

Second Edition

College Vocabulary Skills

SHEPHERD

COLLEGE VOCABULARY SKILLS

*SECOND
EDITION*

James F. Shepherd

Queensborough Community College
The City University of New York

Houghton Mifflin Company Boston
Dallas Geneva, Illinois Hopewell, New Jersey Palo Alto London

This book is dedicated to the following gifted teachers:
Waldo and Lillian Hancock, Joseph and Dorothy Hosey,
Leonard and Lucile Martin, Clem and Koreyne Simpson,
Robert and Diane Steffer, and Loyd and Mary Elizabeth
Waltz.

We would like to acknowledge and thank the following sources for permission to reprint material from their work:

The list of "Key Terms" in Chapter 2, p. 7, is from Robert J. Hughes, Jagdish R. Kapoor, and Wendell Ferguson, *Business: A Practical Approach* (Boston: Houghton Mifflin Co., 1980), p. 55. Reprinted by permission.

The extract of "Denotation and Connotation" in Chapter 2, pp. 7–8, is from Floyd C. Watkins and William B. Dillingham, *Practical English Handbook*, 6th ed. (Boston: Houghton Mifflin Co., 1982), pp. 199–200. Reprinted by permission.

The extract of "The Psychopath" and notes based on it in Chapter 2, p. 8, are from Gary S. Belkin and Ruth H. Skydell, *Foundations of Psychology* (Boston: Houghton Mifflin Co., 1979), p. 337. Reprinted by permission.

The extract of "Defense Mechanisms" in Chapter 2, pp. 12–13, is from James F. Shepherd, *RSVP* (Boston: Houghton Mifflin Co., 1981), pp. 113–114. Reprinted by permission.

The dictionary entries for *symposium* and *tuxedo* in Chapter 11, pp. 112 and 113, are with permission from *Webster's New World Dictionary*, Second College Edition. Copyright © 1982 by Simon & Schuster, Inc.

The entry for *rich* in Chapter 13, p. 139, is from *The New American Roget's College Thesaurus in Dictionary Form* by Philip D. Morehead. Copyright © 1958, 1962 by Albert H. Morehead. Copyright © 1978 by Andrew T. Morehead and Philip D. Morehead. Reprinted with arrangement by The New American Library, Inc., New York, New York.

All other dictionary entries are from the desk and paperback editions of *The American Heritage Dictionary of the English Language*. © 1980 Houghton Mifflin Co. Reprinted by permission from *The American Heritage Dictionary of the English Language*.

The list of "335 Spelling Demons" in Chapter 17, pp. 213–214, is from Edna L. Furness and Gertrude A. Boyd, "335 Real Spelling Demons for College Students," *College English* 20 (March 1959), 294–295. Reprinted by permission of NCTE.

Copyright © 1983 by Houghton Mifflin Company. All Rights Reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or in writing by the Publisher. Requests for permission should be addressed in writing to Permissions, Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02108.

Printed in the U.S.A.

Library of Congress Catalog Number. 82-83210

ISBN: 0-395-32811-X

PREFACE

College Vocabulary Skills is a worktext that provides clear explanations and practical exercises for teaching four strategies for vocabulary development:

1. how to learn more systematically the meanings of new words
2. how to locate or infer the meanings of words by studying contexts
3. how to determine word meanings by analyzing the base words, affixes, or Latin and Greek elements from which they are formed
4. how to use a desk dictionary to locate definitions, synonyms, Standard English usages, etymologies, pronunciations, and spellings

The text also offers optional word-learning and testing programs which are described later in this preface.

The last chapter of the text is followed by Records of Progress, a place for students to keep records of exercise scores. The book concludes with word lists and a subject index. The subject index and the table of contents indicate the broad coverage of information and skills that is provided in *College Vocabulary Skills*.

The chapters of *College Vocabulary Skills* are arranged in a logical teaching sequence. However, they are also written so that instructors may teach them in the sequences that they prefer or that are most appropriate for specific students or groups of students. The text is usually studied under the supervision of an instructor in a classroom or learning center, but it may also be studied independently by students who are provided with a copy of the answer key.

The chapter discussions are written in a clear, straightforward style that is understood easily by students.

The exercises were carefully field-tested to assure that they promote the understanding, information, and acquisition of skills that are explained in the text. They are in various formats to sustain students' interest, and they are in ample number to allow for paced repetition according to students' learning needs.

To the Student, the chapters of the text, and Records of Progress explain to students how they may benefit most from the exercises. The Instructor's Manual for *College Vocabulary Skills* includes additional information about exercises.

A distinctive feature of this text is the inclusion of more than 200 entries from *The American Heritage Dictionary* (see especially Chapters 11–15). The numerous dictionary entries facilitate teaching the use of a dictionary.

College Vocabulary Skills provides the opportunity for students to learn the meanings of up to 800 new words. These are the 546 words

in the Word Lists and the 257 words in the Advanced Word Lists at the end of the text. When this book is used as a supplementary text for reading, writing, or study skills courses, instructors may require students to learn the meanings of 100 to 300 words. When it is used as the basic text for a vocabulary course, instructors may require students to learn the meanings of up to 800 words.

The 546 words in the Word Lists are words in exercises in nine chapters. Approximately 450 out of the 546 words were selected by studying *The Living Word Vocabulary*, edited by Edgar Dale and Joseph O'Rourke (World Book-Childcraft International Inc., 1981). They are known by about half of all high school graduates. The rest of the words are less common ones that students learn mostly by studying combining forms in Chapter 10 and etymologies in Chapter 15. If students are only required to learn the meanings of 100 to 300 words, I recommend that the words be selected from the Word Lists for Chapters 4 through 8.

The 257 words in the Advanced Word Lists are useful adjectives, nouns, and verbs that are identified by *The Living Word Vocabulary* as known by half or fewer of college sophomores. They are provided primarily for instructors who use *College Vocabulary Skills* as the basic text for a vocabulary course.

The Instructor's Manual for the text includes test questions for the sets of words in the Word Lists and the Advanced Word Lists. The questions are of similar difficulty to those that appear on post-secondary, standardized vocabulary tests. As a result, students who participate in the optional testing program may achieve higher scores when they take standardized vocabulary tests.

Also, when the test questions in the manual are used as informal pre-quizzes and post-quizzes, they provide an additional basis for enriching class discussions about word meanings.

The following reviewers offered comments and suggestions that helped me in revising this book: Kristine F. Anderson, Southern Technical Institute; Carole Berman, City College of the City University of New York; Fred S. Kai, El Camino College; Joyce McLemore, Savannah State College; Terry L. Norton, Winthrop College; Patricia Rizzolo, Pennsylvania State University, Ogontz Campus; and John L. Vifian, Central Washington University.

In writing the second edition of *College Vocabulary Skills*, I also benefited greatly from the suggestions of students and instructors who used the first edition of the book. If you have suggestions about how I might improve this text in its next edition, please write to me: James F. Shepherd, c/o Marketing Services, Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02108.

I also welcome your questions about the teaching of vocabulary. If you write to me, I will reply.

J.F.S.

TO THE STUDENT

As you read textbooks for college courses, you may find many words that are unfamiliar to you. Also, as you write papers for college credit, you may discover that you do not always have at your command the words you need to express your thoughts accurately.

College Vocabulary Skills offers help for problems such as these. It explains (1) how to learn more systematically the meanings of new words, (2) how to figure out the meanings of words without consulting a dictionary, (3) how to locate words to express thoughts accurately when writing, and (4) how to make proper use of a desk dictionary. And it presents a great deal more about English vocabulary.

You will learn about words and acquire vocabulary skills by doing many different types of exercises. Often several similar exercises are provided so that, in case you have difficulty with the first one or two, you will improve as you do the others in the series.

At the end of the book, following Chapter 17, there is a section entitled Records of Progress in which you may keep records of your exercise scores. Following Records of Progress there are lists of words that are useful for college students to know. Your instructor may ask you to learn the meanings of some of the words in the lists.

I invite you to write to me when you finish studying *College Vocabulary Skills*. I would like you to tell me whether it was helpful to you or to give me suggestions about how I might improve it. If you write to me, I will answer you. My address is: James F. Shepherd, c/o Marketing Services, Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02108.

J.F.S.

CONTENTS

Preface	ix
To the Student	xi

PART I	INCREASING YOUR VOCABULARIES	1
CHAPTER 1	RECEPTIVE AND EXPRESSIVE VOCABULARY	2
	Receptive Vocabulary	2
	Expressive Vocabulary	3
	Goals for Vocabulary Improvement	5
CHAPTER 2	INCREASING RECEPTIVE VOCABULARY	6
	Step 1 Decide which Words to Learn	6
	Step 2 Make Notes	9
	Step 3 Organize Your Notes	11
	Step 4 Recite from Your Notes	11
	Step 5 Review Your Notes Often	11
	Exercise 1 Notes for terms in textbooks	12
	Exercise 2 Notes for terms in textbooks	13
	Exercise 3 Learning words for tests	13
CHAPTER 3	INCREASING EXPRESSIVE VOCABULARY	17
	Exercise 1 Expressive vocabulary	19
	Exercise 2 Expressive vocabulary	20
	Exercise 3 Expressive vocabulary	21
	Exercise 4 Expressive vocabulary	22
	Exercise 5 Expressive vocabulary	23
	Exercise 6 Expressive vocabulary	24
	Exercise 7 Expressive vocabulary	25
	Exercise 8 Expressive vocabulary	26
	Exercise 9 Expressive vocabulary	27
	Exercise 10 Expressive vocabulary	28
PART II	USING THE CONTEXT	29
CHAPTER 4	STATED MEANINGS	30
	Straightforward Definitions	30
	Definitions and Punctuation	31
	Other Stated Meanings	32
	Limitations of Context	33
	Problems with Context	34
	Exercise 1 Stated meanings in college reading	34
	Exercise 2 Stated meanings	35
	Exercise 3 Stated meanings	36
	Exercise 4 Stated meanings	37
	Exercise 5 Stated meanings	38
	Exercise 6 Stated meanings	39

CHAPTER 5	IMPLIED MEANINGS	40
	Antonyms and Contrasts	40
	General Sense	42
Exercise 1	Implied meanings in college reading	43
Exercise 2	Implied meanings	44
Exercise 3	Implied meanings	45
Exercise 4	Implied meanings	46
Exercise 5	Implied meanings	47
Exercise 6	Implied meanings	48
Exercise 7	Implied meanings	49
Exercise 8	Implied meanings	50
CHAPTER 6	STATED AND IMPLIED MEANINGS	51
Exercise 1	Stated and implied meanings: denotations and connotations	51
Exercise 2	Stated and implied meanings: figures of speech	52
Exercise 3	Stated and implied meanings: euphemisms	53
Exercise 4	Stated and implied meanings: malapropisms and spoonerisms	54
Exercise 5	Stated and implied meanings: anagrams and palindromes	55
PART III	ANALYZING WORD STRUCTURE	57
CHAPTER 7	SUFFIXES	58
	Suffixes and Parts of Speech	59
	Suffixes and Vocabulary Growth	61
	Locating Base Words	61
Exercise 1	Suffixes in college reading	62
Exercise 2	Suffixes	63
Exercise 3	Suffixes	64
Exercise 4	Suffixes	65
Exercise 5	Suffixes	66
Exercise 6	Suffixes	67
Exercise 7	Suffixes	68
Exercise 8	Suffixes	69
Exercise 9	Suffixes	70
Exercise 10	Related words	71
CHAPTER 8	PREFIXES	72
	Prefixes and Vocabulary Growth	73
	Analyzing Derivatives with Prefixes	75
Exercise 1	Prefixes in college reading	76
Exercise 2	Prefixes: dictionary	76
Exercise 3	Prefixes: dictionary	76
Exercise 4	Prefixes	77
Exercise 5	Prefixes	78
Exercise 6	Prefixes	79
Exercise 7	Prefixes	80
Exercise 8	Prefixes	81

	Exercise 9	Prefixes	82
	Exercise 10	Prefixes	83
	Exercise 11	Related words	84
CHAPTER 9	WORD STRUCTURE AND CONTEXT		85
	Exercise 1	Word structure and context: pretension, jargon, and cliché	87
	Exercise 2	Word structure and context: formal, informal, and slang usages	89
	Exercise 3	Word structure and context: plagiarism	91
CHAPTER 10	COMBINING FORMS		93
	Word Meanings		93
	Vocabulary Growth		94
	Exercise 1	Combining forms. dictionary	96
	Exercise 2	Combining forms. dictionary	96
	Exercise 3	mono-, bi-, tri-, etc.	97
	Exercise 4	-logies	99
	Exercise 5	Using what you have learned	101
	Exercise 6	Love, hate, and family	103
	Exercise 7	-cide, bene-, and mal-	105
	Exercise 8	-phobias and -manias	107
PART IV	USING A DICTIONARY		109
CHAPTER 11	DICTIONARIES		110
	Desk Dictionaries		110
	Definition Sequences		112
	Etymologies		113
	Subject Labels		113
	Homographs		114
	Synonyms		114
	Idioms		115
	Persons, Places, and Other Topics		116
	Affixes		117
	Abbreviations		117
	Pronunciations		118
	Spellings		118
	Usages		118
	Exercise 1	Contents of a dictionary	119
	Exercise 2	Specialized dictionaries	119
	Exercise 3	Dictionary checklist	120
	Exercise 4	Dictionary quiz	121
	Exercise 5	Dictionary entries	122
	Exercise 6	Subject labels	123
	Exercise 7	Abbreviations and idioms	124
CHAPTER 12	DEFINITIONS		125
	Definitions, Synonyms, and Examples		125
	Multiple Meanings		126

	Derivatives	127
Exercise 1	Multiple meanings	129
Exercise 2	Multiple meanings	130
Exercise 3	Multiple meanings	131
Exercise 4	Derivatives	132
Exercise 5	Derivatives	133
Exercise 6	Derivatives	134
Exercise 7	Derivatives	135
CHAPTER 13	SYNONYMS	136
	Characteristics of Synonyms	137
	Synonyms in Dictionaries	137
	Synonyms in a Thesaurus	139
Exercise 1	Synonyms: small and fat	140
Exercise 2	Synonyms jolly and inconsistent	141
Exercise 3	Synonyms: dexterous and awkward	142
Exercise 4	Synonyms. offend and harass	143
Exercise 5	Synonyms: periodic and continual	144
Exercise 6	Synonyms. strange and fantastic	145
CHAPTER 14	USAGES	146
	Dialect and Standard English	146
	Informal and Slang Usages	147
	Prepositions to Accompany Verbs	148
Exercise 1	Formal, informal, and slang usages	149
Exercise 2	Formal, informal, and slang usages	150
Exercise 3	Formal, informal, and slang usages	151
Exercise 4	Prepositions to accompany verbs	152
CHAPTER 15	ETYMOLOGIES	153
	Borrowing	153
	Persons and Places	154
	Coinage	155
	Shortened Forms of Longer Words	156
	Imitation and Reduplication	157
	Derivation	158
	Compounding	158
	Other Etymologies	158
Exercise 1	Borrowing	160
Exercise 2	Persons and places	161
Exercise 3	Other etymologies	162
Exercise 4	Other etymologies	163
Exercise 5	Etymologies in a dictionary	164
Exercise 6	Etymologies in a dictionary	165
Exercise 7	Etymologies in a dictionary	166
Exercise 8	Etymologies in a dictionary	167
CHAPTER 16	PRONUNCIATIONS	168
	Pronunciation Spellings	168

Consonants and Vowels	169
Consonants	169
Exercise 1 Consonants	170
Consonant Digraphs	171
Exercise 2 Consonant digraphs	172
Long and Short Vowels	172
Exercise 3 Long and short vowels	174
The Dieresis and Circumflex Vowels	175
Exercise 4 The dieresis and circumflex vowels	176
Four More Vowel Sounds	177
Exercise 5 Four more vowel sounds	177
Syllables, Stress, and the Schwa	178
Exercise 6 Syllables, stress, and the schwa	179
Exercise 7 Syllables, stress, and the schwa	180
Exercise 8 Syllables, stress, and the schwa	180
Exercise 9 Syllables, stress, and the schwa	181
Exercise 10 Syllables, stress, and the schwa	181
Exercise 11 Syllables, stress, and the schwa	182
Exercise 12 Syllables, stress, and the schwa	182
CHAPTER 17 SPELLINGS	183
Spellings in Dictionaries	183
Exercise 1 Variant spellings	186
Pronunciation and Spelling	186
Exercise 2 Pronunciation quiz	187
Visualization and Spelling	188
Exercise 3 Homophone quiz	188
Sounds with which Words Begin	190
Exercise 4 Sounds with which words begin	190
Sounds Within Words	191
Exercise 5 Sounds within words	192
De-emphasized Vowels	192
Exercise 6 De-emphasized vowels	192
Spelling <i>ie</i> and <i>ei</i>	193
Exercise 7 Spelling <i>ie</i> and <i>ei</i>	193
Joining Two Words	194
Exercise 8 Joining two words	195
Joining Prefixes and Words	196
Exercise 9 Joining prefixes and words	196
Joining Words and Suffixes	197
Suffixes and Words Ending with <i>e</i>	197
Exercise 10 Suffixes and words ending with <i>e</i>	198
Suffixes and Words Ending with <i>y</i>	200
Exercise 11 Suffixes and words ending with <i>y</i>	201
Suffixes and Words Ending with One Consonant	203
Exercise 12 Suffixes and words ending with one consonant	204
Exercise 13 Suffixes and words ending with one consonant	207
Suffixes that Double Consonants	209

Exercise 14	Suffixes that double consonants	209
	Suffixes that Sound Alike	210
Exercise 15	Suffixes that sound alike	211
	Spelling Demons	212
Exercise 16	Spelling demons	215
Records of Progress		216
Word Lists		226
Advanced Word Lists		233
Index		242

PART I INCREASING YOUR VOCABULARIES

Improve your vocabulary by
learning the meanings of new words
and by increasing the words you
use when you write or speak.

Chapter 1 RECEPTIVE AND EXPRESSIVE VOCABULARY

You may think of yourself as having one vocabulary, but you actually have two vocabularies: a receptive vocabulary and an expressive vocabulary.

Your **receptive vocabulary** is the words you know when you listen or read—the words you know when you receive thoughts from others. Your **expressive vocabulary** is the words you use when you speak or write, that is when you express your thoughts to others.

Your receptive vocabulary is much larger than your expressive vocabulary. There are many words you recognize when you hear or read them but do not use when you speak or write. If you have a receptive vocabulary of 14,000 words, the chances are that in 80 percent of what you write you rely on a vocabulary of fewer than 3,000 words and that in 95 percent of what you say you use a vocabulary of fewer than 1,000 words.

This chapter includes quizzes that will help you learn some facts about your receptive and expressive vocabularies.

Receptive Vocabulary

Your receptive vocabulary is your basic vocabulary: the total storehouse of words you can use to understand the thoughts of others when you listen and read. It is also all the words on which you can draw when you speak and write; the words you use in speaking and writing are all words you know when you hear or read them. Therefore your first goal of vocabulary development should be to increase the size of your receptive vocabulary.

The exercises in *College Vocabulary Skills* are based on words that are useful for you to know. Take the following quiz to estimate what proportion of the words in the exercises are words you know already.

RECEPTIVE VOCABULARY QUIZ

Write synonyms for the following words. **Synonyms** are words that have the same, or nearly the same, meanings; for example, *enormous* and *big* are synonyms, and *affectionate* and *loving* are synonyms.

- | | | | |
|-----------------|-------|-------------------|-------|
| 1. replica | _____ | 11. deduce | _____ |
| 2. serene | _____ | 12. enumerate | _____ |
| 3. clientele | _____ | 13. surmise | _____ |
| 4. bestow | _____ | 14. dastardly | _____ |
| 5. pertinent | _____ | 15. defer | _____ |
| 6. amiable | _____ | 16. comprehensive | _____ |
| 7. covet | _____ | 17. extraneous | _____ |
| 8. choreography | _____ | 18. plausible | _____ |
| 9. succinct | _____ | 19. regime | _____ |
| 10. fallacious | _____ | 20. laud | _____ |

Your instructor will give you the correct answers to this quiz.

Find your score by multiplying the number of your correct answers by 5. For example, if you wrote 6 correct synonyms, multiply 6 by 5 to find your score ($5 \times 6 = 30$ percent). Your score is an estimate of the percentage of the words in the exercises in *College Vocabulary Skills* that you already know. For example, if your score is 30, you probably know the meanings of about 30 percent of the words. If your score is low, do not worry; one reason you are studying vocabulary is to learn new words. If your score is 50 percent or higher, consider learning the meanings of the words in the Advanced Word Lists at the end of the book.

Expressive Vocabulary

You may know the meanings of *detest*, *despise*, *abhor*, and *loathe* but use *hate* or *dislike* to express the thoughts conveyed by these words. Your receptive vocabulary almost certainly contains many words that you do not use when you speak and write. Your second goal of vocabulary improvement should be to increase the percentage of words in your receptive vocabulary that you use in speaking and writing.

Answer the questions in the following Expressive Vocabulary Quiz to estimate the percentage of words in your receptive vocabulary that you can recollect well enough to use when you speak or write.

EXPRESSIVE VOCABULARY QUIZ

Write the words that have been deleted from the following sentences, spelling the words as best you can. You do not need to spell a word correctly to answer a question correctly; an answer is correct if you can pronounce the word correctly.

1. The persons who publish their opinions about motion pictures in magazines are called _____.
2. *Their, there, and they're* are examples of _____.
3. Persons may die from frostbite if they are _____ to severe, cold weather for a long period of time.
4. The cardboard tubes around which toilet paper is wound are in the shape of a _____.
5. Two persons who have the same mother and father are called _____.
6. Those who are equal to you in age, education, and so on are your _____.
7. A period of ten years is called a _____.
8. Those who are twenty years old have lived for one _____ of years.
9. A drastic shortage of food is called a _____.
10. Initials on luggage, clothing, or jewelry are called _____.
11. The part of the eyeball that is often colored brown or blue is called the _____.
12. The abnormal urge to steal is called _____.
13. Distance north and south from the equator is measured in degrees of _____.
14. Chewy cookies made of coconut are called _____.
15. Well-known conductors of famous orchestras are often referred to as _____.
16. A place that has docks for small boats is called a _____.
17. The soft material on the inside of bones is called _____.

18. The scientific study of weather and weather forecasting is called _____.
19. A floor between two floors in a building in the form of a balcony projecting partly over the floor below it is called a _____.
20. A distance of 5,280 feet is called a _____.

Your instructor will give you the correct answers to this quiz. Follow these directions when the correct answers are read to you:

1. Put a check (✓) in the margin next to questions that you answered correctly.
2. Put a star (☆) in the margin next to questions that you answered incorrectly but could have answered correctly because you know the words that are the right answers.

Use the table your instructor provides or the following procedure to determine your score:

1. Write your number of checks on this line: _____
2. Write your number of stars on this line: _____
3. Add your checks and your stars: _____
4. Divide the first number by the third number and multiply the resulting number by 100.

For example, if you have 6 checks and 10 stars, divide 6 by 16 and multiply the resulting number by 100 to find that your score is 38 ($6/16 = .375$, and $100 \times .375 = 37.5$ or 38). The resulting number is an estimate of the percentage of words in your receptive vocabulary that you recollect and therefore can use when you speak and write. Exercises in this book will help you improve your ability to recall words in your receptive vocabulary.

Goals for Vocabulary Improvement

When you took the Receptive Vocabulary Quiz, you estimated the proportion of words in exercises in *College Vocabulary Skills* that you already know. When you took the Expressive Vocabulary Quiz, you estimated the percentage of words in your receptive vocabulary that you recollect and use when you speak and write.

Do you want to increase your ability to understand the thoughts of others? If so, make it your aim to increase the size of your receptive vocabulary. Do you want to improve your ability to express your thoughts to others? Then make it your goal to use more of the words in your receptive vocabulary when you speak and write. Chapters 2 and 3 explain how you may achieve these aspirations.