

Coward and *hero* are opposite types of people. So you need to look at the other four pairs to see which has a similar relationship. When you think you have found the answer, check to see that the two words you

chase can be compared in the same way as *coward* and *hero*: ____ and ____ are opposite types of people.

In this case, the correct answer is *d*; *boss* and *worker* are opposite kinds of people. (In other words, *coward* is to *hero* as *boss* is to *worker*.)

By now you can see that there are basically two steps to doing analogy items:

- 1) Find out the relationship of the first two words.
- 2) Find the answer that expresses the same type of relationship as the first two words have.

Now try one more analogy question on your own. Write the letter of the answer you choose in the space provided.

____ SWING : BAT ::

- | | |
|----------------|--------------------|
| a. drive : car | b. run : broom |
| c. catch : bat | d. fly : butterfly |

If you chose answer *a*, you were right. *Swing* is what we do with a *bat*, and *drive* is what we do with a *car*.

A FINAL THOUGHT

The facts are in. A strong vocabulary is a source of power. Words can make you a better reader, writer, speaker, thinker, and learner. They can dramatically increase your chances of success in school and in your job.

But words will not come automatically. They must be learned in a program of regular study. If you commit yourself to learning words, and you work actively and honestly with the chapters in this book, you will not only enrich your vocabulary — you will enrich your life as well.

Contents

Note: Twenty-six of the chapters present ten words apiece. The other four chapters each cover ten word parts and are so marked. For ease of reference, the title of the selection that closes each chapter is included.

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PRETEST OF THE WHOLE BOOK

This test contains 100 items. In the space provided, write the letter of the choice that is closest in meaning to the **boldfaced** word.

Important: Keep in mind that this test is for diagnostic purposes only. **If you do not know a word, leave the space blank rather than guess at it.**

- | | |
|--------------------------------|---|
| _____ 1. animosity | a) approval b) ill will c) fear d) shyness |
| _____ 2. encounter | a) meeting b) total c) departure d) attack |
| _____ 3. adamant | a) realistic b) stubborn c) weak d) flexible |
| _____ 4. eccentric | a) odd b) common c) active d) calm |
| _____ 5. malign | a) depend on b) speak evil of c) boast d) praise |
| _____ 6. tangible | a) more than normal b) touchable c) hidden d) orderly |
| _____ 7. acclaim | a) false name b) great approval c) disagreement d) sadness |
| _____ 8. escalate | a) remove b) lessen c) include d) intensify |
| _____ 9. elicit | a) draw forth b) approve c) praise d) disprove |
| _____ 10. obsolete | a) current b) difficult to believe c) out-of-date d) not sold |
| _____ 11. allusion | a) indirect reference b) physical weakness c) improvement d) short story |
| _____ 12. altruistic | a) honest b) lying c) proud d) unselfish |
| _____ 13. euphemism | a) false appearance b) degree c) substitute for offensive term d) title |
| _____ 14. arbitrary | a) wordy b) based on impulse c) demanding d) believable |
| _____ 15. assail | a) attack b) travel c) defend d) confuse |
| _____ 16. fluctuate | a) stand still b) vary irregularly c) float d) sink |
| _____ 17. calamity | a) disaster b) storm c) conference d) breeze |
| _____ 18. persevere | a) treat harshly b) mark c) continue d) delay |
| _____ 19. comprehensive | a) accidental b) including much c) delicate d) small |
| _____ 20. venture | a) turn aside b) urge c) risk d) misrepresent |
| _____ 21. enhance | a) reject b) get c) improve d) free |
| _____ 22. attribute | a) admiration b) program c) disease d) quality |
| _____ 23. discern | a) see clearly b) devise c) rule out d) consider |
| _____ 24. exemplify | a) construct b) represent c) plan d) test |
| _____ 25. attest | a) bear witness b) examine c) tear up d) dislike |

(Continues on next page)

- ___ 26. **concurrent** a) apart b) happening together c) north d) off-and-on
- ___ 27. **constitute** a) make up b) eliminate c) separate d) remove
- ___ 28. **predominant** a) smallest b) most noticeable c) having a tendency d) hidden
- ___ 29. **nominal** a) open to harm b) large c) important d) slight
- ___ 30. **confiscate** a) deny b) make difficult c) desire d) seize with authority
- ___ 31. **suffice** a) think up b) be enough c) prevent d) pay back
- ___ 32. **degenerate** a) give up b) improve c) stay the same d) worsen
- ___ 33. **implausible** a) possible b) hard to believe c) imaginary d) historical
- ___ 34. **sinister** a) frightened b) lively c) generous d) evil
- ___ 35. **intricate** a) easy b) complex c) workable d) touching
- ___ 36. **qualm** a) pleasure b) dead end c) feeling of doubt d) place of safety
- ___ 37. **garble** a) refuse b) mix up c) claim d) speak clearly
- ___ 38. **immaculate** a) roomy b) clean c) empty d) complete
- ___ 39. **retaliate** a) repair b) repeat c) renew d) pay back
- ___ 40. **blatant** a) sudden b) immediate c) quiet d) obvious
- ___ 41. **intermittent** a) hesitant b) nervous c) off-and-on d) constant
- ___ 42. **digress** a) stray b) improve c) resist d) repeat
- ___ 43. **incentive** a) fear b) pride c) concern d) encouragement
- ___ 44. **succumb** a) approach b) repeat c) give in d) cut short
- ___ 45. **devastate** a) spread out b) begin again c) reassure d) upset greatly
- ___ 46. **speculate** a) search b) think about c) inspect d) state to be so
- ___ 47. **infamous** a) not known b) small c) having a bad reputation d) related
- ___ 48. **benefactor** a) landlord b) one who gives aid c) optimist d) kindness
- ___ 49. **intrinsic** a) belonging by its very nature b) on the surface c) not noticeable
d) careful
- ___ 50. **alleviate** a) make anxious b) depart c) infect d) relieve

(Continues on next page)