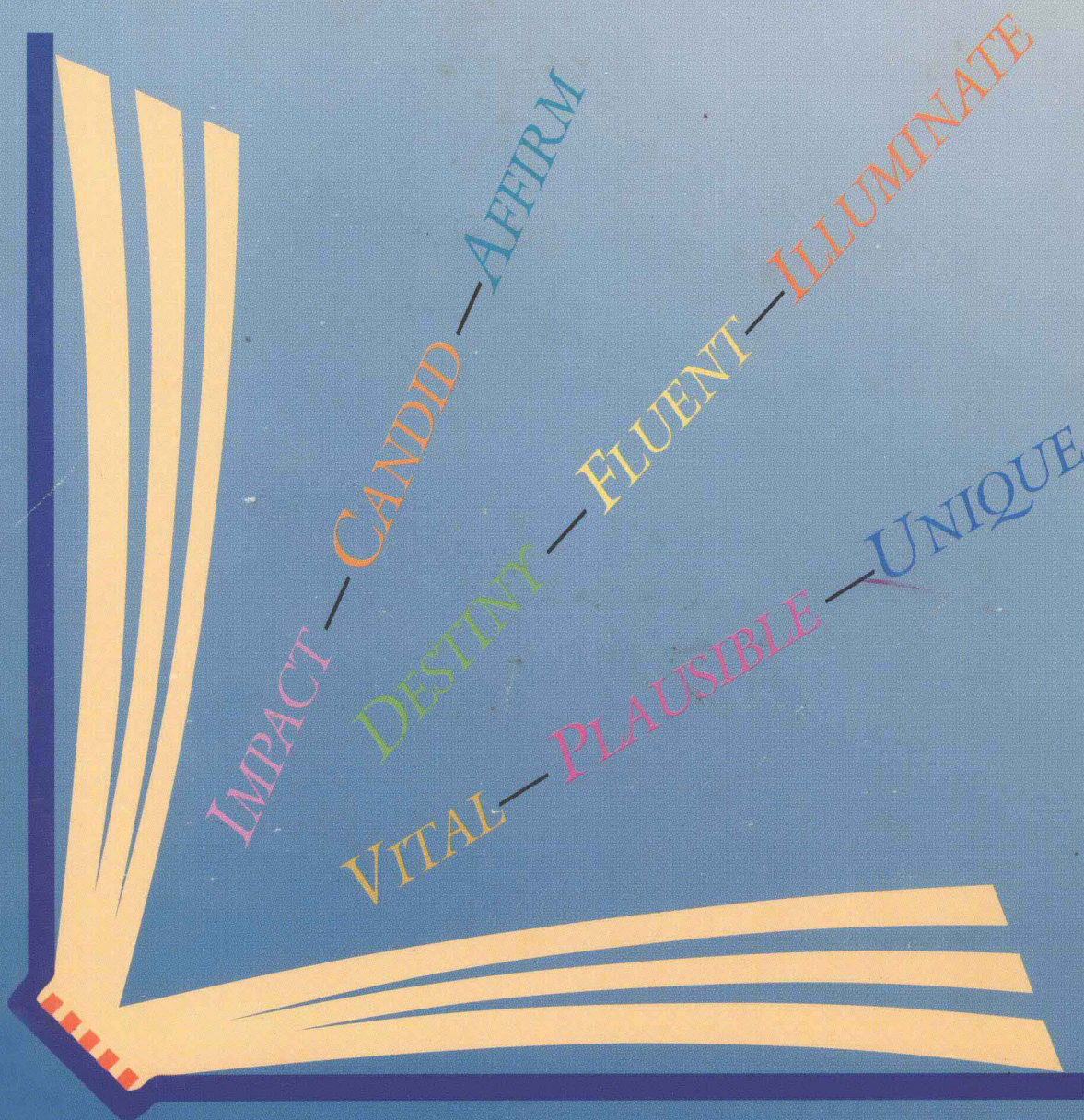


# *BUILDING VOCABULARY SKILLS* SHORT VERSION



*DONALD J. GOODMAN*

*CAROLE MOHR*



# *BUILDING VOCABULARY SKILLS* *SHORT VERSION*

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*Donald J. Goodman*

MUSKEGON COMMUNITY COLLEGE

*Carole Mohr*



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# Preface

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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 to 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 the Townsend Press vocabulary series is to provide a solid, workable answer to the vocabulary problem. The short version of the series consists of three books, each of which *teaches* 160 important words. Within each book are 20 chapters, with 8 words in each chapter. Here are the distinctive features of BUILDING VOCABULARY SKILLS, SHORT VERSION:

**1 An intensive words-in-context approach.** Studies show that students learn words best by seeing them repeatedly in different contexts, not through rote memorization. BUILDING VOCABULARY SKILLS, SHORT VERSION, gives students an intensive in-context experience by presenting each word in seven different contexts. Each chapter takes students through a productive sequence of steps:

- Students first see a word in a preview.
- They then infer the meaning of the word by considering two sentences in which it appears.
- Based on their inferences, students select and confirm each word's meaning in a matching test. They are then in a solid position to further strengthen their knowledge of a word.
- Finally, they strengthen their knowledge of a word by applying it three times: in two sentence practices and in a passage practice.

Each encounter with a word brings it closer to becoming part of the student's permanent word bank.

**2 Abundant practice.** In addition to the extensive practice in each chapter, there are *four unit tests* at the end of each five-chapter unit. These tests reinforce students' knowledge of every word in every chapter. Further, there are added tests in the *Test Bank* and the *computer disks* 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.** Students receive feedback on two of the practices in each vocabulary chapter. A limited answer key at the back of the book lets them see how they did with the opening preview of words. The key also provides answers for the first sentence check in the chapter. The key enables students to take an active role in their own learning. And they are likely to use the answer key in an honest and positive way if they know they may be tested on the many activities and selections for which answers are not provided. (Answers not in the book are in the Instructor's Manual. They can, of course, be copied from the manual and passed out at the teacher's discretion.)

**4 Focus on essential words.** A good deal of time and research went into selecting the 160 words featured in the book. Word frequency lists were consulted, along with lists in a wide number of vocabulary books. In addition, the authors and editors each prepared their own lists. A computer was used to help in the consolidation of the many word lists. A long process of group discussion then led to final decisions about the words that would be more 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 passages can spark students' attention and thus encourage their grasp of the material. For this reason, a great deal of effort was put into creating sentences and passages 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 passage on page 8 that closes the first chapter of this book.

**6 Clarity of format.** The book has been designed so that its very format contributes to the learning process. All eight words of a chapter appear on a single page, and each practice begins and ends on one page. In particular, each chapter has a two-page spread (turn, for example, to pages 6-7) so that students can refer to the eight words in context on one side while working on the matching test and sentence check on the other side. And a second color has been used within the book to help make the content as visually appealing as possible.

## 7 Supplementary materials.

**a** A combined *Instructor's Manual and Test Bank* is available at no charge to instructors using the book. It can be obtained by writing to the Reading Editor, Townsend Press, Pavilions at Greentree—408, Marlton, NJ 08053. This booklet contains pre- and post-tests for all four units in the text as well as teaching suggestions, a model syllabus, an answer key, and a set of mastery tests for each chapter.

**b** A *comprehensive series of computer disks* also accompanies the book. These disks provide four tests for each of the 20 vocabulary chapters. The disks are self-booting and contain a number of other user- and instructor-friendly features, including brief explanations of answers, a sound option, frequent mention of the user's first name, a running score at the bottom of the screen, and a record-keeping file.

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

- Students are tested on the eight 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 tells 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 retest on the specific words the student got wrong. For example, if a student misses four items on a test, the retest provides *four different sentences* that test just those four words. Students then receive a score for this special retest. What is so valuable about this, of course, is that the computer gives students added practice in the words they most need to review.
- In addition, the computer offers a *second*, more challenging 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, tailor-made to recheck only those words missed on the first definition test.

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.

A demo disk will be sent to any teacher requesting it. The full set of disks, with unlimited copying privileges, will be available at no charge to departments adopting at least 200 copies of the book.

**8 Realistic pricing.** We wanted a book that would offer the highest possible quality at the best possible price. We are delighted that Townsend Press has committed to sell this book to students at a price under nine dollars. Such a modest price makes it an inexpensive supplement for any reading or writing course.

**9 One in a sequence of books.** BUILDING VOCABULARY SKILLS, SHORT VERSION, is the basic text in a sequence that includes IMPROVING VOCABULARY SKILLS, SHORT VERSION (an intermediate text) and ADVANCING VOCABULARY SKILLS, SHORT VERSION (a more advanced text). Suggested grade levels for each book are included in the *Instructor's Manual*. Together, the three books will help create a vocabulary foundation that will make any student a better reader, writer, and thinker.

## Acknowledgments

Our thanks go to the talented group of writers and editors at Townsend Press who have worked closely with us on the book: John Langan, Joan Dunayer, Jane Mackay, and Beth Johnson Ruth. We also acknowledge the extraordinary programming efforts of Professor Terry Hutchison of Atlantic Community College. He has helped us create exactly the kind of sophisticated, comprehensive software that we believe is needed to solidify students' learning of all the words in the book. Inspiration for the cover came from an idea by Janet M. Goldstein, and the cover itself owes thanks to the artistry of Larry Didona. We appreciate as well the customized page design work of Alysse Einbender, and we are particularly grateful for the design, editing, and proofreading skills of Janet M. Goldstein.

Donald J. Goodman

Carole Mohr

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*Note:* For ease of reference, the title of the passage that concludes each chapter appears in parentheses.

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# Introduction

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## 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 make up 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 authors know that vocabulary is a key measure of both one’s learning and one’s ability to learn. So they have 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 made clear 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 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 the world of the 1990s, a good vocabulary will count more than ever. Far fewer people will work on farms or in factories. Far more will be in jobs that provide services or process information. More than ever, words will be the tools of our trade: words we use in reading, writing, listening, and speaking. Furthermore, experts say that workers of the 90s will be called on to change jobs and learn new skills at an ever-increasing pace. The keys to survival and success will thus be the abilities to communicate skillfully and learn quickly. A solid vocabulary is essential for both of these skills.

The evidence is overwhelming, then, 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. But a person is likely to forget such memorized lists quickly. Studies show that to master a word you must see and use it in various contexts. By working actively and repeatedly with a word, you greatly increase the chance of really learning it.

The following activity will make clear how the 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.

### Contents

Turn to the table of contents on pages iii-iv.

- How many chapters are in the book? \_\_\_\_\_
- Three short sections follow the chapters. The first provides a limited answer key; the second gives helpful information on using \_\_\_\_\_; and the third is an index of the 160 words in the book.

### Vocabulary Chapters

Turn to Chapter 1 on pages 5-8. This chapter, like all the others, consists of six parts:

- The **first part**, on page 5, is titled \_\_\_\_\_

This preview introduces you to the eight words covered in the chapter. After you try filling in the blanks, you are asked to check the \_\_\_\_\_ at the back and to fill in any empty blanks.

- The **second part** of the chapter, on page 6, is titled \_\_\_\_\_

The left-hand column lists the eight words. Under each word is its \_\_\_\_\_ (in parentheses) and its part of speech (*noun*, *verb*, or *adjective*). For example, we are told that *acknowledge*, the first word on page 6, is a verb.

Using the pronunciation guide requires only a bit of information: Short vowels have no special mark, while long vowels are indicated with a line above the vowel. (Note that long vowels have the sound of their own name.) What is the first word in the list with a long vowel? \_\_\_\_\_. Symbols that sound like “uh”—like the “uh” a speaker makes when hesitating—are symbolized by the schwa (ə), which looks like an upside down *e*. What is the first word in the list with a schwa? \_\_\_\_\_. Finally, an accent mark (') tells which syllable to emphasize when pronouncing a word. What is the first word in the list with an accent on the second syllable? \_\_\_\_\_. A brief guide to the dictionary on page 120 gives further information on pronouncing words.

To the right of each word are two sentences that 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. For example, look at the first sentence for the word *acknowledge*.

Andrea was annoyed when Hal used one of her jokes in his class speech without **acknowledging** that the joke was hers.

Based on the context, what is the meaning of *acknowledging*?

- a. hiding                      b. wishing                      c. admitting                      d. denying

A second sentence also helps you pin down the meaning:

Even when the votes were counted, Senator Rice refused to **acknowledge** that he had lost.

By looking closely at each pair of sentences, you can decide on the meaning of a word. (In the example above, *acknowledging* clearly means *admitting*.) 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 6 tell you to look \_\_\_\_\_ and \_\_\_\_\_ at the context. Doing so deepens your sense of the word and prepares you for the next activity.

- The **third part** of the chapter, on page 7, is titled \_\_\_\_\_.

According to research, it is not enough to see a word in context. At a certain point, it is important 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.

- The **fourth part** of the chapter (also on page 7) is titled \_\_\_\_\_.

Here are eight sentences that give you an opportunity to apply your understanding of the eight 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 **fifth part** of the chapter, on page 8, is titled \_\_\_\_\_, and the **sixth part** is titled \_\_\_\_\_.

Both practices test you on all eight words, giving you a chance to deepen your mastery. In the second activity, you have the context of an entire passage in which you can practice and apply 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, all you need do is to refer to the following scale, which appears on the last page of every chapter:

0 wrong = 100%  
1 wrong = 88%  
2 wrong = 75%  
3 wrong = 63%  
4 wrong = 50%  
and so on.

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, 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 seven 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 four unit tests that follow each chapter and on the computer disks that are available with the book.

## FINAL THOUGHTS

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.

*Previewing the Words*

Find out how many of the eight words in this chapter you already know. Try to complete each sentence with the most suitable word from the list below. Use each word once.

Leave a sentence blank rather than guessing at an answer. Your purpose here is just to get a sense of the eight words and what you may know about them.

acknowledge

alternative

appropriate

candid

compel

comply

concise

drastic

1. People do not always support \_\_\_\_\_ changes in fashion, such as extreme shifts in hem lines.
2. Though Rita had asked Jack for his \_\_\_\_\_ opinion, she was still hurt when he criticized her paper.
3. Our boss expects us to \_\_\_\_\_ with his instructions without asking questions or pointing out problems.
4. People often find it difficult to \_\_\_\_\_ their errors. They hate to admit they were wrong.
5. When you go on a job interview, it is \_\_\_\_\_ to dress as you would if you had the position you're interviewing for.
6. Dale's poor grades left him with two \_\_\_\_\_s—to work fewer hours at his part-time job or to drop a class.
7. My history teacher would often \_\_\_\_\_ us to do useless work, such as memorizing the date each state entered the union.
8. Answers to essay questions should be \_\_\_\_\_. Often students waste test time by writing wordy answers that don't say much.

Now check your answers by turning to page 117. Fix any mistakes and fill in any blank spaces by writing in the correct answers. By doing so, you will complete this introduction to the eight words.

You're now ready to strengthen your knowledge of the words you already know and to master the words you're only half sure of, or don't know at all. Turn to the next page.



## *Eight Words in Context*

Figure out the meanings of the following eight words by looking *closely and carefully* at the context in which the words appear. Doing so will prepare you for the matching test and the practices on the two pages that follow.

- 1 **acknowledge**  
(ak-nol'-ij)  
-verb
  - a. Andrea was annoyed when Hal used one of her jokes in his class speech without **acknowledging** that the joke was hers.
  - b. Even when the votes were counted, Senator Rice refused to **acknowledge** he had lost.
- 2 **alternative**  
(ôl-tûr'-nə-tiv)  
-noun
  - a. The teacher stated the **alternatives** to Tim—retake the test or get a D for the course.
  - b. When her dog clearly began to suffer from cancer, Inez felt she had no **alternative**. It was necessary to have him put to sleep.
- 3 **appropriate**  
(ə-pro'-prē-it)  
-adjective
  - a. Chuck has little sense of what is socially **appropriate**. For example, he went to his sister's wedding in jogging shoes.
  - b. In a church it is considered **appropriate** for a man to take his hat off, but in a synagogue it is considered proper for a man to cover his head.
- 4 **candid**  
(kan'-did)  
-adjective
  - a. A child is a striking combination of boldfaced liar ("I didn't eat the cookie") and painfully **candid** reporter ("Gee, you've gotten really fat").
  - b. Many people admire David's open, **candid** nature; others consider him too outspoken.
- 5 **compel**  
(kəm-pel')  
-verb
  - a. It is a sad sight to see the crack of a whip **compel** a grand cat like the lion to leap through hoops for a crowd's amusement.
  - b. You can **compel** a weaker person to obey, but you can never force someone to feel respect.
- 6 **comply**  
(kəm-plī')  
-verb
  - a. If someone with an iron pipe demands your wallet, it is safer to **comply** than to resist.
  - b. My husband is so used to being boss at work that he is annoyed when I don't **comply** with his every request at home.
- 7 **concise**  
(kon-sīs')  
-adjective
  - a. Journalists tend to write very **concise** prose because a newspaper column offers limited space.
  - b. Unlike many politicians, our mayor is **concise**—his speeches are short but say much.
- 8 **drastic**  
(dras'-tik)  
-adjective
  - a. The new president of Super Steel Products took **drastic** steps, closing two factories and laying off 300 employees.
  - b. "This time I will let you off with just an hour after school," the principal said. "But if it happens again, the punishment will be more **drastic**."

## Matching Words and Definitions

Check your understanding of the eight words by matching each word with its definition. Look back at the sentences in “Eight Words in Context” as needed to decide on the meaning of each word.

- |                             |  |
|-----------------------------|--|
| _____ 1. <b>acknowledge</b> | a. to do as commanded or asked             |
| _____ 2. <b>alternative</b> | b. proper; suitable to the situation       |
| _____ 3. <b>appropriate</b> | c. a choice                                |
| _____ 4. <b>candid</b>      | d. extreme; harsh or intense               |
| _____ 5. <b>compel</b>      | e. to confess or admit                     |
| _____ 6. <b>comply</b>      | f. to force                                |
| _____ 7. <b>concise</b>     | g. very honest                             |
| _____ 8. <b>drastic</b>     | h. communicating much in a few clear words |

**CAUTION:** Do not go any further until you are sure the above answers are correct. If you have studied the “Eight Words in Context,” you will know how to match each word. Then you can use the matches to help you in the following practices. Your goal is to reach a point where you don’t need to check definitions at all.

### ➤ Sentence Check 1

Complete each sentence below with the most suitable word from the box. Use each word once.

acknowledge	alternative	appropriate	candid
compel	comply	concise	drastic

1. Because Frank seems so \_\_\_\_\_, everyone believes him even when he tells a lie.
2. People often take \_\_\_\_\_ steps in anger, extreme actions that they later regret.
3. In traditional wedding ceremonies, the clergy person is often wordy, while the bride and groom are very \_\_\_\_\_.
4. Many Americans do not fully \_\_\_\_\_ with the tax rules of this country.
5. A couple of older boys tried to \_\_\_\_\_ some first graders to hand over their lunch money.
6. After high school, Kenny felt his \_\_\_\_\_s were either to join the military or to get a job. Then, when he had saved enough money, he could go to college.
7. When the real ax-murderer confessed, the police had to \_\_\_\_\_ that the wrong man had been jailed.
8. In most American schools, it is not \_\_\_\_\_ for students to call their teachers by their first names.

Now check your answers to these questions by turning to page 117. Going over the answers carefully will help you prepare for the next two checks, for which answers are not given.

## ➤ Sentence Check 2

Complete each sentence below with two words from the following list. Use each word once.

acknowledge	alternative	appropriate	candid
compel	comply	concise	drastic

- 1-2. The sale sign was huge but \_\_\_\_\_—it said only, “\_\_\_\_\_ price cuts.”
- 3-4. In colonial America, it was thought \_\_\_\_\_ for wives to \_\_\_\_\_ with all their husbands’ commands.
- 5-6. “The poor economic situation leaves me no \_\_\_\_\_,” said the company president. “It \_\_\_\_\_s me to lay off some of our workers.”
- 7-8. “I \_\_\_\_\_ that you have a perfect right to do whatever you like with your hair,” said the teenage girl’s mother. “But, to be \_\_\_\_\_, I don’t find green curls attractive.”

## ➤ Final Check: Taking Exams

Here is a final opportunity for you to strengthen your knowledge of the eight words. First read the following passage carefully. Then fill in each blank with a word from the box at the top of this page. (Context clues will help you figure out which word goes in which blank.) Use each word once.

There are four test-taking methods to consider when faced with exams. The first is to impress your teachers with very clever answers. For example, you might respond to any question beginning with the word “why” with a simple, (1)\_\_\_\_\_ “Why not?” This is not recommended, however, unless you know an instructor has great respect for humor. A second method is simply to refuse to take an exam. You might try writing something like, “This is a free country, so you can’t (2)\_\_\_\_\_ me to take this test. Besides, I partied all last night.” This method should not be used unless you are in (3)\_\_\_\_\_ need, as it involves a great deal of risk. It is (4)\_\_\_\_\_ only if you have shown yourself to be very brilliant throughout the course and you are the teacher’s pet. Otherwise, you can expect your teacher simply to refuse to pass you. A third way of dealing with a test is to (5)\_\_\_\_\_ly admit helplessness. The story is told of a student who openly (6)\_\_\_\_\_ (e)d ignorance by writing, “God only knows the answer to this question.” Unfortunately, the instructor’s response was, “God gets an A. You get an F.” So to avoid failure, you usually have no (7)\_\_\_\_\_—you must (8)\_\_\_\_\_ with school rules. The final method for dealing with college exams, then, is clear: learn the material.

**SCORES:**    Sentence Check 2 \_\_\_\_\_ %    Final Check \_\_\_\_\_ %  
Enter your scores above and in the vocabulary performance chart on the inside back cover of the book.

Number right: 8 = 100%    7 = 88%    6 = 75%    5 = 63%    4 = 50%    3 = 38%    2 = 25%    1 = 13%

*Previewing the Words*

Find out how many of the eight words in this chapter you already know. Try to complete each sentence with the most suitable word from the list below. Use each word once.

Leave a sentence blank rather than guessing at an answer. Your purpose here is just to get a sense of the eight words and what you may know about them.

erratic

extensive

fortify

illuminate

isolate

refuge

reminisce

urban

1. Just as the cockroach annoys \_\_\_\_\_ dwellers, the mosquito pesters people in the country and suburbs.
2. Tina's test scores are \_\_\_\_\_—sometimes she scores very high, other times very low.
3. Babies need milk to \_\_\_\_\_ their bones.
4. My grandmother likes to \_\_\_\_\_ about her childhood in Ireland.
5. Jackie did \_\_\_\_\_ research for her paper by reading many books and articles.
6. During the power failure, Leslie used a battery-operated lamp to \_\_\_\_\_ the living room.
7. Some people \_\_\_\_\_ themselves when they are unhappy. Others seek the company of friends and family.
8. My wife and I first met when we took \_\_\_\_\_ in the same doorway during a sudden rain.

Now check your answers by turning to page 117. Fix any mistakes and fill in any blank spaces by writing in the correct answers. By doing so, you will complete this introduction to the eight words.

You're now ready to strengthen your knowledge of the words you already know and to master the words you're only half sure of, or don't know at all. Turn to the next page.



## *Eight Words in Context*

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- |   |   |
|---|---|
| <p>1 <b>erratic</b><br/>(i-rat'-ik)<br/>-adjective</p>      | <p>a. My son's eating habits are <b>erratic</b>. One day he'll barely eat, and the next he'll eat enough for three.</p> <p>b. The driver ahead of me was <b>erratic</b>—he kept changing his speed and his lane.</p>  |
| <p>2 <b>extensive</b><br/>(ek-sten'-siv)<br/>-adjective</p> | <p>a. John dislikes mowing grass, so he has only a small yard instead of an <b>extensive</b> lawn.</p> <p>b. To save the wounded police officer, doctors performed <b>extensive</b> surgery that lasted for hours.</p>  |
| <p>3 <b>fortify</b><br/>(fôr'-tə-fi')<br/>-verb</p>         | <p>a. The night before running a marathon, Elsa <b>fortifies</b> herself by eating a large plate of pasta.</p> <p>b. The builders planned to <b>fortify</b> the old tower with steel beams.</p>   |
| <p>4 <b>illuminate</b><br/>(i-lōō'-mā-nāt')<br/>-verb</p>   | <p>a. Before electricity, streets were <b>illuminated</b> by gaslight.</p> <p>b. On Halloween, we made our trick-or-treat rounds with a flashlight to <b>illuminate</b> the way.</p>  |
| <p>5 <b>isolate</b><br/>(i'-sə-lāt')<br/>-verb</p>          | <p>a. I thought I would enjoy <b>isolating</b> myself at the vacation cabin, but I soon felt lonely.</p> <p>b. Freddy was such a troublemaker that the teacher put his desk in a far corner to <b>isolate</b> him from the other students.</p>  |
| <p>6 <b>refuge</b><br/>(ref'-yōōj)<br/>-noun</p>            | <p>a. A motorcycle offers no <b>refuge</b> in bad weather.</p> <p>b. In <i>The Wizard of Oz</i>, Dorothy doesn't reach the storm cellar in time to take <b>refuge</b> from the tornado.</p>   |
| <p>7 <b>reminisce</b><br/>(rem'-ə-nis')<br/>-verb</p>       | <p>a. On their wedding anniversary, Lenny and Jean <b>reminisced</b> about their first date.</p> <p>b. My father showed me his trophy and <b>reminisced</b> about his years as a star basketball player.</p>  |
| <p>8 <b>urban</b><br/>(ur'-bən)<br/>-adjective</p>          | <p>a. Skyscrapers make for tightly packed <b>urban</b> populations. For example, some 35,000 people work in the twin towers of the World Trade Center in New York City.</p> <p>b. Gladys likes <b>urban</b> living because she grew up in the city, but Ben, who grew up on a farm, prefers country life.</p> |