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COLLEGE VOCABULARY SKILLS AND STRATEGIES



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College Vocabulary Skills and Strategies

Dedication

We wish to thank our families for their love and patience. We are truly indebted to our husbands James Branch Sr. and Don Jewett Sr., whose love, encouragement and unrelenting support were a tremendous catalyst in our pursuit of the task. This book is dedicated to them and to our children: James Jr. and Marcus Branch, Don Jr. and Anthony Jewett, and especially to our beautiful daughters, Bethanye and Katrina for whom we have much hope and many expectations.

Preface

College Vocabulary Skills and Strategies is written for the capable student who needs to establish or revisit vocabulary in order to strengthen reading skills for college level work. As college reading teachers, we are well aware of the challenges facing a learner in this situation. All too often we hear discouraged students discussing their assignments and noting: “Too much reading,” “Too little time,” “Too many big words that I’ve never seen before,” or “Too boring.” Vocabulary development does not have to be this way!

With our years of experience teaching reading and vocabulary in the Tarrant County College System, we are convinced that the specially prepared activities and plethora of exercises used in this text are valuable, productive, and *fun* for students as well as faculty. We have listened with interest and concern as our students shared the challenges of test taking and college-level reading due to their struggles with spelling, writing, and pronunciation. This text is for these students—*our* students, who have directly influenced the lessons that are included in this text and the accompanying examples online.

It is our hope and belief that *College Vocabulary Skills and Strategies* will provide students with many enjoyable opportunities to experience success in meeting the academic challenge of obtaining a college-level vocabulary.

Text Overview

Each Vocabulary Lesson in this text follows a consistent format:

- **PART ONE – Introduction New Word Parts:** Knowing the meaning of a new word part is one of the most important clues in unlocking the definition of the word. In Step One of each lesson, students will be introduced to three new word parts and their meanings for use in subsequent exercises and examples.
- **PART TWO – Building New Words:** Having just learned about roots, prefixes and suffixes, students now move on to discover how word parts are joined to create new vocabulary. In Step Two of the lessons, students will be introduced to fifteen new words (from the word parts introduced in Step One) and their meanings.
- **PART THREE – Categorizing Patterns of New Words:** Recognizing the common spellings of word parts can help readers unlock word meanings. For example, after seeing *tri-* at the beginning of several words that have something to do with three, the student has a greater ability to understand that words with similar spellings (trilogy, tricycle, tripod) are similar in meaning. Step Three requires that students categorize words from word parts and their meanings to reveal a pattern in the spellings and meanings of the new words.
- **PART FOUR – Understanding New Words in Sentences:** Step Four provides the student with additional opportunities to practice the important skills learned in the first three steps. In this section, students must fill in the appropriate word for each sentence based on an understanding of the context and prompts of the sentence and an understanding of the word parts of the answer choices.
- **PART FIVE – Spelling and Reviewing New Words:** This lesson provides additional exposure to the words and word parts found in the previous steps but especially focuses on the spelling of these new words. This is achieved through writing out the new words after recognizing them by sight from the word part meaning. For example, if the given word is *love*, students should remember that the word part *am* means *love, friendship*, etc and thus, write out the correct word *amity*.
- **PART SIX – Pronouncing New Words:** Pronunciation plays a major role in increasing student vocabulary. Do your students recognize when you use new words in conversation? Do they know when TV commentators use a word from their list? Do any of the words sound familiar after putting the textbook away? Step Six allows the students to make sure they know the correct pronunciation of the new words by using symbols and the dictionary pronunciation key.

Additional Features

In addition to the Vocabulary Lessons noted above, *College Vocabulary Skills and Strategies* provides separate sections entitled Using the Dictionary, Strategies for Learning New Words, Word Parts, Using Context Clues, Using Specialized Terminology in Vocabulary Development and a summary of “Points to Remember” at the end of each chapter.

- **Using the Dictionary:** One of the most important tools in vocabulary acquisition is a good dictionary . . . but only if you know how to *use* it! Section I encourages the student to develop an understanding of word meanings, pronunciation, parts of speech, spelling, etymology, and syllabication by understanding the wealth of knowledge the dictionary provides. Helpful examples, exercises, and guides are provided throughout the section.
- **Strategies for Learning New Words:** Section II maintains that learning new words is pointless unless the student develops a system for remembering and using the words. In this section, varied strategies are provided to help build word power through illustrative methods, context clues, and word analysis.
- **Using Context Clues:** Section IV on context clues offers suggestions and hints to help the reader make use of the clues the writer provides in the text when trying to discern the meaning of an unfamiliar words.
- **Using Specialized Terminology in Vocabulary Development:** *College Vocabulary Skills and Strategies* also provides students with a list of discipline-specific words in medicine, business, law enforcement, psychology, and computer science. The examples and exercises not only help students with terms in discipline-specific course work, but also in every day life when dealing with lawyers, doctors, or even watching the nightly news!
- **“Points to Remember”:** Each section contains a brief “Points to Remember” summary that keeps students focused on the main points of the lesson.

Additional Pedagogy

- **Free Interactive Companion Website:** Contains fun and useful features such as:
 - Definition and pronunciation, in both English and Spanish, of 180 words from the text.
 - Matching exercises to help students recognize the key words and their definitions.
 - A fun and interactive self-grading game that prompts the student to fill in the blank with the correct word from the section.
 - Communication tools such as chat rooms and message boards to facilitate online collaboration and communication.
 - Built-in routing that allows students to forward responses to their instructors.
- **Online Instructor’s Manual and Test Bank**
- **Free Dictionary:** *The New American Webster Handy College Dictionary* can be shrink-wrapped with this text for free to ensure that students have an up-to-date reference to help them with vocabulary development.

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Mrs. Jewett enjoys the challenge of developing materials designed to help students enlarge their vocabulary—an indispensable tool for good reading, writing, and communication.

Professor Jewett is married and has three children.

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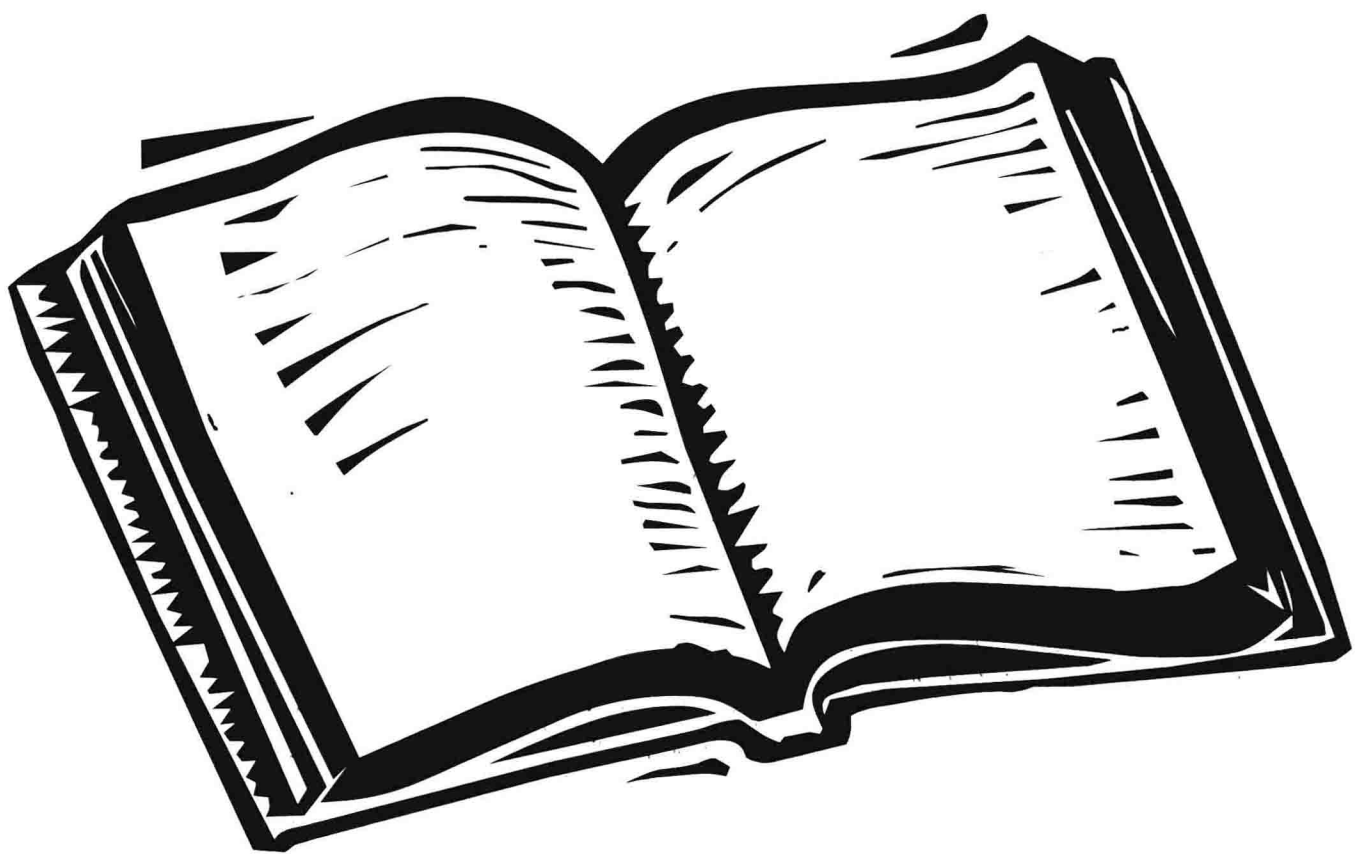
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Section I.



Using the Dictionary

Section I: Using the Dictionary

One of the most invaluable study tools you can own is a good dictionary. Whether at home, in college, or in a business, you should have a standard, up-to-date, collegiate dictionary at your disposal. In addition to **word meaning, pronunciation, parts of speech, spelling, etymology, and syllabication**, most dictionaries offer a wealth of information that you need in order to fully understand a word and its meaning; however, a dictionary is only invaluable to you when you know how to use it, and the key to using a dictionary effectively is understanding the numerous aids a dictionary provides. Keep in mind that there are different types of dictionaries that offer different kinds of information in varying levels of difficulty. Try to select the most appropriate dictionary that meets your particular needs.

You may consider purchasing a desk dictionary for use at home and a pocket dictionary to carry in your purse or pocket. Some desk dictionaries most suitable for college use are *The American Heritage Dictionary of the English Language*, *The New American Webster Handy College Dictionary*, *The Random House Dictionary*, and *The American Heritage College Dictionary*. Some of these are also available in paperback at a reduced price. Two pocket dictionaries we recommend are *The Pocket Dictionary* (Houghton Mifflin) and *American Dictionary* (Random House).

In addition to owning a good dictionary, you should also own a thesaurus—a book that lists synonyms and antonyms. *Roget's College Thesaurus* is perhaps one of the most popular thesauruses used by college students, but there are others on the market that may prove to be just as beneficial. Whichever thesaurus you select is a matter of preference. Again, choose the one that best meets your particular needs—the one that you can effectively use and understand.

Although a thesaurus can be a tool for understanding unfamiliar words, it is not a substitute for a standard, up-to-date, collegiate dictionary. In this section, you will learn some of the basic aids that most up-to-date dictionaries provide to enhance your understanding of words. Once you become proficient in using the dictionary, you will find that you are not only able to obtain a better understanding of new words, but are also able to more readily add new words to your long-term vocabulary.

➡ Guide Words

At the top of each page in your dictionary, you will find two words (see Figure 1.1, page 4). These are guide words. The guide words tell you what words are located on a particular page. The first guide word corresponds to the *first* word on the page, and the second guide word corresponds to the *last* word on the page. If the word you are looking up in a dictionary comes between the two guide words, according to alphabetical order, then you will find the word you are seeking on that page. For example, the two circled guide words on Figure 1.1 are “infantryman,” the first word on the page, and “infinitive,” the last word on the page. If you are looking for the word “infiltrate,” you know that it is located on this page because “infiltrate,” comes after “infantryman,” (first guide word) and before “infinitive” (second guide word.) “Infiltrate” appears between the two guide words “infantryman” and “infinitive” and therefore can be found on this page.

Lesson 1

Directions: Circle the word in each group on the right that can be found on the page containing the guide words on the left. Then write the word on the line provided.

<u>Guide Words</u>	<u>Word You Are Seeking</u>
_____ 1. adoptive/advance	advise, adversary, adultery
_____ 2. assimilation/Assyrian	astounding, assist, atom
_____ 3. blood group/blow	blood, blown, bloom

_____	4. brouhaha/brush	bruise, brush fire, brut
_____	5. capital/capricious	capitate, captain, caption
_____	6. childlike/chimere	chime, child birth, chimney
_____	7. damsel fish/dangerous	Danish, dandelion, dank
_____	8. monarch/money lender	money order, money market, money belt
_____	9. personify/perturb	pertain, peruse, pewter
_____	10. shudder/shuttle	shunt, shuttle box, shy

Lesson 2

Directions: Alphabetize the following words under the column labeled **Alphabetical Order**. Then write each of the alphabetized words under the proper **Guide Words** as it would be found in the dictionary. There should be 10 words under each set of guide words. The first one has been done for you.

brick	breakfast	bribery	breeder	brew	breve	briar	breath
break up	breathing	bream	breastplate	breccia	break-in	Brewster	
brickyard	brevity	bregma	breeze	breeches			

Alphabetical Order

1. breakfast
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Guide Words

breaks/bridal	breaker/Breed's Hill
1. breeze	1. breakfast
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

FIGURE 1.1



► Entry Words

In addition to guide words, the dictionary provides **entry words**. Each word on the page in boldfaced print is an entry word (see Figure 1.1, page 4). **Entry words** are arranged alphabetically and broken into syllables.

Lesson 3

Directions: Using the dictionary page pictured in Figure 1.1, answer the following questions.

1. Write the first two entry words. _____ and _____
2. Write the last two entry words. _____ and _____
3. Write the entry word that rhymes with *interior*. _____
4. The tenth entry word is _____.
5. The entry word that means “*not feasible*” is _____.

► Five Basic Parts of an Entry Word

Each dictionary entry contains these five basic aids to enhance your understanding of the word: **syllabication**, **pronunciation**, **etymology (word origin)**, **parts of speech**, and **word meanings**. In order to get the most from your dictionary entry, you must understand these five parts.

• Part 1: Syllabication

Each dictionary entry begins with a correctly spelled entry word divided into syllables (part of a word pronounced as a unit). This division is shown by the use of a dot or space between each syllable. Since each syllable represents a vowel sound, each syllable must contain at least one vowel sound. For example, the word *run* (entry word, **run**) contains one syllable and one vowel sound. On the other hand, the word *running* (entry word, **run·ning**) contains two syllables, and therefore, must contain at least two vowel sounds. Note that the two syllables in *running* are separated by a dot (·), and each syllable contains a vowel sound. However, in some cases, a syllable may contain more than one vowel letter, but only one vowel sound. For instance, the word *cake*, a one syllable word, contains two vowel letters, but only one vowel sound. When you say the word *cake*, pronounced /kāk/, you only hear the *a* sound, and it says its name. The *e* is silent—meaning it makes no sound. Remember the old adage “When two vowels go walking, the first one does the talking and says, ‘Hello, I’m A.’ The second one is shy and says nothing.” Long vowel sounds say their names and are indicated with a symbol like this (ā). This symbol is called a macron. This is the vowel sound that you hear in the word *cake* or *feet*. Short vowel sounds are indicated with a symbol like this (ĕ). This symbol is called a breve. You hear a short vowel sound in the word *run*. In some dictionaries, short vowel sounds are unmarked. If the vowel has no marking, it is automatically assumed to be short.

Lesson 4

Directions: Use your dictionary for this exercise. On the lines provided, divide the following words into syllables. Use a dot to separate each syllable. Remember, each syllable contains one, and only one, vowel sound. If the word contains only one syllable, write the word. On the second line, write the number of syllables each word contains. See examples below.

<u>Word</u>	<u>Division</u>	<u>Number of Syllables</u>
boisterous	bois · ter · rous	3
farce	farce	1
1. Asian	_____	_____
2. belligerent	_____	_____

3. behavior	_____	_____
4. corpse	_____	_____
5. demagoguery	_____	_____
6. emu	_____	_____
7. farce	_____	_____
8. Hispaniola	_____	_____
9. impracticability	_____	_____
10. spouse	_____	_____

• Part 2: Pronunciation

In addition to showing words divided into syllables, the dictionary also shows each word spelled phonetically. You should not only know word meanings, but also know how to pronounce and use words accurately. The phonetic spelling is given in parentheses immediately following each entry word. The sound of the vowels and some consonants are usually indicated by a mark or pronunciation symbol. To pronounce words correctly, use the pronunciation key found either at the top of every page or at the bottom of every page of the dictionary. ***The pronunciation key helps you determine what sound various symbols represent.*** Oftentimes if you consult more than one dictionary, you may find a slight variation in the pronunciation of certain words. In addition, some words may be pronounced more than one way in the same dictionary. When a word may be pronounced in more than one way, both pronunciations are given with the preferred pronunciation given first. For example, the vowel *e* in the word *either* may sound like the *e* in *eat* or may sound like the *i* in *ice*. The first example is most commonly used, but both are acceptable. Also, sometimes the symbols used in the pronunciation key will differ from dictionary to dictionary. However, the sound in the key words will be the same. For example, *gnaw* in one dictionary may look like this (nô), with the key word **saw** used to describe the *aw* sound. In another dictionary, this same word may look like this (nò), and the key word **fork** is used to explain the *aw* sound. Both symbols sound alike, even though they are different.

Lesson 5

Directions: Each of the following one-syllable words has more than one vowel letter, but only one vowel sound. Read each word. Using the pronunciation key in Figure 1.2, page 7, write the vowel sound you hear in each word. If a vowel is silent, mark it with an X. Then write another word with the same vowel sound. See example below.

<u>Word</u>	<u>Vowel Sound</u>	<u>New Word</u>
Coat	ō	rope
1. sheave	_____	_____
2. loose	_____	_____
3. shriek	_____	_____
4. delve	_____	_____
5. borne	_____	_____
6. creek	_____	_____
7. splurge	_____	_____
8. coop	_____	_____
9. thief	_____	_____
10. grape	_____	_____

FIGURE 1.2

GUIDE TO PRONUNCIATION

a	as in fat	û	as in pull	ngg	as in finger
ā	as in fate	ə	as in comma, label,	nk	as in ink (pro- nounced ink)
ä	as in far		pupil,		
â	as in fall		sensor,	p	as in pen
à	as in ask		focus	r	as in rat
ā	as in dare	b	as in but	s	as in sit, this
e	as in met	ch	as in chair	sh	as in she
ē	as in mete	d	as in day	t	as in to
ē	as in her	f	as in fill	th	as in thin
è	as in maybe	g	as in go	th	as in then
i	as in pin	h	as in hat	v	as in van
ī	as in pine	hw	as in when	w	as in win
o	as in not	j	as in joke	y	as in yet
ō	as in note	k	as in keep	z	as in zone, quiz
oo	as in spoon	kt	as in act	zh	as in azure
ô	as in or	l	as in late	ö	as in Ger. <i>schön</i>
oi	as in oil	m	as in man	ü	as in Fr. <i>tu</i>
ow	as in owl	n	as in nod	n	as in Fr. <i>bon</i>
u	as in tub	ng	as in sing	kh	as in blockhouse
û	as in mute				

The New American Webster Handy College Dictionary (New 3rd Edition)

Lesson 6

Directions: Using the pronunciation key in Figure 1.2, write the following respelled words on the lines provided. (See example below.)

Respelled Word

benevolence

Phonetic Spelling

(bə · ně' · və · ləns)

1. _____ (glē)
2. _____ (glä' · sə · rē)
3. _____ (pă' · nə · ră' · mə)
4. _____ (rĭ · käg' · nə · zəns)
5. _____ (mě' · lə · dē)
6. _____ (tə · rēs' · trē · əl)
7. _____ (trăns · fĭg · yə · rā' · shən)
8. _____ (woond)
9. _____ (răth)
10. _____ (zō' · dē · ăk')

Stressed (Accented) and Unstressed Syllables

Along with providing the sounds of the letters in a word, the dictionary also indicates the stressed syllables. *Stressed* means the degree of loudness or force with which a syllable is spoken. In most words of more than one syllable, one or more of the syllables is spoken with more force than the other syllables. A syllable spoken with the most force is the **primary stressed syllable** and is followed by the primary accent symbol—a heavy black