

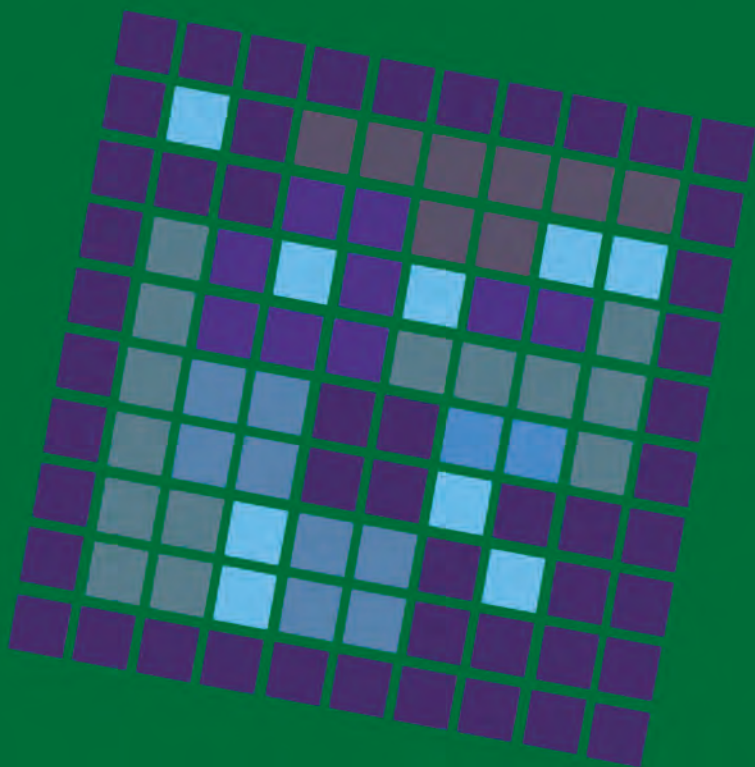


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# VOCABULARY

*for the College-Bound Student*



HAROLD LEVINE ■ NORMAN LEVINE ■ ROBERT T. LEVINE

AN AMSCO PUBLICATION

## Preface

Welcome to the 4th edition of *Vocabulary for the College-Bound Student!*

Continuing a tradition dating back to its first edition in 1964, *VCB* strives to help high school students build the superior vocabulary so essential for success not only in college work but also in professional life.

To that end, *VCB* focuses on showing students how they can develop vocabulary-acquisition skills that will ensure lifelong vocabulary growth. These skills include deriving the meaning of unknown words from their contexts or from their elements (such as prefixes and roots drawn from other languages).

In addition, *VCB* provides students with abundant, varied opportunities to practice their new words, often through exercises serving a range of objectives common in the English classroom. For example, in addition to reinforcing the students' command of new vocabulary, one exercise teaches concise expression, and another teaches close reading. Still another exercise, asking students to write "minicompositions" of no more than three sentences, teaches an important composition skill, such as stating an opinion and supporting it with reasons or examples.

The ample word stock of *VCB's* 3rd edition, drawing on the contributions to English vocabulary from Greek, Latin, Anglo-Saxon, French, Italian, and Spanish, has been enriched by some 10% (as the revised and expanded word list shows). In particular, Chapter 10's selection of Spanish loanwords contributed to English has been increased by a third.

To the 3rd edition's variety and abundance of exercises, we have added in the longer chapters four additional types of exercises. "Similar and Contrary" offers concise review of synonyms and antonyms. "Matchmaking," "Sentence Completion," and "Fill and Match" offer challenging contexts relevant to preparation for pre-college vocabulary tests.

The vocabulary-building procedures of *VCB's* 3rd edition have been retained.

**Learning New Words From the Context (Chapter 2)** is an adventure in critical thinking. It presents eighty short passages in which possibly unfamiliar words can be defined with help from clues in the context. By teaching students how to interpret such clues, this chapter provides them with a lifelong tool for vocabulary growth, *and at the same time, it makes them better readers.*

**Building Vocabulary Through Central Ideas (Chapter 3)** involves student studying twenty-five groups of related words. In the FLATTERY group, they will learn *adulation, cajole, obsequious*, etc.—and in the REASONING group, *analogy, axiomatic, specious*, etc.

**Words Derived From Greek (Chapter 4)** teaches derivatives from twenty-five Ancient Greek word elements. For example, from EU, meaning “good,” we get *euphemism, euphoria, euthanasia*, etc.—and from DYS, meaning “bad,” *dysfunction, dyspepsia, dystrophy*, etc.

**Words Derived From Latin (Chapter 5)**, the largest source of English words, teaches derivatives from thirty Latin prefixes and roots. The root VOR, for example, meaning “eat,” gives us *carnivorous, frugivorous, voracious*, etc.—and the root FRACT, meaning “break,” yields *fractious, infraction, refractory*, etc.

**Words From Classical Mythology and History (Chapter 6)** teaches not only derivatives from the myths of the Ancient Greeks and Romans—*amazon, hector, narcissistic*, etc. It also teaches derivatives from classical history—*Draconian, Lucullan, marathon*, etc.

**Anglo-Saxon Vocabulary (Chapter 7)** teaches derivatives from prefixes like WITH, meaning “back”: *withdraw, withhold*, etc.—and suffixes like LING, meaning “little”: *sapling, stripling*, etc. It also pairs some Anglo-Saxon words with nearly synonymous Latin-derived words—for example, *flay* with *excoriate*—to help students enrich their vocabularies.

**French Words in English (Chapter 8)** teaches about one hundred fifty loanwords integrated into English from French—*clairvoyant, canard, concierge, martinet, nonpareil*, etc.

**Italian Words in English (Chapter 9)** teaches loanwords from Italian—*alfresco, crescendo, diva, imbroglia, impresario*, etc.

**Spanish Words in English (Chapter 10)** teaches loanwords from Spanish—*aficionado, bonanza, incommunicado, peccadillo*, etc.

**Expanding Vocabulary Through Derivatives (Chapter 11)** offers additional instruction in forming derivatives, so that when students learn *plausible*, for example, they may convert it, when necessary, to *implausible, plausibly, implausibly, plausibility*, or *implausibility*. The chapter also reviews some pertinent spelling guidelines.

**Vocabulary Questions on Pre-College Tests (Chapter 12)** discusses The Analogy Question (SAT I), The Sentence-Completion Question (SAT I), and The As-Used-In Question (SAT I and ACT Reading Test). Each of these three questions is briefly analyzed and then followed by a list of VCB's exercises that students may find useful for practice. In addition, relevant examples from other Amsco publications are included.

**The Dictionary of Words Taught in This Text** is appended for ease of reference and review.

Students should be encouraged to use their newly learned words whenever appropriate in their writing and classroom discussions. Only through actual use will they be able to incorporate such words into their vocabularies. They should also be encouraged to own a good dictionary and to develop the dictionary habit.

—The Authors

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*Chapter***1**

# The Importance of Vocabulary to You

## *Vocabulary and thinking*

Words stand for ideas. Words are the tools of thought. If your word power is limited, your ability to think will also be limited, since you can neither receive ideas nor communicate with others except within the confines of an inadequate vocabulary. But if you broaden your vocabulary, you will find it easier to do the thinking that success in life often demands.

## *Vocabulary and college admission*

College admissions officers will be interested in the extent of your vocabulary, for a good vocabulary will suggest that you are likely to do well in college. It will suggest, too, that you have done wide reading, since reading is the principal way of developing a good vocabulary. In the college-entrance and scholarship tests you are likely to take, you will find vocabulary a major ingredient.

## *Vocabulary growth through reading*

People who read widely gradually build up extensive vocabularies, especially if they have a curiosity about words. This curiosity, motivating them to regard an unfamiliar word as a breakdown in communication between author and reader, sends them thumbing through the dictionary. As you, too, develop such word curiosity, you will be assuring yourself a lifetime of vocabulary growth.

Though reading is the basic means of vocabulary growth, it is a relatively slow means. For the college-bound student who has not yet achieved a superior vocabulary, reading needs to be supplemented by a direct attack that will yield comparatively rapid growth—and that is the purpose of this book.

## *Vocabulary growth through this book*

This book will involve you in a five-pronged attack on vocabulary.

### Attack #1: Learning New Words From the Context

Often, you can discover the meaning of an unfamiliar word from its context—the other words with which it is used. Note, for example, how you can determine the meaning of *parsimonious* in the following sentence:

People vary in their tipping habits from the very generous to the very *parsimonious*.

As you can see from the above context, *parsimonious* is the opposite of *generous*, so *parsimonious* means “stingy.”

Chapter 2 will teach you the various clues for learning the meaning of a possibly unfamiliar word, like *parsimonious*, from its context. As you learn to use these clues, you will be broadening your vocabulary and—what is even more important—becoming a more skillful reader.

### Attack #2: Learning Vocabulary in Groups of Related Words

Vocabulary growth that evolves from a day’s reading has one serious disadvantage: it is poorly organized. The new words you encounter as you read usually bear little relationship to one another. This, of course, does not mean that you should think any the less of reading as a means of vocabulary building. It does, however, suggest that you may achieve relatively rapid vocabulary growth by studying *groups of related words*.

In Chapter 3, you will find twenty-five groups of words related by “central ideas.” Each group presents words revolving about one idea—joy, sadness, flattery, age, relatives, reasoning, etc. The new words are further explained in hundreds of illustrative sentences having one feature in common: they present new vocabulary in contexts that make the meaning easy to see and remember.

### Attack #3: Learning Vocabulary Derived From Greek and Latin

The principle of the lever has enabled humans, using relatively little effort, to do a great amount of work. You can apply the same principle to learning vocabulary. If you study the important Greek and Latin prefixes and roots in Chapters 4–5, you can gain word leverage. Each prefix or root will help you learn the meanings of many of its numerous English offspring.

Rounding out the attack based on Greek and Latin word elements are two briefer chapters. Chapter 6 will teach you useful English words derived from classical (Latin and Greek) mythology and history. Chapter 7, dealing with Anglo-Saxon and its interplay with Latin, will contribute further to your word hoard.

### Attack #4: Learning Vocabulary Borrowed From French, Italian, and Spanish

Because English has borrowed heavily from the Romance languages French, Italian, and Spanish, you are sure to encounter Romance-language loanwords in books, newspapers, magazines, and other media. A vital as well as substantial part of English, these words are often keys to the passages in which they occur. Chapters 8–10 present hundreds of such loanwords, and you will be seeing that to learn them is to acquire a valuable vocabulary asset.

### Attack #5: Learning to Form Derivatives

Suppose you have just learned a new word—*fallible*, meaning “liable to be mistaken.” If you know how to form derivatives, you really have learned not merely one new word—*fallible*—but several new words: *fallible* and *infallible*, *fallibly* and *infallibly*, *fallibility* and *infallibility*, etc.

Focusing on how to form and spell derivatives, Chapter 11 gives you the opportunity to gain another word-leveraging skill, one enabling you to add many new words to your vocabulary whenever you learn one new word.

#### “Exercising” new vocabulary

Muscular exercise is essential, especially during your years of physical growth. Vocabulary exercise, too, is essential in your periods of word growth.

To learn new words effectively, you must put them to use right from the start—and often. The challenging drills and tests in this book offer you abundant opportunities for varied vocabulary exercise. But please make sure to do even more on your own!

Thus, in your reading and listening experiences, be conscious of vocabulary. In your speaking and writing, take the initiative on suitable occasions to use new vocabulary. Such follow-up is a must if you are to make new words securely yours.

## Chapter

## 2

# Learning New Words From the Context

## What is the context?

Most of the time, a word is used not by itself but with other words. These other words are its *context*. The meaning of a word is often found in its context—the other words with which it is used.

Suppose, for example, we were asked for the meaning of *strike*. We would not be able to give a definite answer because *strike*, as presented to us, is all by itself; it has no context.

But if we were asked to define *strike* in one of the following sentences, we would have no trouble telling its meaning from its *context*—the other words with which it is used.

1. *Strike* three! You're out!  
(*Strike* means "a ball pitched over the plate between a batter's knees and armpits.")
2. There were no milk deliveries because of a *strike*.  
(*Strike* means "a work stoppage because of a labor dispute.")
3. He made a fist as if to *strike* me.  
(*Strike* means "hit.")

## How can the context help you expand your vocabulary?

Here is an amazing fact: the context can often give you the meaning not only of common words like *strike*, but also of unfamiliar words, including words you have never before seen or heard!

"What," asks a friend, "is *xenophobic*?"

"How should I know?" you say. "I never heard of it."

"It's in today's paper," says the friend. "Here it is."

You take the newspaper and read the sentence with the strange word: "The new ruler is *xenophobic*; he has ordered all foreigners to leave the country."

"Aha!" you say. "Now I know: *xenophobic* means 'afraid or distrustful of foreigners.' The context gives us the meaning."

Of course, you are right.

## What can this chapter do for you?

This chapter will teach you how to use the context to get the meaning of unfamiliar words. Once you learn this skill, it will serve you for the rest of your life in two important ways: (1) it will keep enlarging your vocabulary; and (2) it will make you an even better reader.

Part

1

# Contexts With Contrasting Words

## Pretest 1

Each passage below contains a word in italics. If you read the passage carefully, you will find a clue to the meaning of this word in an opposite word (**antonym**) or a contrasting idea.

Below each passage, write (a) the clue that led you to the meaning, and (b) the meaning itself. The answers for the first two passages have been filled in for you as examples.

1. "That you, Joe?" he asked . . .  
 "Who else could it be?" I *retorted*.—WILLIAM R. SCOTT

a. CLUE: *Retorted is the opposite of "asked."*

b. MEANING: *Retorted means "answered."*
2. Some substances that cause cancer were once regarded as *noncarcinogenic*.

a. CLUE: *Noncarcinogenic is in contrast with "that cause cancer."*

b. MEANING: *Noncarcinogenic means "not cancer-causing."*
3. At this stage we cannot tell whether the new regulations will be to our advantage or *detriment*.

a. CLUE: \_\_\_\_\_

b. MEANING: \_\_\_\_\_
4. If his health *ameliorates*, he will stay on the job; if it becomes worse, he will have to resign.

a. CLUE: \_\_\_\_\_

b. MEANING: \_\_\_\_\_

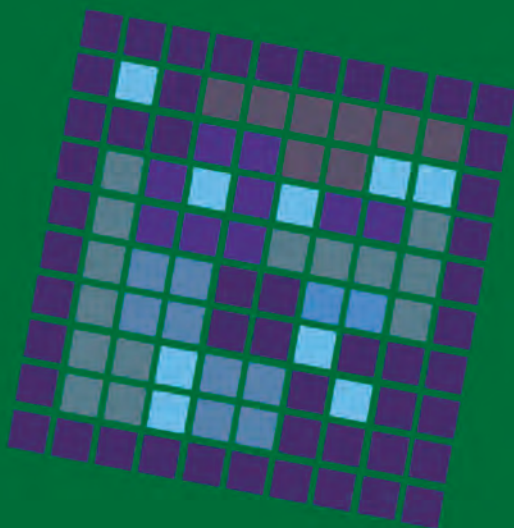


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