SECOND EDITION

WORDFORMS

Context, Strategies, and Practice

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BOOK I

The Five-at-a-Time Method and Other Vocabulary Exercises for College Students

Helen Heightsman Gordon

Bakersfield College

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Dedicated to my husband, Clifton B. Gordon, whose contributions are incalculable.

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To Teachers

HOW AND WHY TO USE THIS BOOK

Most vocabulary teachers want their students to learn a great deal more than they can learn from the memorization of word lists. We want our students to learn to become excited about words—to find words interesting and satisfying. We hope that when they leave our classes they will be better able to read textbooks and print media. But even more than that, we hope they will have mastered certain strategies that will enable them to continue learning new words and using them to express themselves throughout their lives.

In working toward these goals, we need the kinds of help this book provides: (1) materials that motivate students who may have done very little reading, (2) ample exercises presented in a variety of ways, (3) several strategies for unlocking the meanings of words, (4) ways of helping students remember what they have learned, and (5) carefully sequenced lessons that give students a sense of mastery and progress.

This book shares some of the methods and materials I have developed over many years of college teaching. It contains all my favorite strategies—context clues, word part analysis, dictionary and thesaurus use, mnemonic devices, tools for distinguishing between commonly confused words, and liberal dashes of word games and humor. In addition, it introduces the Five-at-a-Time method, a device for getting students to use words correctly in sentences. This technique, through repetition and variation, enables students to transfer words from their recognition vocabulary to their writing and speaking vocabularies. It is adaptable for use with or without microcomputers.

This book is organized into three basic parts. Part One deals with the basic strategies mentioned above. Part Two applies these strategies to the reading of practical materials—newspapers, magazines, fiction, and general education textbooks. The reading selections are interesting in themselves, but they also represent the kinds of tasks students do regularly. They provide a context and a motivation for learning the words used in them. Part Three, "Fun with Words," explores puns, malapropisms, spoonerisms, and words with interesting origins. This material may be used at any point in the course for motivational purposes.

The words selected for study include some common words with multiple meanings, designated (mm) in the word lists and in the index, but most of them occur fewer than 20 times per million words of print, according to the Thorndike–Lorge count. They should provide some challenges, but not insurmountable ones, for the academically underprepared student. If your students are ready for greater challenges, they might prefer Book II, which focuses primarily on words occurring fewer than 10 times per million words.

The sequencing of the lessons provides for student mastery. Exercises are ample, varied, and brief. Study of word parts is dispersed throughout the book to avoid tedium, but Appendixes A and B provide a substantial list of common roots and affixes for easy reference or further instruction. A comprehensive pretest is provided at the beginning of the book, and review tests are spaced at intervals throughout. A comprehensive posttest and other unit tests are provided in the Instructor's Manual, along with suggestions for making the best use of the textbook.

This new edition expands the number of exercises, requiring much more use of the dictionary and more writing of original sentences. Directions have been clarified, and students are given more suggestions for improvement. Usage notes have been added in many places. And more alternative tests are available in the Instructor's Manual.

Acknowledgments

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I also wish to thank my colleagues at Bakersfield College, Don Stansbury, Richard Duax, Jerry Ludeke, Jane Johnson, and Howard Quilling, who graciously assisted in field-testing many of the lessons and refining them.

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To Students

HOW AND WHY TO USE THIS BOOK

This book is designed to help you learn not only many new words but also some effective strategies for vocabulary building throughout your life. Your personal vocabulary is different from everyone else's, because your life experiences are different, so you need different words to communicate with or understand the other people in your life. You build your own vocabulary by talking with other people, listening to broadcasts, reading about things that interest you, studying school textbooks, and learning the words used in your particular job or profession. To master new words, you can use context clues, recognize familiar parts within the new words, associate new words with known ones, or look them up in your dictionary.

You have not really made a word your own, however, until you can use it yourself in your own speech and writing. This book asks you to use the Five-at-a-Time method to increase your effectiveness in using words in your own sentences. Most words have at least five different forms. Some have more and some less, but on the average you should learn about five forms of each new word. For example, when you learn the word *generate,* you should also be able to use the words *generates, generated, generating,* and *generation.*

Pronunciation may vary among the different forms, so you should learn the pronunciation when you learn each form. This book uses a simplified pronunciation system that shows emphasized syllables in capital letters (for example, JEN-uh-rate, gen-uh-RAY-shun). But it also explains how to use the more precise pronunciation keys in a dictionary.

Certain target words have been selected from each lesson for thorough study by the Five-at-a-Time method. For each of these words you will be given pronunciation and definitions, a list of variations, and several example sentences showing how the variations may be correctly used in sentences. *The examples are very important. Do not skip over them.* They will serve as models for you, showing how a good writer would use these words. You can then imitate good writers by choosing the correct variations of the word in five different sentences. Using the word several times, in several forms, will help you master it permanently.

Other learning activities are also suggested for each lesson. The sections labeled "Other Vocabulary Exercises" may include practice in applying other strategies, matching exercises, word games, writing assignments, and other activities. You may do any or all of these, as your instructor directs. Making vocabulary cards (Lesson 1) is a particularly helpful activity, especially for college students.

You will learn more words, more easily, if you develop your natural curiosity about words and enjoy working with them. Therefore the lessons in Part One discuss some interesting facts about language and encourage you to play word games in addition to giving you helpful strategies for building vocabulary.

Part Two gives you practice in applying the strategies you learned in Part One to actual reading situations—from newspapers, stories, and textbooks. Read each lesson, noticing how the emphasized words are used. Then you'll be able to choose the best strategy for learning and remembering those words. This approach is used by good students all the time.

Part Three is devoted to fun with words—jokes, wordplay, and interesting word origins.

Review is important for remembering what you learn, so review tests are included after every few lessons. The

pretest at the beginning of the book may be used as a posttest too. (You should score higher at the end than at the beginning.) Your instructor may also give you other tests. But the real test of what this book has taught you will be in what happens after you leave the classroom.

If you are more comfortable with your dictionary, can understand more of what you read, can express yourself more clearly, and can continue building vocabulary on your own, this book will have done its job.

Pretest

VOCABULARY AND STRATEGIES

A. STRATEGIES—Choose the one *best* answer. Guess at items you are not sure of.

1. In the following sentence, what does the word *coin* mean? "Advertisers often coin glamorous names for new products."

   a. invent **b.** quarter **c.** bet **d.** steal

2. In the following sentence, what does the word *episode* mean? "The writer arranges the *episodes,* or events, to lead to a climax."

   a. climax **b.** players **c.** events **d.** pages

3. In the following sentence, what does *post-industrial* mean? "We live in a post-industrial society; industry no longer creates most of the new jobs."

   a. goods-manufacturing **b.** industry-following **c.** fence-building **d.** job-creating

4. In the following sentence, what does *multiversity* mean? "The modern university is no longer a single, unified organization; it is so complex that it might better be called a multiversity."

   a. college for the rich **b.** college for both sexes **c.** college for historical studies **d.** college with many functions

5. Which dictionary aid would best help you to distinguish among words of similar meaning such as *detached, aloof,* and *indifferent?*

   a. definition **b.** etymology **c.** synonomy **d.** pronunciation

6. What is meant by the dictionary abbreviation *n?*

   a. normal **b.** noun **c.** nonstandard **d.** note

7. The symbol ə makes the sound of

   a. the *u* in *suppose* **b.** the *o* in *suppose* **c.** the *e* in *suppose* **d.** the first *s* in *suppose*

8. A word ending in *-ing* is what form of a word?

   a. main entry **b.** root **c.** present participle **d.** past participle

9. What part of speech are words that have the endings *-tion, -ence, -ity, -ness, -ism?*

   a. nouns **b.** verbs **c.** adjectives **d.** adverbs

10. What part of speech are words that have the endings *-ous, -ful, -ic, -able, -al?*

    a. nouns **b.** verbs **c.** adjectives **d.** adverbs

11. You can improve your memory for words by

    a. association **b.** repetition **c.** practice **d.** all of the above

12. A thesaurus contains

    a. definitions of big words **b.** synonyms and antonyms **c.** connotations and denotations **d.** histories of words

B. USING WORDS—Choose the forms that would make each sentence correct if they were inserted in the blanks.

13. On my vacation I was _____ just to _____ around the house.
a. dilated, loathe **b.** dilated, loaf **c.** delighted, loathe **d.** delighted, loaf

14. I _____ the fact that a sunrise is an _____.
a. accept, allusion **b.** accept, illusion **c.** except, allusion **d.** except, illusion

15. It would trouble my _____ to _____ the law.
a. conscience, flaunt **b.** conscience, flout **c.** conscious, flaunt **d.** conscious, flout

16. We were _____ at such _____ achievements.
a. incredible, impressionable **b.** incredible, impressive
c. incredulous, impressionable **d.** incredulous, impressive

17. Our company is _____ for the quality of its _____.
a. noted, personal **b.** noted, personnel **c.** notorious, personal
d. notorious, personnel

18. I am _____ that the couple can solve their _____ difficulties.
a. confidant, marital **b.** confidant, martial **c.** confident, marital
d. confident, martial

C. VOCABULARY—Choose the word closest in meaning to the word on the left.

19. generate **a.** originate **b.** kindly **c.** ordinary **d.** elongate
20. compound **a.** hammer **b.** multiple **c.** weight **d.** package
21. discern **a.** care **b.** resemble **c.** escape **d.** recognize
22. accuracy **a.** invention **b.** completion **c.** precision **d.** lunacy
23. authorize **a.** write **b.** allow **c.** botch **d.** publish
24. abridge **a.** shorten **b.** overpass **c.** link **d.** dental
25. formally **a.** earlier **b.** casually **c.** dressed **d.** seriously

26. varied **a.** true **b.** deceased **c.** differing **d.** beneficial
27. transact **a.** ferry **b.** railroad **c.** enforce **d.** conduct
28. associated **a.** coordinated **b.** linked **c.** prestigious **d.** occupied
29. characteristic **a.** novel **b.** noble **c.** trait **d.** boldness
30. modify **a.** alter **b.** elevate **c.** denigrate **d.** pollute
31. negate **a.** limit **b.** deprive **c.** remit **d.** deny
32. subordinate **a.** inferior **b.** equal **c.** superior **d.** similar
33. primary **a.** proper **b.** apiary **c.** firm **d.** first
34. rank (adj.) **a.** sounded **b.** stung **c.** corrupt **d.** honest
35. antonym **a.** hero **b.** opposite **c.** apprentice **d.** insect
36. vociferous **a.** functional **b.** angry **c.** noisy **d.** lazy
37. venerable **a.** extreme **b.** honorable **c.** sexual **d.** nutritious
38. omit **a.** leave out **b.** send in **c.** bring up **d.** take over
39. transitory **a.** stationary **b.** integrated **c.** busing **d.** impermanent
40. obvious **a.** dislocated **b.** armored **c.** plain **d.** secondary
41. facility **a.** teachers **b.** ease **c.** front **d.** restriction
42. intimate (v.) **a.** imply **b.** correct **c.** reply **d.** reveal
43. consonance **a.** notion **b.** reflection **c.** harmony **d.** faith
44. inference **a.** blocking **b.** conclusion **c.** choice **d.** meeting
45. visualize **a.** analyze **b.** anoint **c.** inspect **d.** imagine
46. currency **a.** recency **b.** commodity **c.** radiation **d.** electricity
47. comprise **a.** include **b.** change **c.** puzzle **d.** deflect
48. mean (n.) **a.** average **b.** expectation **c.** exhibition **d.** archetype
49. intensify **a.** equate **b.** adopt **c.** deepen **d.** engender
50. expose **a.** photo **b.** reveal **c.** donate **d.** evade
51. minute (adj.) **a.** timely **b.** inflamed **c.** fascinated **d.** tiny
52. fatigued **a.** interested **b.** dislocated **c.** tired **d.** casual
53. conventional **a.** usual **b.** meeting **c.** dramatic **d.** nunnery
54. abstract (n.) **a.** concrete **b.** command **c.** block **d.** summary
55. adjacent **a.** curved **b.** nearby **c.** majestic **d.** dependent
56. vulgar **a.** vested **b.** grainy **c.** crude **d.** bumpy
57. promiscuous **a.** unselective **b.** dilated **c.** cruel **d.** hopeful
58. ambiguous **a.** enlarged **b.** unclear **c.** varied **d.** interesting
59. obstinate **a.** endless **b.** accurate **c.** conceited **d.** stubborn
60. virtuoso **a.** saint **b.** expert **c.** truth **d.** integrity
61. eminent **a.** slanted **b.** outstanding **c.** jeweled **d.** ambulatory
62. ingenuous **a.** smart **b.** elated **c.** mechanical **d.** naive

63. comprehensive	**a.** fearful	**b.** understandable	**c.** complete	**d.** obsolete
64. site	**a.** spectacle	**b.** location	**c.** quotation	**d.** ceremony
65. inexplicable	**a.** mysterious	**b.** tangled	**c.** clear	**d.** unexpected
66. rite	**a.** correct	**b.** ceremony	**c.** privilege	**d.** duty
67. encounter	**a.** calculator	**b.** luncheon	**c.** inference	**d.** meeting
68. impotent	**a.** medicinal	**b.** virtuous	**c.** powerless	**d.** significant
69. obliterate	**a.** gather	**b.** erase	**c.** analyze	**d.** complicate
70. arrayed	**a.** dressed	**b.** contradicted	**c.** sunny	**d.** confined
71. spectacle	**a.** glass	**b.** offense	**c.** omen	**d.** sight
72. superfluous	**a.** intrinsic	**b.** liquefied	**c.** excessive	**d.** wonderful
73. absurd	**a.** transposed	**b.** trite	**c.** preposterous	**d.** archaic
74. concentrated	**a.** dense	**b.** partial	**c.** treacherous	**d.** discernible
75. proliferate	**a.** energize	**b.** increase	**c.** degenerate	**d.** integrate
76. demise	**a.** abridgment	**b.** influence	**c.** hatred	**d.** death
77. psychological	**a.** fanatical	**b.** inhibited	**c.** mental	**d.** monumental
78. opiate	**a.** anecdote	**b.** pact	**c.** hallucination	**d.** drug
79. analgesic	**a.** graduated	**b.** pain-killing	**c.** inner	**d.** unformed
80. synthesize	**a.** combine	**b.** investigate	**c.** veer	**d.** revitalize
81. tamper	**a.** anger	**b.** dominate	**c.** meddle	**d.** deduct
82. diverse	**a.** varied	**b.** poetic	**c.** neural	**d.** contemporary
83. detrimental	**a.** glib	**b.** psychological	**c.** euphoric	**d.** harmful
84. jeopardize	**a.** formulate	**b.** risk	**c.** intimidate	**d.** dedicate
85. rooted	**a.** addicted	**b.** rendered	**c.** proliferated	**d.** dug
86. partial	**a.** incomplete	**b.** contrived	**c.** penetrating	**d.** package
87. founding	**a.** orphan	**b.** sinister	**c.** establishing	**d.** cloning
88. diminish	**a.** sadden	**b.** deplete	**c.** digress	**d.** tantalize
89. candid	**a.** camera	**b.** genetic	**c.** honest	**d.** pretentious
90. spurious	**a.** false	**b.** dynamic	**c.** philosophical	**d.** angry
91. comprehend	**a.** warn	**b.** botch	**c.** exclude	**d.** understand
92. satirize	**a.** synthesize	**b.** ridicule	**c.** orbit	**d.** predict
93. tantalize	**a.** torment	**b.** diminish	**c.** induce	**d.** defeat
94. maudlin	**a.** jovial	**b.** sentimental	**c.** clumsy	**d.** intolerant
95. ravage	**a.** settle	**b.** approve	**c.** ruin	**d.** primitive
96. bedlam	**a.** confusion	**b.** contempt	**c.** candor	**d.** decimation
97. hysteria	**a.** ambition	**b.** bigotry	**c.** prestige	**d.** panic
98. ostracize	**a.** resemble	**b.** stimulate	**c.** blend	**d.** exclude
99. trivial	**a.** receding	**b.** unimportant	**c.** melancholy	**d.** cardinal
100. diplomacy	**a.** graduation	**b.** sabotage	**c.** tactfulness	**d.** pedigree

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