

Nist·Simpson

d
v
c

DEVELOPING
VOCABULARY
(vō kab'yə ler'ē)
CONCEPTS

FOR COLLEGE THINKING

Developing Vocabulary Concepts for College Thinking

Sherrie L. Nist
University of Georgia

Michele L. Simpson
University of Georgia

D. C. Heath and Company
Lexington, Massachusetts Toronto

Address editorial correspondence to:

D. C. Heath and Company
125 Spring Street
Lexington, MA 02173

**This book is dedicated to the pursuit of
Dixon Lane and the men who dream of living there.**

Both authors contributed equally to this textbook. Hence, the determination was made to list their names in alphabetical order.

Acquisitions Editor: Paul A. Smith
Developmental Editor: Linda M. Bieze
Permissions Editor: Margaret Roll

Copyright © 1993 by D. C. Heath and Company.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

Published simultaneously in Canada.

Printed in the United States of America.

International Standard Book Number: 0-669-27914-5

10 9 8 7 6 5 4 3 2 1

Preface

TO THE INSTRUCTOR

Developing Vocabulary Concepts for College Thinking is a structured approach to learning vocabulary that takes into consideration the importance of many different types of interactions with words. Based on current research in the field of vocabulary, the text teaches new words embedded in the context of reading activities. In addition, we stress that there is no one clean and perfect way to learn vocabulary. It certainly isn't as simple as **either** dictionary **or** context **or** word elements. Rather, *Developing Vocabulary Concepts* stresses using a combination of all three approaches, pulling in students' prior knowledge whenever possible, and teaching a variety of generative vocabulary strategies that students will be able to apply on their own beyond the course for which they are using this book. As developmental reading instructors for many years, we have used these techniques and materials with our own students and have witnessed positive results. Not only have we watched students' knowledge of words grow, but students using the strategies and techniques described in *Developing Vocabulary Concepts* have also improved comprehension and their reading and writing well beyond our classrooms.

The text is divided into two main parts. Part I, which includes the first four chapters, sets the stage for the activities in the four thematic chapters in Part II. Chapter 1, "Knowing a Word," focuses on what it

means to know a word thoroughly. It presents the different stages of word knowledge and discusses why it is important to develop an extensive vocabulary. Chapter 2, “Generative Vocabulary Strategies,” discusses numerous strategies that students can use as they learn words in this text and beyond. Chapter 3, “Dictionary Use,” takes an unconventional approach to teaching students how and when to use a dictionary. Although we have a section in this chapter about how to “read” dictionary entries, the major focus is on how to judge definitions appropriately, how a dictionary can be used in conjunction with other generative strategies, and the limitations of dictionary use. Chapter 3 also introduces word etymologies. And Chapter 4, “Word Elements,” discusses the strengths and limitations of using prefixes, roots, and suffixes as another means of unlocking word meaning. In each of these four chapters, students also have an opportunity to learn numerous new words taken from text excerpts and short articles. These readings are tied to the themes presented in Part II. Students should read these first four chapters before beginning the thematic chapters.

The four chapters in Part II are organized around thematic topics—gender issues, education, the humanities, and the environment. Each of these chapters contains three readings, two from magazines or other narrative text, and one from a college-level textbook, so that students are introduced to both general and content-specific words. In addition, students engage in a variety of exercises and activities that provide multiple exposures to words and encourage conceptual thinking. These activities are described in the introduction to the thematic chapters. Students are encouraged to use the generative strategies outlined in Chapter 2 as ways of conceptually knowing rather than simply memorizing definitions for words. Each thematic chapter also encourages metacognitive awareness as students engage in self-evaluating when they take the pretest and again before taking the chapter posttest.

A final comment about the text. Although *Developing Vocabulary Concepts* has vocabulary development as its goal, students also learn strategies that improve their overall comprehension. Such an approach encourages students to think beyond learning basic definitions to learning information in a more conceptual way. In addition, we also feel that discussion about words and concepts is important if students are to grow to their potentials. Therefore, throughout the text, we encourage talking about the readings and the words found in them, as well as the activities. We also recommend that students do some of the activities with a study partner or in a small group.

As teachers ourselves, we have not only enjoyed using this approach with our students, but also have found that our students have grown in their knowledge of words and concepts as a result. We hope

that your experiences and the experiences of your students will be as positive as ours.

TO THE STUDENT

Knowledge of words influences every aspect of communication—speaking, writing, and understanding what others are saying or have written. Simply and straightforwardly put, individuals who possess limited vocabularies often are at a disadvantage. They may not be able to comprehend fully what others have written in the workplace, they may find some textbooks difficult, and they may have problems in communicating with peers and colleagues. It is for these reasons that we wrote this book.

You may have had previous experiences in vocabulary building in which you looked up words in a dictionary and had to memorize their definitions. What generally happens in situations like this one, however, is that as soon as you are tested over the words, you forget them. Learning vocabulary in this manner rarely leads to a conceptual understanding of words, which is the major focus of *Developing Vocabulary Concepts for College Thinking*. Our goal is to help you interact with words in such a way that you will know something about a word beyond a simple dictionary definition. The variety of activities provided in this text should enable you to understand words better. And if you can fully know a word's meaning (conceptualize words), you can feel comfortable using it in your own communication with others.

There are several aspects of *Developing Vocabulary Concepts* that differ from other vocabulary tests. First, all words are presented not only in the context of an actual reading, but also within the larger context of thematic chapters. We have selected four themes—gender, education, humanities, environment—and three readings within each theme to present the words. Words are not taught isolated from actual reading because without context, words alone actually have little or no meaning. Thus, in addition to learning new words, you will also learn information about the four themes in the book.

Second, the exercises provide exposure to a variety of activities, progressing from easier, more traditional activities, to those that are more difficult and conceptual. We encourage you to discuss the words with classmates and your instructor as additional ways to gain more conceptual word knowledge.

Third, *Developing Vocabulary Concepts* emphasizes the importance of generative strategies as a way of continuing to build vocabulary throughout life. Generative strategies are those you can develop and use with any reading task you have to do so that you require little

assistance from others. All too often, readers simply skip over unknown words as they read, rather than making attempts at learning them. Related to the idea of generative strategies is the importance of using a dictionary as a tool rather than as the answer to all your vocabulary problems. As we will point out, dictionary definitions rarely provide conceptual word knowledge and often confuse readers more than they help them. *Developing Vocabulary Concepts*, however, will introduce you to a variety of approaches to learning new words on your own.

Finally, as you progress through this text, you will get the impression that learning vocabulary is not a particularly easy task, as it is often portrayed. But neither is it impossible. We outline and explain the steps to learning vocabulary in the introduction to the thematic chapters and encourage you to read it carefully before beginning the section. We also encourage you to try out the strategies and ideas suggested in *Developing Vocabulary Concepts*. Although all of them will not work for everyone, you will want to find those that help you most. As you work through the text, you will see your vocabulary grow, learn new strategies, and become more aware of words. But the biggest payoff will be in your overall reading comprehension.

SLN/MLS

Acknowledgments

Numerous individuals, who were either directly or indirectly involved with the completion and subsequent publication of this book, deserve thanks. The idea for writing *Developing Vocabulary Concepts for College Thinking* stemmed from the need we observed in our students. Hence, first and foremost, we owe a great deal of thanks and appreciation to them. During the past several years, they have validated our philosophical beliefs about teaching vocabulary, informed us emphatically about the kind of reading that interested them, and, perhaps most importantly, tried out a wide variety of activities important to our philosophical base. During this entire process, we have learned much about what encourages long-term vocabulary growth from them. In a sense, this text is a culmination of what they have taught us, as well as what we have taught them.

Second, our thanks to reviewers Fred S. Kai, El Camino College; Robert W. Kopfstein, Saddleback College; Judith F. Kupersmith, St. Petersburg Junior College; Linda C. Lisman, SUNY-Binghamton; Sebastian J. Vasta, Camden County Community College; and Paulette Vrett, McHenry County College for their suggestions for the development of this text. Although revising and honing a text is never easy, it becomes at least a more tolerable task when comments from reviewers offer specific and constructive suggestions for improving a manuscript. The majority of the comments we received were insightful and, in many cases, enabled us to step back from our work and become more objective. It is our belief that incorporating the reviewers' suggestions has strengthened *Developing Vocabulary Concepts for College*

Thinking and made it appropriate for a large cross-section of college students.

Third, it goes without saying, that everyone we worked with at D. C. Heath deserves kudos. Paul Smith's encouragement, Shira Eisenman's nice way of telling us that things were due yesterday, and Linda Bieze's patience and meticulous attention to detail helped create a text of which we are proud. Our questions were never too stupid or unimportant for either Paul, Shira, or Linda to deal with. Most importantly, they supported our vision of creating a vocabulary textbook that was nontraditional but consistent with current research findings.

Last, and certainly not least, we would like to thank our respective families for agonizing with us, as well as celebrating with us. So to our biggest fans—Steve, Kama, Mom, and Dad and Tom—we appreciated the patience and needed the cheering section.

Contents

Preface **iii**

PART 1 Introduction to Chapters 1–4 **1**

Chapter 1 Knowing a Word **3**

 Reading: My Alma Mater, by Malcolm X 5

 Why Is an Extensive Vocabulary Important? 9

 What Does It Mean to Know a Word? 11

 Conceptually Knowing a Word 13

 Summary 21

Chapter 2 Generative Vocabulary Strategies **23**

 Reading: Postimpressionism and Symbolism, by Mary Ann
 Frese Witt, Charlotte B. Brown, Roberta Ann Dunbar, Frank
 Tirro, and Ronald G. Witt 25

 Generative Strategies 29

 Context Clues 29

 Dictionary 34

 Vocabulary Cards 37

Mnemonics, Imagery, and Keywords	41
Relations among Concepts	43
Reciting and Reviewing	48
Summary	52

Chapter 3 Dictionary Use 53

Reading: A Bigger Hole in the Ozone, by Sharon Begley	54
Denotation: Strong and Weak Dictionary Definitions	56
Characteristics of Strong Definitions	59
Making Sense of Dictionary Entries	61
Interpreting a Typical Entry	62
Understanding Etymological Information in a Typical Entry	64
Unusual Word Origins	68
Connotation: Links to Experience	70
Using Context and a Dictionary	73
Words as Different Parts of Speech	73
Words That Have Meaning Changes	74
Words Used as Content-Specific Terms	75
Summary	82

Chapter 4 Word Elements 83

Advantages of Learning Word Elements	84
Limitations of Learning Word Elements	90
Common Prefixes, Roots, and Suffixes	92
Using Word Elements in a Generative Manner	94
Reading: Body Language: Nonverbal Communication, by Janet S. Hyde	95
Summary	106

PART 2 Introduction to Chapters 5–8 107

Chapter 5 Readings Concerning Gender Issues 115

Reading A: When Harry Called Sally, by Jerry Adler	116
--	-----

Reading B: Confessions of a Former Chauvinist Pig,
by David Bouchier 131

Reading C: Forms of Love, by Elizabeth Rice Allgeier
and Albert Richard Allgeier 151

Posttest 174

Chapter 6 Readings Concerning Educational Issues 179

Reading A: In Praise of the F Word, by Mary Sherry 180

Reading B: Doing Something Meaningful, by Bob Cohn 196

Reading C: Cognitive Development During Adolescence,
by Edward F. Zigler and Matia Finn-Stevenson 213

Posttest 238

Chapter 7 Readings Concerning the Humanities 245

Reading A: Music's Last Romantic, by Laura Shapiro 247

Reading B: Afro-American Art, by Mary Ann Frese Witt,
Charlotte B. Brown, Roberta Ann Dunbar, Frank Tirro,
and Ronald G. Witt 263

Reading C: Computer and the Arts, by Daniel L. Slotnick,
Evan M. Butterfield, Ernest S. Colantonio, Daniel J.
Kopetzky, and Joan R. Slotnick 281

Posttest 307

Chapter 8 Readings Concerning the Environment 315

Reading A: A Fable for Tomorrow, by Rachel L. Carson 317

Reading B: Reusing and Recycling Materials,
by the World Watch Institute 331

Reading C: The Costs of Air Pollution,
by James T. Shipman, J.L. Adams, and Jerry D. Wilson 350

Posttest 369

Appendix A: Word Lists 375

Appendix B: Pretest Keys 383

Introduction to Chapters 1–4

The purpose of Part I of *Developing Vocabulary Concepts* is to give you the tools to learn vocabulary in such a way that you can (a) learn new words on your own, and (b) learn words to the point that you will be able to remember them for future use. Chapter 1 addresses the importance of having a large vocabulary and what it means to truly know a word. Chapter 2 focuses on a variety of strategies that you can use to learn words for future use, while Chapter 3 takes a unique look at using a dictionary, including word etymologies (word origins). Finally, Chapter 4 targets word elements—prefixes, roots, and suffixes.

Although the primary purpose of the first four chapters is to give you the strategies you need to progress through the last four chapters, we have also introduced many words here. Each of these words is tied to a specific reading selection that represents one of the four major themes in *Developing Vocabulary Concepts*: gender issues, education, humanities, and the environment. Chapter 1 contains a selection describing Malcolm X's self-education while in prison. Chapter 2 contains a text excerpt about art titled "Postimpressionism and Symbolism" taken from a humanities text. The third chapter, "Dictionary Use," contains an article dealing with pollution, and the gender theme is represented in Chapter 4 with a text excerpt on the nonverbal communication that occurs between men and women. Words drawn from these four articles are used as examples to demonstrate and reinforce the strategies taught. Each chapter presents a variety of activities that permit you to interact with words from the article or text excerpt.

We encourage you to read these four chapters carefully. We also encourage you not only to do the activities in *Developing Vocabulary Concepts*, but also to discuss the words in class and try to use them in

your daily conversations and in your writing. Making a concerted effort to understand and try out the strategies presented in Part I will enable you to progress more efficiently and effectively through the last four chapters of this book.

Did You Know?

The word *boycott* originated from Captain Charles Boycott, a landlord who treated his tenants unfairly. To get even, the tenants refused to work and intercepted his food and mail. Today if you *boycott* a company you refuse to buy from that company.

.....

1

Knowing a Word

Do you remember any of your past experiences with vocabulary improvement? If you are like most students, you were probably given 20 words a week that you had to look up in a dictionary so you could write a definition and sentence. Do you remember cramming madly for those Friday quizzes? Do you also remember immediately forgetting all those words the moment you escaped the classroom? If so, you are not alone. Those experiences in “expanding” your vocabulary may not have been effective or pleasant.

This textbook, however, will approach vocabulary expansion differently. More importantly, you will be able to remember the new words you learn for your own personal use. Before we discuss strategies that can increase vocabulary, however, we need to outline some basic notions that will underlie the rest of the text. Hence, the purpose of this chapter is to explain why vocabulary learning is important and what it means to know a word “conceptually.”

In each chapter of this textbook there are one or more articles for you to read. The first one is “My Alma Mater” by Malcolm X. In this article Malcolm X describes how he educated himself while in prison. Before reading this article, look at Activity 1.1. For your convenience, the words you will be studying in this chapter follow the exercise.

ACTIVITY 1.1

DIRECTIONS: Before reading this article, complete the first part of questions 1 through 3. Then read the article. Return to Activity 1.1 and fill in how you think Malcolm X would have answered these

questions. You may wish to compare and contrast your responses with other classmates'.

1. Learning new words is important to me because

Malcolm X's response: _____

2. To increase my vocabulary I have done these things:

Malcolm X's response: _____

3. I know I really "understand" a new word when I can

Malcolm X's response: _____

atheism
dormant
emulate
engrossing
expounded
feigned

inevitable
quota
rehabilitation
riffing
riveted
vistas

My Alma Mater

by Malcolm X

The first man I met in prison who made any positive impression on me whatever was a fellow inmate, “Bimbi.” I met him in 1947, at Charlestown. He was a light, kind of red-complexioned Negro, as I was; about my height, and he had freckles. Bimbi, an old-time burglar, had been in many prisons. In the license plate shop where our gang worked, he operated the machine that stamped out the numbers. I was along the conveyor belt where the numbers were painted.

Bimbi was the first Negro convict I’d known who didn’t respond to “What’cha know, Daddy?” Often, after we had done our day’s license plat **quota**, we would sit around, perhaps fifteen of us, and listen to Bimbi. Normally, white prisoners wouldn’t think of listening to Negro prisoners’ opinions on anything, but guards, even, would wander over close to hear Bimbi on any subject.

He would have a cluster of people **riveted**, often on odd subjects you never would think of. He would prove to us, dipping into the science of human behavior, that the only difference between us and outside people was that we had been caught. He liked to talk about historical events and figures. When he talked about the history of Concord, where I was to be transferred later, you would have thought he was hired by the Chamber of Commerce, and I wasn’t the first inmate who had never heard of Thoreau until Bimbi **expounded** upon him. Bimbi was known as the library’s best customer. What fascinated me with him most of all was that he was the first man I had ever seen command total respect . . . with his words.

From *The Autobiography of Malcolm X* by Malcolm X with Alex Haley. Copyright © 1964 by Alex Haley and Malcolm X. Copyright © 1965 by Alex Haley and Betty Shabazz. Reprinted by permission of Random House, Inc.