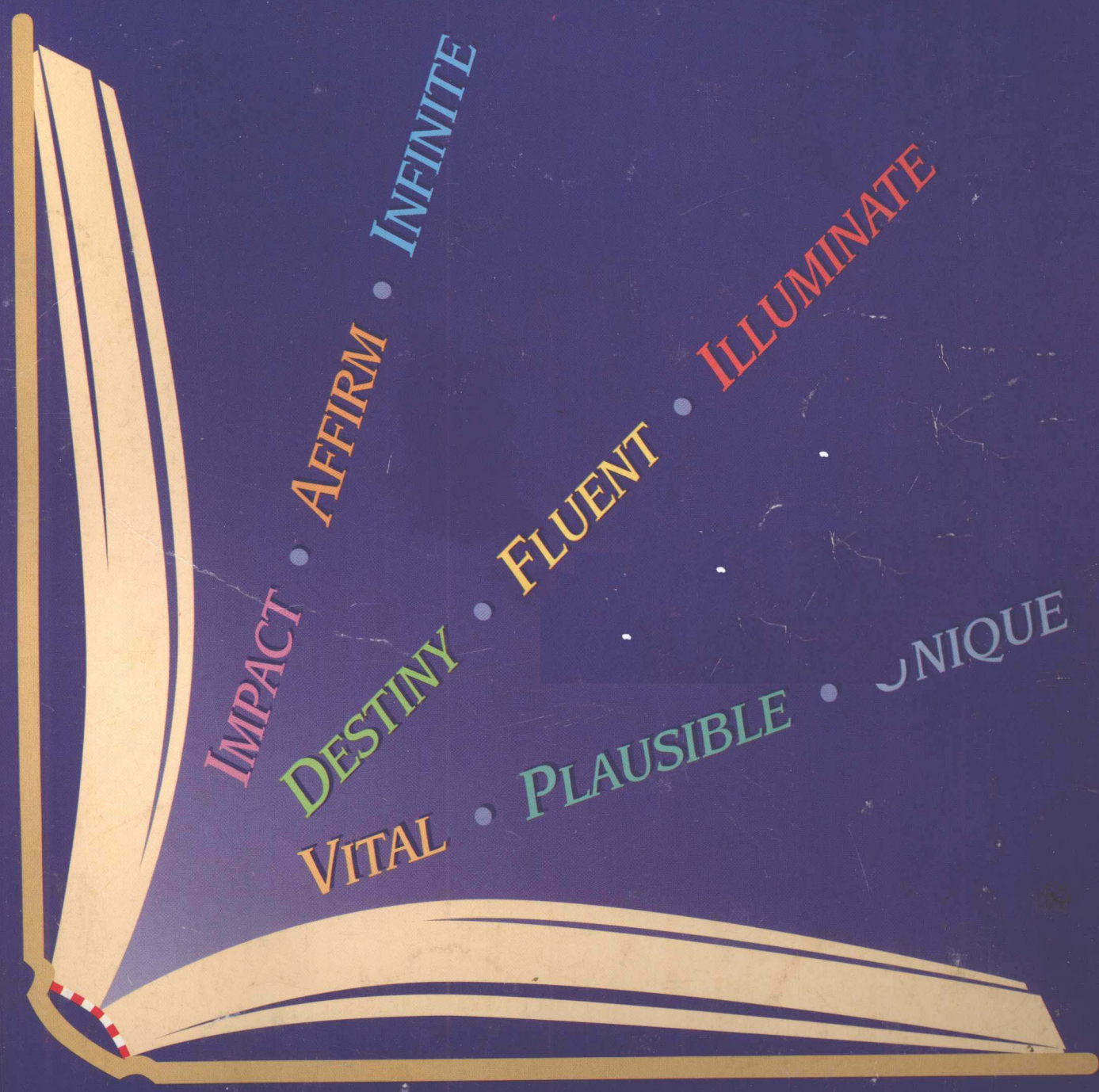


BUILDING VOCABULARY SKILLS

Third Edition



IMPACT • AFFIRM • INFINITE
DESTINY • FLUENT • ILLUMINATE
VITAL • PLAUSIBLE • UNIQUE

Sherrie L. Nist • Carole Mohr

BUILDING VOCABULARY SKILLS THIRD EDITION

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UNIVERSITY OF GEORGIA

CAROLE MOHR

江苏工业学院图书馆
藏书章



TOWNSEND PRESS

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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 *Building 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, *Building 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. Last, there are supplementary tests in the *Test Bank* and the computer software that accompany the book. 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. A limited answer key at the back of the book then provides answers for the third activity in the chapter. All 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 11 that closes the first 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 Supplementary materials.**
- a A convenient *Instructor's Edition* is available at no charge to instructors using the book. It is identical to the student book except that it contains answers to all of the activities and tests.
 - b A combined *Instructor's Manual and Test Bank* is also offered at no charge to instructors who have adopted the book. This booklet contains a general vocabulary placement test as well as a pretest and a posttest for the book and for each of the five units in the text. It also includes teaching guidelines, suggested syllabi, an answer key, and an additional mastery test for each chapter as well as an additional mastery test for each unit.
 - c *Interactive computer software* also accompanies the book. Free to adopters of 20 or more copies, this software—in both Windows and Macintosh format—provides two additional tests for each vocabulary chapter in the book. The tests include a number of user- and instructor-friendly features: brief explanations of answers (thus the software teaches as well as tests), a sound option, mouse support, icons, color, dialog balloons, frequent mention of the user's first name, a running score at the bottom of the screen, a record-keeping file, and actual, audible pronunciations of each word. Students can access their scores at any time; instructors can access student scores by selecting Administrator mode and entering the appropriate password.

Probably in no other area of reading instruction is the computer more useful than in reinforcing vocabulary. The Townsend Press vocabulary software takes full advantage of the computer's unique capabilities and motivational appeal. Here's how the program works:

- Students are tested on the ten words in a chapter, with each word in a sentence context different from any in the book itself.
- After students answer each question, they receive immediate feedback: The computer indicates if a student is right or wrong and why, frequently using the student's first name and providing a running score.
- When the test is over, the computer supplies a test score and—this especially is what is unique about this program—a chance to take the test a second time. Students then receive a separate score for the retest. The value of this approach is that the computer gives students immediate added practice in words they need to review.
- In addition, the computer offers a second, more challenging “Definitions” test in which students must identify the meanings of the chapter words without benefit of context. This test is a final check that students have really learned the words. And, again, there is the option of a retest.

By the end of this program, students' knowledge of each word in the chapter will have been carefully reinforced. And this reinforcement will be the more effective for having occurred in an electronic medium that especially engages today's students.

To obtain a copy of any of the above materials, instructors who have adopted the book may write to the Reading Editor, Townsend Press, 1038 Industrial Drive, West Berlin, NJ 08091. Alternatively, instructors may call our toll-free number: 1-800-772-6410; send a fax toll-free to 1-800-225-8894, or e-mail our Customer Service department at <townsendcs@aol.com>.

- 8 Realistic pricing.** As with the previous editions, the goal has been to offer the highest possible quality at the best possible price. While *Building Vocabulary Skills* is comprehensive enough to serve as a primary text, its modest price also makes it an inexpensive supplement.
- 9 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*. There are also short versions of the *Building*, *Improving*, and *Advancing* books. Suggested grade levels for the books are included in the *Instructor's Manual*. 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 *Building 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.
- A new section, "Topics for Discussion and Writing," provides six high-interest items for each of the vocabulary chapters. Each item uses one or more of the vocabulary words in the chapter in a brief scenario suitable for class or small-group discussion, writing, or both.
- 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.

ACKNOWLEDGMENTS

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

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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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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 challenge 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 armed forces 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 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.

Inside Front Cover and Contents

Turn to the inside front cover.

- The inside front cover provides a _____ that will help you pronounce all the vocabulary words in the book.

Now turn to the table of contents on pages v-vi.

- How many chapters are in the book? _____
- Most chapters present vocabulary words. How many chapters present word parts? _____
- Four sections follow the last chapter. The first of these sections provides a limited answer key, the second gives helpful information on using _____, the third contains _____, and the fourth is an index of the 260 words and 40 word parts in the book.

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 *acknowledge* is _____. For a guide to pronunciation, see the inside front cover as well as “Dictionary Use” on page 181.

Below the pronunciation guide for each word is its part of speech. The part of speech shown for *acknowledge* 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 *drastic*:

The company’s new president took **drastic** steps, closing two factories and laying off three hundred employees.

The sentence provides two examples of steps that are drastic—the closing of two factories and the laying off of three hundred employees. To figure out what *drastic* means in that sentence, think about those examples. What kind of steps are being described? Look at the answer choices below, and in the answer space provided, write the letter of the one you feel is correct.

___ *Drastic* means a. unimportant. b. extreme. c. easy.

Since the steps being described in the sentence are rather severe, or extreme, you probably guessed—correctly—that answer *b* is the right choice.

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 1 provides a synonym clue for *appropriate*.

Although it is **appropriate** for a man to take his hat off in a church, in a synagogue it is proper for a man to cover his head.

Rather than repeat *appropriate* in the second part of the sentence, the author used a synonym. Find that synonym, and then choose the letter of the correct answer from the choices below.

___ *Appropriate* means a. illegal. b. fun. c. proper.

In the sentence from Chapter 1, *proper* is used as a synonym for *appropriate*. Both words refer to what is considered correct.

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. The sentence below from Chapter 1 for the word *comply* provides an antonym clue.

If someone with an iron pipe demands your wallet, it is safer to **comply** than to resist.

To make a point, the author used an antonym of *comply*. Find the antonym, and then choose the letter below of the meaning of *comply*.

___ *Comply* means a. to argue. b. to do as asked. c. to hear.

The sentence includes two reactions to being asked for your wallet: *to comply* and *to resist*. Since we can guess that *to comply* is probably the opposite of *to resist*, we can conclude that *comply* means “to do as asked.”

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 *acknowledge*.

Even after most of the votes had been counted, Senator Rice refused to **acknowledge** that he had lost.

After studying the context carefully, you should be able to choose the meaning of *acknowledge* from the three options presented. Write the letter of your choice.

___ *Acknowledge* means a. to deny. b. to admit. c. to remember.

From the general sense of the sentence above, we can guess that the senator refused “to admit” that he had lost.

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 1, you will learn that *avert* means “to prevent,” as in the sentence “Stop signs avert accidents.” If you then look up *avert* in the dictionary, you will discover that it has another meaning—“to turn away,” as in “The suspect averted her head to avoid being recognized.” 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 limited 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, for which answers are not provided.

- 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 *ex* is written like this: *ex-*. One common meaning of *ex-* is “out,” as in the words *exit* and *exhale*.

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 *ful* is written like this: *-ful*. A common meaning of *-ful* is “full of,” as in the words *beautiful* and *fearful*.

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 *vis*, which means “to see,” as in the words *visible* and *vision*.

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 *ex-* in Chapter 6. Write the letter of your choice.

“Inhale as you lower your head,” called out the exercise instructor, “and **exhale** as you do the sit-up.”

My uncle isn’t a very good businessman. He once tried to **export** rice to China and perfume to France.

___ The word part *ex-* means a. before. b. out. c. not.

You can conclude that *exhale* means the opposite of *inhale* (“to breathe in”); thus *exhale* means “to breathe out.” You can also determine that *export* means “to send goods out of a country to sell them.”

- 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 going out. Thus *ex* 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 and on the computer disks that are available with the book.

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
- c. page : book

- b. foot : shoe
- 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*.

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.

Unit One

Chapter 1

✓ acknowledge	candid
alternative	compel —
anecdote	comply
appropriate	concise
✓ avert —	drastic

Chapter 2

dialog —	illuminate
erratic	isolate
extensive	refuge —
forfeit	reminisce ✓
fortify —	urban —

Chapter 3

delete	menace
impartial —	morale
integrity —	naive
legitimate	overt
lenient —	undermine

Chapter 4

agenda —	prospects —
antidote	radical
✓ apathy	reinforce
✓ bland	relevant —
propaganda	ruthless —

Chapter 5

endorse —	illusion
✓ erode	impact
✓ gruesome	imply —
hypocrite —	✓ novice
idealistic	obstacle —

Chapter 6

auto-	re-
ex-	super-
-ful	un-
multi-	uni-
pre-	vis, vid



acknowledge
alternative
anecdote
appropriate
avert

candid
compel
comply
concise
drastic

Ten Words in Context

In the space provided, write the letter of the meaning closest to that of each **boldfaced** word. Use the context of the sentences to help you figure out each word's meaning.

1 **acknowledge**
(ăk-nŏl'ij)
-verb

___ *Acknowledge* means

- Stubborn people often find it difficult to **acknowledge** their errors. They hate to admit they were wrong.
- Even after most of the votes had been counted, Senator Rice refused to **acknowledge** that he had lost.

a. to deny. ☒ b. to admit. c. to remember.

2 **alternative**
(ôl-tûr'nə-tiv)
-noun

___ *Alternative* means

- The teacher stated the **alternatives** to Tim—retake the test or get a D for the course.
- When her dog began to suffer from cancer, Wanda felt she had no **alternative**. He would have to be put to sleep.

☒ a. a choice. b. a command. c. an assignment.

3 **anecdote**
(ăn'ik-dŏt')
-noun

___ *Anecdote* means

- Dad told the children an **anecdote** about getting his tie caught in a file cabinet at work just as the boss walked in.
- I once heard an **anecdote** about a stagehand's revenge on a bossy actor. The stagehand put wheels on a table used in the play, so when the actor leaped onto the table during the most dramatic scene, he rolled straight off into the wings.

a. an error. ☒ b. a short, interesting story. c. an article.

4 **appropriate**
(ə-prŏ'prē-īt)
-adjective

___ *Appropriate* means

- Chuck has little sense of what is socially **appropriate**. For example, he went to his sister's wedding in running shoes.
- Although it is **appropriate** for a man to take his hat off in church, in a synagogue it is proper for a man to cover his head.

a. illegal. b. fun. ☒ c. proper.

5 **avert**
(ə-vûrt')
-verb

___ *Avert* means

- Renata **averted** an unpleasant meeting with her ex-boyfriend by leaving the store before he saw her.
- To **avert** an accident, Larry turned his car sharply to the right and ran into a stop sign.

a. to begin. ☒ b. to prevent. c. to report.

6 **candid**
(kăn'dīd)
-adjective

___ *Candid* means

- I'll give you my **candid** opinion, but you may not like what you hear.
- My heart always sinks when Robbie invites me to his house for dinner. He's a wonderful person, but to be **candid**, he's a terrible cook.

☒ a. honest. b. friendly. c. careful.

7 **compel**
(kəm-pēl')
-verb

___ *Compel* means

- My history teacher would often **compel** us to do useless work, such as memorizing the date each state entered the union.
 - If the law did not **compel** people to pay taxes, no one would pay them.
- a. to help. b. to forbid. c. to force.

8 **comply** *tuān theo*
(kəm-plī')
-verb

___ *Comply* means

- If someone with an iron pipe demands your wallet, it is safer to **comply** than to resist.
 - "My wife is so used to being the boss at work," Martin said, "that she is annoyed when I don't **comply** with her every request at home."
- a. to argue. b. to do as asked. c. to hear.

9 **concise**
(kōn-sīs')
-adjective

___ *Concise* means

- Because of limited space, most newspaper articles must be **concise**.
 - Unlike many politicians, our mayor is **concise**—his speeches are short but say much.
- a. wordy. b. correct. c. clear and brief.

10 **drastic**
(drās'tik)
-adjective

___ *Drastic* means

- The company's new president took **drastic** steps, closing two factories and laying off three hundred employees.
 - "This time I will let you off with just an hour of staying after school," the principal said. "But if it happens again, the punishment will be more **drastic**."
- a. unimportant. b. extreme. c. easy.

Matching Words with Definitions

Following are definitions of the ten words. Clearly write or print each word next to its definition. The sentences above and on the previous page will help you decide on the meaning of each word.

1. comply To do as commanded or asked
2. appropriate Proper; suitable to the situation
3. alternative A choice
4. drastic Extreme; harsh or intense
5. acknowledge To admit or confess
6. compel To force
7. candid Very honest
8. anecdote An entertaining short story about an event
9. concise Saying much in a few clear words
10. avert To prevent; to avoid

CAUTION: Do not go any further until you are sure the above answers are correct. Then you can use the definitions to help you in the following practices. Your goal is eventually to know the words well enough so that you don't need to check the definitions at all.