

F O U R T H E D I T I O N

A J K P Z A D Y F E M

T O R Q B N I X G F S

W I P Q C E O Z Q G R

A S T W P I E T C R

P X H D S L F O

V Y L E I W

Y A T N I M A

A S W T E C R

E B X W I J D F

A J K P Z A D Y F E M

O R Q B N I X G F S

V I P Q C L O Z Q G R

S T W P I M Q B C R



GAINING *WORD* POWER

GAINING WORD POWER

Fourth Edition

Dorothy Rubin

Trenton State College

Allyn and Bacon

Boston • London • Toronto • Sydney • Tokyo • Singapore

Series Editor: Carla Daves

Vice President, Humanities: Joseph Opiela

Editorial Assistant: Andrea Geanacopoulos

Marketing Manager: Karon Bowers

Editorial Production Service: Elm Street Publishing Services, Inc.

Composition Buyer: Linda Cox

Manufacturing Buyer: Megan Cochran

Cover Administrator: Suzanne Harbison



Copyright © 1997 by Allyn & Bacon

A Viacom Company

Needham Heights, MA 02194

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission from the copyright holder.

GAINING
WORD
POWER

*With love to my understanding and supportive
husband, Artie,
my precious daughters, Carol and Sharon,
my delightful grandchildren, Jennifer, Andrew,
Melissa, and Kelsey,
and my very special and charming son-in-law, Seth*

PREFACE

The fourth edition of *Gaining Word Power* is the result of more than twenty-six years of helping college students and other adults to build and retain better vocabularies. Using that practical experience, I have produced a text designed to generate a basic college-level vocabulary quickly, effectively, and enjoyably and to help students become more effective strategic readers.

PEDAGOGICAL FEATURES OF THE TEXT

In the book, I develop and apply a number of approaches to vocabulary building based on sound psychological learning principles. Words are presented systematically in graduated levels of difficulty. The learning process in each lesson is stimulated by challenging exercises and writing activities and reinforced by immediate access to the answers and solutions for self-evaluation of progress. Students' individual differences are accommodated not only in the self-contained chapters that permit each student to work at his or her own pace, but also in the extra practice provided for those who need it and in the addition of more difficult words for those who are ready to absorb them. I stress over-learning, the repetition of experiences in different circumstances, because it is essential to the retention of information. A word once introduced will usually recur in many subsequent lessons, for the later lessons build on roots, affixes, and words encountered in the earlier lessons.

Although this book has a distinctly pedagogical structure, the structure is diffused for the student among a variety of practices, crossword puzzles, writing exercises, analogy activities, and numerous cartoons sprinkled throughout the text. To promote interest, additional, more difficult words are presented in a more challenging approach. Extra practice for those who need or want it occurs in each chapter as a separate section labeled "Additional Practice Sets," in which a variety of alternative exercises covers words introduced in the chapter. Assessments and scoring scales are provided so that students may determine how well they are doing. In addition, in every chapter there is a "Special Content Words" section, as well as sections called "Chapter Words in Sen-

tences” and “Chapter Words in a Paragraph.” These sections are especially important because students need to be able to use the words and strategies they are learning in all the language arts (listening, speaking, reading, and writing) and to transfer their learning to content areas.

ORGANIZATION OF THE TEXT

Gaining Word Power is organized in two parts. Part I emphasizes combining forms and words derived from them; Part II presents words derived less obviously from combining forms. (Combining forms are defined in this text as word parts that join with a word or another word part to form a new word.) Knowledge of combining forms helps students to build new words and to decipher unfamiliar ones. In both parts, words are presented in context, and students are guided in the interpretation of context clues. The two systems, combining forms and context clues, produce an effective gain in an individual’s word power.

FEATURES NEW TO THIS EDITION

The fourth edition of *Gaining Word Power* places even greater emphasis on the relationship between reading and writing. Each lesson’s words are presented in the context of a story to stimulate interest. In the previous edition, students were given many opportunities to practice writing by being asked to put lesson words into sentences within each lesson, as well at the end of each chapter. This edition expands students’ writing endeavors by adding a “Chapter Words in a Paragraph” section. In addition, to stress higher order thinking, the true/false assessments at the end of each chapter now require students to change all answers that are false so that they become true. Each lesson also now has four practices rather than three to stress overlearning.

This edition retains all the other special features that have made this text a best-selling one. In addition to the variety of practices, the end of chapter “Special Content Words” section, and much more, this edition still has a “Context Clues” section that appears in Part I, an expanded “Special Note” section, a glossary that includes the page on which the word first appears to provide easy reference, and cartoons that demonstrate the definition and use of vocabulary words in an entertaining way.

This book can be used with equal success in a conventional class or by any individual in a learning lab or self-help program.

ACKNOWLEDGMENTS

I would like to thank my editor Carla Daves for her support, help, and cheerfulness. I would also like to thank Andrea Geanacopoulos for her help and kindness. In addition, for their helpful suggestions during the preparation of this book, I would like to express my gratitude to the following reviewers: Linda Hermanns, Palomar College; Rosalind Levin, (Retired—Madison Area Technical College); Marie Wesell, Wayne Community College.

GAINING
WORD
POWER

CONTENTS

Introduction to Gaining Word Power	1
The Importance of Vocabulary Growth	1
The Organization of This Book	1
How Lessons Are Presented	2
How Words Are Presented	3
Special Notes	4
Extra Word Power	4
Additional Words	4
Understanding Analogies	4
Pronunciation Key	5
Understanding the Term Overlearning	6
Suggestions on How to Study Vocabulary	6
Part I Vocabulary Derived from Combining Forms and Context Clues	7
Introduction: Word Meaning Strategies	7
Combining Forms	7
Context Clues	8
Chapter 1	13
Lesson 1: anni, annu, enni; aut, auto; bio; bi; graph; graphy; logy, ology; ped, pod	13
Lesson 2: tele; scope; geo; meter; micro; scrib, scrip; phon, phono	20
Lesson 3: gram; uni; dic, dict; contra; spect; phob, phobo	28
Special Content Words	37
Chapter Words in Sentences	37
Chapter Words in a Paragraph	38
Crossword Puzzle 1	38
Analogies 1	40
Multiple-Choice Vocabulary Test 1	41
Chapter True/False Test 1	44

xii *Gaining Word Power*

Scoring of Tests	45
Additional Practice Sets	45
Chapter 2	50
Lesson 4: cent, centi; dec, deca, deci; milli; port; cred	50
Lesson 5: agog, agogue; arch, archy, cracy, crat; ali; dem, demo; mon, mono; theo; glot	57
Lesson 6: mis, miso; poly; gamy; hom, homo; gen, geno; anthrop, anthropo; leg, legis, lex; heter, hetero	64
Special Content Words	72
Chapter Words in Sentences	74
Chapter Words in a Paragraph	74
Crossword Puzzle 2	74
Analogies 2	76
Multiple-Choice Vocabulary Test	77
Chapter True/False Test 2	80
Scoring of Tests	81
Additional Practice Sets	81
Chapter 3	86
Lesson 7: vid, vis; sci, scio; poten; omni; aqua, aqui; astro; naut; ven, veni, vent	86
Lesson 8: cide; pathy; syl, sym, syn; frater, fratr; mors, mort; capit; corp, corpor; em, en	95
Lesson 9: man, manu; fac, fect, fic; loc, loco; pseudo; bene; cura; aud, audi; nomin, onym	105
Special Content Words	115
Chapter Words in Sentences	116
Chapter Words in a Paragraph	116
Crossword Puzzle 3	117
Analogies 3	118
Multiple-Choice Vocabulary Test 3	119
Chapter True/False Test 3	124
Scoring of Tests	125
Additional Practice Sets	126
Chapter 4	133
Lesson 10: dia; cata; log, logo; fin; biblio; fer; epi; pro	133
Lesson 11: cap, cep; gnosi, gnosis; ped, pedo; tox, toxo; gyn, gyno; temp, tempo, tempor; hypo; derm, dermo; ri, ridi, risi	141
Lesson 12: tain, ten, tent; cede, ceed; sequi; cycl, cyclo; chron, chrono; archae, archaeo; crypt, crypto; duc; brevi	151
Special Content Words	165
Chapter Words in Sentences	166
Chapter Words in a Paragraph	167
Crossword Puzzle 4	167

Analogies 4	169
Multiple-Choice Vocabulary Test 4	170
Chapter True/False Test 4	174
Scoring of Tests	176
Additional Practice Sets	176
Chapter 5	182
Lesson 13: tend, tens, tent; belli, bello; civ, civis; polis; pac, pax; voc, vox; post; ambi; mega	182
Lesson 14: luc, lum; err; soph; sist, sta; nov; dorm; peri; hyper; ego	193
Lesson 15: miss, mitt; pon, pos; anima, animus; magna; hypn, hypno; feder, fid, fide; nasc, nat; equi; pop	202
Special Content Words	214
Chapter Words in Sentences	215
Chapter Words in a Paragraph	216
Crossword Puzzle 5	216
Analogies 5	218
Multiple-Choice Vocabulary Test 5	219
Chapter True/False Test 5	223
Scoring of Tests	225
Additional Practice Sets	225
Part II Vocabulary Derived Primarily from Context Clues	231
Introduction	231
Chapter 6	233
Lesson 16	233
Lesson 17	239
Lesson 18	244
Special Content Words	251
Chapter Words in Sentences	251
Chapter Words in a Paragraph	252
Crossword Puzzle 6	252
Analogies 6	254
Multiple-Choice Vocabulary Test 6	256
Chapter True/False Test 6	257
Scoring of Tests	258
Additional Practice Sets	259
Chapter 7	263
Lesson 19	263
Lesson 20	269
Lesson 21	276
Special Content Words	283
Chapter Words in Sentences	283

xiv *Gaining Word Power*

Chapter Words in a Paragraph	284
Crossword Puzzle 7	284
Analogies 7	286
Multiple-Choice Vocabulary Test 7	287
Chapter True/False Test 7	289
Scoring of Tests	290
Additional Practice Sets	291
Chapter 8	294
Lesson 22	294
Lesson 23	300
Lesson 24	306
Special Content Words	312
Chapter Words in Sentences	313
Chapter Words in a Paragraph	313
Crossword Puzzle 8	313
Analogies 8	317
Multiple-Choice Vocabulary Test 8	318
Chapter True/False Test 8	319
Scoring of Tests	320
Additional Practice Sets	321
Appendix: The Dictionary	325
Uses of the Dictionary	326
Glossary	328
Combining Forms Presented in Gaining Word Power	328
Vocabulary Words Presented in Gaining Word Power	332
Additional Words Presented in Gaining Word Power	348
Answer Key	357

INTRODUCTION TO

GAINING WORD POWER

The Importance of Vocabulary Growth
The Organization of This Book
How Lessons Are Presented
How Words Are Presented
Special Notes
Extra Word Power

Additional Words
Understanding Analogies
Pronunciation Key
Understanding the Term *Overlearning*
Suggestions on How to Study
Vocabulary

This introduction discusses the organization of this book and how one can best go about improving one's vocabulary. Let us begin by considering the importance of vocabulary growth.¹

THE IMPORTANCE OF VOCABULARY GROWTH

A good vocabulary and good reading go hand in hand. Unless you know the meaning of words, you will have difficulty in understanding what is read. And the more you read, the more words you will add to your vocabulary. Read the following statement:

The misanthrope was apathetic to the sufferings of those around him.

Do you understand it? Unless you know the meanings of *misanthrope* and *apathetic*, you are not able to read the statement. In order to *read*, you must know the *meanings* of words and the way words are used in sentences.

Acquiring word meanings is an important reading skill. Because of the importance of this skill, this entire text is dedicated to its presentation.

THE ORGANIZATION OF THIS BOOK

This book is divided into two parts. Both parts emphasize context clues; however, Part I places special stress on vocabulary building through combining forms. (The meaning of

¹It is very important that you read the Introduction to *Gaining Word Power*. It gives you the information you will need to use this book successfully.

2 Gaining Word Power

combining forms will be explained at the beginning of Part I.) The emphasis is on the *overlearning* of the combining forms so that they can help you to unlock the meanings of many words. (The term *overlearning* is explained later on.) Many words made up from combining forms are presented. Even though the emphasis in Part I is on combining forms, knowledge of context clues is essential for gaining word power. Therefore, a special section on context clues is presented at the beginning of Part I.

Part II consists of vocabulary words that are not easily made up from combining forms. Knowledge of context clues is especially important in helping to unlock the meanings of such words. These words, like the words in Part I, are those that are used very often in lectures, textbooks, and newspapers.

Answers for the lessons are provided at the end of the book.

HOW LESSONS ARE PRESENTED

In Part I the lessons are presented in four steps. The steps are the same for all lessons:

- Step I. *Presentation of new combining forms and their meanings.*
- A. Learn new combining forms with their meanings.
 - B. Cover the meanings of the combining forms, read the combining forms, and try to recall their meanings. Check the answers immediately.
 - C. Cover the combining forms, read the meanings, and try to recall the combining forms. Check the answers immediately.
 - D. Cover the meanings of the combining forms again, read the combining forms, and write their meanings in the space provided.
- Step II. *Presentation of vocabulary derived² from combining forms.*
Learn words with their meanings and other information as you see the words used in sentences. The words are based on the combining forms learned in Step I. (See the following section.)
- Step III. *Presentation of lesson words in context.*
Learn words in the context of a paragraph. Try to figure out the meaning of the bold-faced word from the words surrounding it.
- Step IV. *Practice.*
Use the words in several different practices to ensure overlearning. After every three lessons, writing activities, crossword puzzles, and analogies are provided for the given combining forms and words. A multiple-choice vocabulary test and a special true-false vocabulary test are supplied for Step II words. Scoring scales are given so that you will know where you stand. If you score below a certain level, you are provided with additional practice sets. In these *additional practice sets*, you are directed to restudy only the combining forms and words you have missed. You are provided with different practice exercises to help you to learn the words you have missed.

²*Derived* means "made up from."

In Part II, Steps II and III are the same as Steps II and IV in Part I, but Step I differs. In Step I of Part II, you learn words presented in sentences with context clues for each word. The sentences use many of the words from Part I and are theme-based; that is, they are written around a central theme.

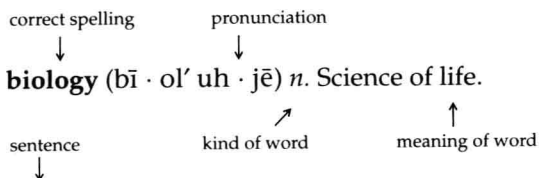
HOW WORDS ARE PRESENTED

The combining forms and words presented are a base from which you can increase your vocabulary quickly and easily. Combining forms and words have been selected on the basis of how often they appear in novels, stories, poems, textbooks, other non-fiction books, newspapers, and magazines. Words that are commonly used in college lectures are also included.

Words are presented with the following information to help your understanding of the word:

1. Correct spelling and plural (abbreviated *pl.*). Only irregular plurals are shown.
2. Pronunciation. The phonetic (pronunciation) spelling of the word may differ from the regular spelling to describe the pronunciation of the word. For example: **biology** (bī · ol' uh · jē). The syllabication and pronunciation aids are combined in one entry.
3. Kind of word it is: *v.* for verb, *n.* for noun, *adj.* for adjective, *adv.* for adverb, and *prep.* for preposition.
4. Meaning of the word.³
5. Use of the word in a sentence. Only one sentence is given for each word even though the word may have more than one meaning.

Here is an example of the presentation of a word:



*Because I intend to be a doctor, I am taking a course in **biology** to learn about living things.*

³The meanings of the words are based on *Webster's Third New International Dictionary, Unabridged*; *Funk & Wagnalls Standard College Dictionary*; *Random House Dictionary of the English Language*; and *The American Heritage Dictionary of the English Language*.

SPECIAL NOTES

A “Special Notes” section includes special information about words that might cause you unusual difficulty.

EXTRA WORD POWER

The combining forms presented in the “Extra Word Power” section are those often used with thousands of words. For this reason they are presented in a special boxed section. The “Extra Word Power” section will give additional help to your vocabulary growth.

ADDITIONAL WORDS

The “Additional Words” section presents more difficult words. You can unlock their meanings by using combining forms and context clues. To help you still more, a practice activity is provided for these words.

UNDERSTANDING ANALOGIES

Analogy practice is presented after every three exercises. Analogies have to do with relationships. They are relationships between words or ideas. In order to make the best use of analogies, you must know not only the *meanings* of the words but also the relationship of the words or ideas to one another. For example, “*doctor* is to *hospital* as *minister* is to _____.” Yes, the answer is *church*. The relationship has to do with specialized persons and the places with which they are associated. Let’s try another one: “*beautiful* is to *pretty* as _____ is to *decimate*.” Although you know the meanings of *beautiful* and *pretty* and you can figure out that *beautiful* is more than *pretty*, you will not be able to arrive at the correct word to complete the analogy if you do not know the meaning of *decimate*. *Decimate* means “to reduce by one tenth” or “to destroy a considerable part of.” Because the word that completes the analogy must express the relationship of more or greater than, the answer could be *eradicate* or *annihilate*, because these words mean “to destroy completely.”

Some of the relationships that words may have to one another are similar meanings, opposite meanings, classification, going from particular to general, going from general to particular, degree of intensity, specialized labels, characteristics, cause-effect, effect-cause, function, whole-part, ratio, and many more. The preceding relationships do not have to be memorized. You will gain clues to these from the pairs making up the analogies; that is, the words express the relationship. For example: “*pretty* is to *beautiful*”—the relationship is degree of intensity; “*hot* is to *cold*”—the relationship is one of opposites; “*car* is to *vehicle*”—the relationship is classification; “*sad* is to *unhappy*”—the relationship is one of synonyms; “*bell* is to *signal*”—the relationship is function; “*chicken* is to *hen*”—the relationship is gender; “*word* is to *sentence*”—the relationship is part-whole; “*fire* is to *matches*”—the relationship is effect-cause.