

Townsend Press 英语词汇学习丛书

Groundwork

FOR A BETTER VOCABULARY

英语词汇基础

美国大学生中
使用最多的
词汇丛书!



R. Kent Smith • Beth Johnson • Carole Mohr

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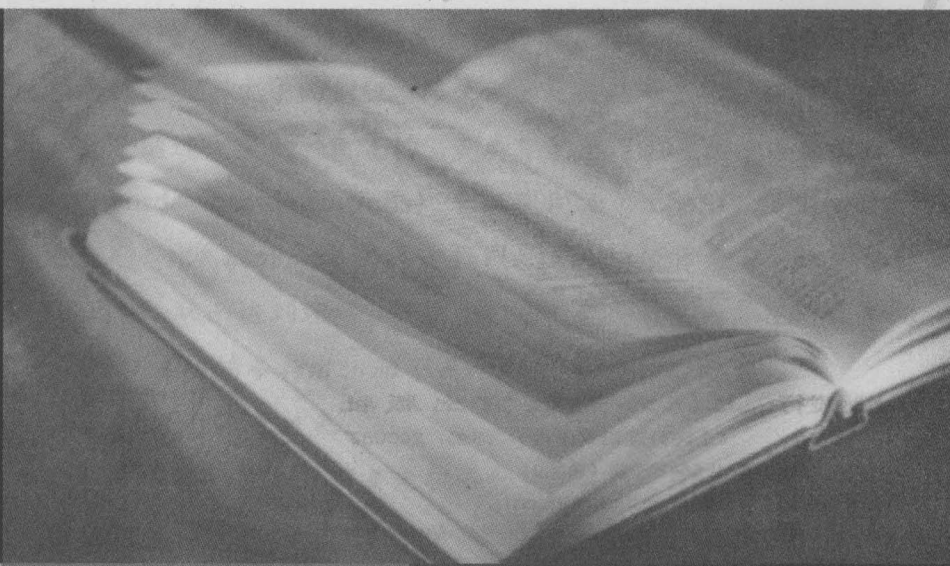
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出版前言

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 *Groundwork for a Better Vocabulary* 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 25 chapters, *Groundwork for a Better Vocabulary* teaches 250 important basic words. Here are the book's distinctive features:

1 An intensive words-in-context approach. Studies show that students learn words best by reading and using them repeatedly in different contexts, not through rote memorization. The book gives students an intensive in-context experience by presenting each word in nine different settings. 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 in five different words-in-context passages, including sentence-completion activities and high-interest fill-in-the-blank passages.

Each encounter with a word brings it closer to becoming part of the student's permanent word bank. *No comparable vocabulary book gives such sustained attention to the words-in-context approach.*

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 five-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, like this^o), 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 250 words 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 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 selections on page 13 that serve as the Final Check in Chapter 1.
- 6 **Clear format.** The book has been designed so that its very format contributes to the learning process. Each chapter consists of four 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. The other two-page spreads allow students to see the words in a variety of contexts as they work through the fill-in activities.
- 7 **One in a sequence of books.** *Vocabulary Basics* is the most fundamental book in the Townsend Press vocabulary series. It is followed by *Groundwork for a Better Vocabulary* (a slightly more advanced basic text), *Building Vocabulary Skills* (an even more advanced 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 create a strong vocabulary foundation that will make any student a better reader, writer, and thinker.

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R. Kent Smith

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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 a good vocabulary so important? Can you prove it?” Here are four convincing reasons.

- 1 Common sense tells you what many research studies have also shown: vocabulary is a basic part of understanding what you read. A word here and there may not stop you, but if there are too many words you don’t know, comprehension will suffer. The content of textbooks is often difficult enough; you don’t want to work as well on understanding the words which 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, then, the better you are likely to do on such important tests.
- 3 Studies have shown that students with strong vocabularies are more successful in school. And one widely known study found that a good vocabulary, more than anything else, was common to people enjoying successful careers. 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 effect 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. In addition, 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 read, write, speak, and learn in a quick and skillful way. A solid vocabulary is essential for all of these skills.

Clearly, there is powerful proof that building vocabulary is a key to success. 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, you must see and use it in various contexts — that is, different real-life sentences and paragraphs. 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 8–13. This chapter, like all the others, consists of eight parts:

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

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

Below the pronunciation guide for each word is its part of speech. The part of speech shown for *challenge* 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 *read*, *drive*, *discover*, 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 on the pages that follow.

Common Context Clues

1 Examples

A sentence may include examples that show what an unfamiliar word means. For instance, take a look at the following item from Chapter 2 for the word *category*:

When I was in high school, I didn't seem to fit into any **category**. I wasn't an athlete, a scholar, or a rebel.

The second sentence gives three examples of *category* — being “an athlete, a scholar, or a rebel.” To figure out what *category* means, think about those examples. What is the speaker saying he or she doesn't fit into? Look at the answer choices below, and in the space provided, write the letter of the answer you feel is correct.

____ *Category* means a. goal. b. feeling. c. group.

Since the speaker is talking about the types of groups in high school, you may have correctly guessed that answer *c* is the right choice.

2 Synonyms

Synonyms are words that mean the same or almost the same as another word. The words *joyful*, *happy*, and *pleased* are synonyms — they all mean about the same thing. A synonym serves as a context clue by telling the meaning of an unknown word that is nearby. For instance, the sentence below from Chapter 1 includes a synonym clue for the vocabulary word *peculiar*.

My brother thinks my chip-and-dip sandwiches are **peculiar**, but I don't think they're as strange as the peanut-butter-and-tuna sandwiches he eats.

Rather than repeat *peculiar* in the second part of the sentence, the author used a synonym. Find that synonym, and then from the choices below, write in the letter of the meaning of *peculiar*.

___ *Peculiar* means a. attractive. b. unusual. c. innocent.

In the sentence from Chapter 1, *strange* is used as a synonym for *peculiar*. Since another word for *strange* is *unusual*, the answer is *b*.

3 Antonyms

Antonyms are words with opposite meanings. For example, *help* and *harm* are antonyms, as are *work* and *rest*. An antonym serves as a context clue by telling the opposite meaning of a nearby unknown word. The sentence below from Chapter 2 provides an antonym clue for the word *deliberate*.

Manny's pushing me was quite **deliberate**; it wasn't accidental at all.

To underline the point, the author used an antonym of *deliberate*. Find the antonym, and use it to help you figure out what *deliberate* means. Then write in the letter of the meaning you choose.

___ *Deliberate* means a. easy. b. fair. c. planned.

The sentence suggests that *deliberate* pushing and *accidental* pushing are very different things. So we can guess that *deliberate* means the opposite of *accidental*. Another word that is the opposite of *accidental* is *planned*, so *c* is the correct answer — *deliberate* means “planned.”

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 below from Chapter 1 for the word *surplus*.

More and more restaurants are donating their **surplus** food to homeless people.

After thinking carefully about the context, you should be able to figure out what kind of food restaurants would be given to homeless people. Write the letter of your choice.

___ *Surplus* means a. strange. b. extra. c. main.

From the general sense of the sentence from Chapter 1 plus your own common sense, you probably guessed that the restaurants are donating “extra” food. Answer *b* 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 important 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 1, you will learn that *challenge* means “a test of one’s abilities,” as in the sentence “My new job is a real challenge.” If you then look up *challenge* in the dictionary, you will discover that it has other meanings — for example, “a call to take part in a contest or fight,” as in “Ted never turns down a challenge to play any kind of game.” 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 and fourth parts** of the chapter, on page 10, are titled _____ and _____.

The first check consists of ten sentences that give you an opportunity to test your understanding of the ten words. After filling in 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 remaining activities and the unit tests, for which answers are not provided.) The second check on page 10 then gives you another chance to deepen your understanding of the words.

- The **fifth part** of the chapter, on page 11, is titled _____. Here you will have a chance to learn words that are related to many of the ten main words in the chapter. Look on page 11, for example, and write down the three words that are related to *dependent* (one of the words in the chapter): _____.

- The **sixth part** of the chapter, on page 12, offers practice in one of three areas: Word Parts, Synonyms and Antonyms, or Analogies. Each is explained below.

Word Parts, Synonyms-Antonyms, and Analogies

Word Parts

The first and third chapters in each unit contain word-part practices.

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 twenty word parts. You will learn two types: prefixes and suffixes. A **prefix** is a word part that is found 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 *sur* is written like this: *sur-*. *Sur-* can mean “beyond” or “additional,” as in *surpass* (to go beyond) and *surcharge* (an additional charge).

A **suffix** is a word part that is found at 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*. One common meaning of *-ly* is “in a certain way,” as in the words *gratefully* (in a grateful way) and *angrily* (in an angry way).

Each word-part practice begins with the meaning of a word part and examples. Fill-in items then help you remember and recognize the word parts. To see what these items are like, try the one below from Chapter 1 for the word part *sur*. On the answer line, write the word that best completes the sentence.

surcharge

surface

surpass

surplus

surtax

_____ In addition to the usual taxes, people who earn over a certain amount will have to pay a ____.

The sentence suggests that people who earn over a certain amount will have to pay an additional tax. Since you now know that *sur-* can mean “additional,” you probably wrote the correct word on the line: *surtax* (an additional tax).

(There is a third type of word part — a root. You will not be working with roots in this book. Roots are word parts that carry the basic meanings of words. For example, one common root is *vis*, which means “to see,” as in the words *visit* and *vision*.)

Synonyms and Antonyms

The second and fourth chapters in each unit contain synonym-antonym practices. You have already learned in this introduction that a **synonym** is a word that means the same or almost the same as another word and that an **antonym** is a word that means the opposite of another word. These practices will deepen your understanding of words by getting you to think about other words with the same or opposite meanings.

To see what the synonym questions are like, do the example below. Write the letter of the word that most nearly means the same as the first word, *hard*.

_____ **hard**

a. new

b. difficult

c. far

d. bad

Since *difficult* is another way of saying *hard*, the correct answer is *b*. Now, to see

what the antonym questions are like, do the example item below. Write in the letter of the word that most nearly means the opposite of *kind*.

___ **kind**

- | | |
|----------|----------|
| a. silly | b. busy |
| c. young | d. cruel |

The opposite of *kind* is *cruel*, so *d* is the correct answer.

Analogies

The last chapter in each unit contains an analogy practice, 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 chose 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*.

- The **seventh part** of the chapter, on page **13**, is titled _____. Here you have the context of two interesting passages in which to practice applying the words. The first two such passages, on page **13**, are titled _____ and _____.

FINAL NOTES

- 1 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 at least nine times. Each time that you work with a word 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 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, like this°. For example, what word from Chapter 1 is repeated in the second Final Check passage on page **19** of Chapter 2? _____

- 2 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 without effort. 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.

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Note: For ease of reference, the titles of the reading selections in each chapter are included.

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2. Answers to the Unit Pretests
3. Answers to the Chapter Activities
4. Answers to the Posttest of the Whole Book

B Word List 217

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. To **communicate** is to: a) anger b) inform c) hurry d) mistake
- _____ 2. If you **deceive**, you: a) mislead b) encourage c) prevent d) forbid
- _____ 3. An **earnest** person is: a) dishonest b) wealthy c) unpleasant d) sincere
- _____ 4. A story that is **fiction** is: a) made up b) exciting c) violent d) romantic
- _____ 5. A **theory** is a(n): a) opportunity b) unproven explanation c) certainty d) excuse
- _____ 6. To **determine** is to: a) suspect b) find out c) persuade d) compliment
- _____ 7. To **dispose of** is to: a) throw away b) ignore c) keep d) repeat
- _____ 8. Something that is **evident** is: a) hidden b) frightening c) obvious d) musical
- _____ 9. To **preserve** is to: a) pretend b) protect c) absorb d) expect
- _____ 10. To **restore** is to: a) repair b) destroy c) bury d) lift up
- _____ 11. To **appeal** to is to: a) make a request b) say no c) take away the outside part d) repeat
- _____ 12. To **establish** is to: a) start b) knock down c) flatten d) repeat
- _____ 13. One's **potential** is one's: a) ancestors b) age c) possibility d) preference
- _____ 14. A **variety** is a(n): a) opinion b) mixture c) reason d) delay
- _____ 15. Something **wholesome** is: a) healthful b) disgusting c) foreign d) childlike
- _____ 16. To **possess** is to: a) plan b) adjust c) leave unchanged d) own
- _____ 17. A **procedure** is a(n): a) method b) opinion c) public d) piece of property
- _____ 18. To **renew** is to: a) find b) make active again c) force one's will upon d) attempt
- _____ 19. **Resources** are: a) supplies b) costs c) responses d) agreements
- _____ 20. To be **sufficient** is to be: a) less than is needed b) humorous c) empty d) enough
- _____ 21. To **assume** is to: a) suppose to be true b) prove to be false c) not care d) argue for
- _____ 22. To **exhaust** is to: a) refill b) remove from sight c) use up d) fall
- _____ 23. The **maximum** amount is: a) the worst b) the most c) the lightest d) the least
- _____ 24. An **objective** is a(n): a) bad influence b) reason to believe c) insult d) goal
- _____ 25. To **protest** is to: a) speak out against b) encourage c) prove d) test

(Continues on next page)