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*for the High School Student*

HAROLD LEVINE

**SECOND EDITION**

VOCABULARY  
FOR THE  
HIGH SCHOOL STUDENT

**HAROLD LEVINE**

**AMSCO SCHOOL PUBLICATIONS, INC.**

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# PREFACE

There is widespread agreement that high school students need to improve their vocabularies substantially and without delay, but the question is *how?*

This book provides a practical answer to that question. It offers insights, procedures, and material for a program of vocabulary building. To win students over to the fascinating study of words, and to give the busy English teacher the wherewithal for significantly increasing students' vocabularies—these are the principal aims of this volume.

Too often, the study of vocabulary is haphazard and incidental to some other activity. The author believes the study of vocabulary should receive better treatment. This book is a *direct, organized, and multi-pronged* attack on vocabulary study. Here is an overview of that attack:

## Unit I

*Learning New Words From the Context* presents 160 short passages and sentences, including many from well-known works of literature. Each contains at least one important word whose meaning can be determined from clues in the context. By training students to interpret these clues, this unit provides them with a fundamental vocabulary-building tool and, no less important, *makes them better readers*.

In this unit, as throughout the book, the pronunciation, part of speech, and definition of each new word are clearly indicated, and a helpful illustrative sentence is provided for each definition.

## Unit II

*Enlarging Vocabulary Through Central Ideas* introduces the technique of studying related words together. It presents 20 groups of words, the unifying concept of each group being a central idea, such as *poverty, wealth, fear, courage*, etc.

## Unit III

*Enlarging Vocabulary Through Anglo-Saxon Prefixes* teaches 8 groups, each consisting of words starting with the same prefix, e.g., FORE (meaning "beforehand"), MIS (meaning "badly"), etc.

## Unit IV

*Enlarging Vocabulary Through Latin Prefixes* presents 24 groups, each consisting of words beginning with the Latin prefix, e.g., DIS (meaning "apart"), OB (meaning "against"), etc.

## Unit V

*Enlarging Vocabulary Through Latin Roots* deals with 20 groups, each based on a different Latin root, such as SCRIB (meaning "write") and MAN (meaning "hand").

## Unit VI

*Enlarging Vocabulary Through Greek Word Elements* uses a similar approach with 20 groups, each based on a different Greek word element, such as PAN (meaning "all") and CHRON (meaning "time").

## Unit VII

*Expanding Vocabulary Through Derivatives* shows students how to convert one word into several, e.g., *literate* to *illiterate*, *semiliterate*, *literacy*, *illiteracy*, etc. This unit provides an incidental review of some basic spelling rules.

## Unit VIII

*Understanding Word Relationships and Word Analogies* develops student ability and confidence in coping with word analogy questions in preparation for scholarship, civil service, and college entrance tests.

## Unit IX

*Dictionary of Words Taught in This Text* at the end of the volume is intended as a tool of reference and review.

A feature of the book is its wealth of exercises. Each subunit begins with a pretest to stimulate curiosity and ends with a battery of varied and comprehensive exercises to develop mastery and measure achievement.

There is nothing sacrosanct about the sequence of the units, since each is essentially self-contained and independent. Except for Unit V, which should not be studied before Unit IV, the teacher may begin with whatever unit will best serve the needs and interests of the students.

Special pains have been taken to keep the instructions clear and easy to follow. There is no reason, therefore, why average students, after motivation in class, cannot proceed with this vocabulary program on their own, with periodic checks by the teacher.

It cannot be emphasized too strongly that students will not be able to make a newly learned word part of their active vocabularies unless they use it. The wise teacher, therefore, will not rest content with good results on vocabulary quizzes only, but will seek ways to encourage and reward improved vocabulary usage in students' written work and class discussion.

*Harold Levine*

## Acknowledgments

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18. When we got to the beach, my sister and I were *impatient* to get into the water, but Dad was not in a hurry.
- a. CLUE: \_\_\_\_\_
- b. MEANING: \_\_\_\_\_
19. Off duty, a police officer may wear the same clothes as a *civilian*.
- a. CLUE: \_\_\_\_\_
- b. MEANING: \_\_\_\_\_
20. "No matter what time of day his [the pony express rider's] watch came on, and no matter whether it was winter or summer, raining, snowing, hailing, or sleeting, or whether his 'beat' was a level, straight road or a crazy trail over mountain crags and precipices, or whether it led through peaceful regions or regions that swarmed with *hostile* Indians, he must always be ready to leap into the saddle and be off like the wind."—Mark Twain
- a. CLUE: \_\_\_\_\_
- b. MEANING: \_\_\_\_\_

### Study Your New Words

WORD	MEANING	TYPICAL USE
<i>civilian</i> (n.) sə'vil-yən	person who is not a member of the military, or police, or fire fighting forces	Eight of the passengers were soldiers and one was a marine; the rest were <i>civilians</i> .
<i>complicated</i> (adj.) 'kām-plə,kāt-əd	not simple or easy; intricate	If some of the requirements for graduation seem <i>complicated</i> , ask your guidance counselor to explain them to you.
<i>concur</i> (v.) kən'kə(r)	agree; be of the same opinion	The rules of the game require you to accept the umpire's decision, even if you do not <i>concur</i> with it.
<i>confirm</i> (v.) kən'fərm (ant. deny, contradict)	state or prove the truth of; substantiate	My physician thought I had broken my wrist, and an X ray later <i>confirmed</i> his opinion.
<i>digress</i> (v.) di'gres	turn aside; get off the main subject in speaking or writing	At one point in her talk, the speaker <i>digressed</i> to tell us of an incident in her childhood, but then she got right back to the topic.
<i>fragile</i> (adj.) 'frāj-əl	easily broken; breakable; weak; frail	The handle is <i>fragile</i> ; it will easily break if you use too much pressure.
<i>galore</i> (adj.) gə'lò(r)	plentiful; abundant ( <i>galore</i> always follows the word it modifies)	There were no cabs on the side streets, but on the main street there were cabs <i>galore</i> .

4. If you are impatient, you may fall into a trap from which it will be hard to \_\_\_\_\_ yourself.  
 (A) extricate                      (B) raze
5. Should the new business prove lucrative, many investors will \_\_\_\_\_ it.  
 (A) enter                              (B) avoid

**EXERCISE 9.** Fill each blank with the most appropriate word from the vocabulary list below.

VOCABULARY LIST

short-lived	intentionally	forfeited
permanently	razed	astute
dissented	extemporaneously	rebuked
original	inadvertently	complicated

- It was no accident. I did it \_\_\_\_\_.
- Joan failed to appear for her scheduled rematch. As a result, according to the tournament rules, she has \_\_\_\_\_ the game.
- I will have to speak \_\_\_\_\_, inasmuch as I did not expect to be asked to give a talk.
- Dad's left hand is \_\_\_\_\_ scarred as the result of a childhood accident.
- Three of the club members who \_\_\_\_\_ have said they will quit.
- Is the lot vacant, or are there some structures on it that will be \_\_\_\_\_?
- Luckily, the power failure was \_\_\_\_\_; in a matter of moments, the lights were on again.
- The \_\_\_\_\_ capital of our country was New York City; later it was changed to Philadelphia, and finally to Washington, D.C.
- You shouldn't expect a novice at chess to be as \_\_\_\_\_ as an experienced player.
- The officer directing traffic \_\_\_\_\_ the driver who had tried to make a prohibited turn.

**EXERCISE 10.** Answer each question in a sentence or two.

- Should someone who inadvertently violates the law be exonerated? Why, or why not?

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- Why would it be inequitable to the tenants if the landlord were to give them one month's notice before proceeding to demolish the apartment house?

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**EXERCISE 16.** Answer each question in a sentence or two.

1. Why are you unlikely to have an altercation with a compatible student who shares a locker with you?

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2. Who is more voracious, an ordinary eater or a glutton? Why?

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3. What is it that a person using an alias is trying not to divulge?

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4. Some say condiments make food more palatable. Others claim they mask the true flavor of food. Explain your position on this matter.

---

---

5. Why do spies use clandestine, rather than overt, means to achieve their ends?

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## Study Your New Words

### 11. MAN, MANU: “hand”

WORD	MEANING	TYPICAL USE
emancipate (v.) ə'man-sə,pāt	(literally, “take from the hand” or power of another) release from bondage; set free; liberate	The washing machine has <i>emancipated</i> millions of people from a great deal of drudgery.
manacle (n.) 'ma-nə-kəl	handcuff	The <i>manacles</i> were removed from the prisoner's wrists.
mandate (n.) 'man,dāt	(literally, something “given into one's hand”) 1. territory entrusted to the administration of another country 2. authoritative command; order	After World War I, Syria became a French <i>mandate</i> . The walkout was a clear violation of the court's <i>mandate</i> against a strike.
manipulate (v.) mə'nip-yə,lāt	operate with the hands; handle or manage skillfully	In today's lesson I learned how to <i>manipulate</i> the steering wheel.
manual (n.) 'man-yə-wəl	small, helpful book capable of being carried in the hand; handbook	Each student has a learner's permit and a copy of the “Driver's <i>Manual</i> .”
manual (adj.)	relating to, or done with, the hands	Milking, formerly a <i>manual</i> operation, is now done by machine.
manuscript (n.) 'man-yə,skript	document written by hand, or type-written	The author's <i>manuscript</i> is now at the printer.

### 12. PEND, PENS: “hang”

append (v.) ə'pend (ant. detach)	(literally, “hang on”) attach; add as a supplement	If you hand in your report late, <i>append</i> a note explaining the reason for the delay.
appendix (n.) ə'pen-diks	(literally, something “hung on”) matter added to the end of a book or document	A school edition of a novel usually has an <i>appendix</i> containing explanatory notes.
impending (adj.) əm'pen-diŋ	overhanging; threatening to occur soon; imminent	At the first flash of lightning, we scurried for shelter from the <i>impending</i> storm.
pendant (n.) 'pen-dənt	hanging ornament	The <i>pendant</i> dangling from the chain around her neck looked like a medal, but it was really a timepiece.
pending (adj.) 'pen-diŋ	(literally, “hanging”) waiting to be settled; not yet decided	Has a decision been reached on a date for the game, or is the matter still <i>pending</i> ?

**EXERCISE 4.** Fill each blank with the most appropriate word from group 4, *pan*, *panto*.

1. When Karen scored the tie-breaking goal with five seconds left to play, \_\_\_\_\_ broke out.
2. Many regard education as the \_\_\_\_\_ that will cure all of society's ills.
3. The top of 3605-foot Mt. Snow in Vermont offers a fine \_\_\_\_\_ of the Green Mountains.
4. In a \_\_\_\_\_, the actors express themselves only by facial expressions, bodily movements, and gestures.
5. The woods in their full \_\_\_\_\_ of autumn color are a breathtaking sight.

## 5. CHRON, CHRONO: "time"

<p><b>anachronism</b> (<i>n.</i>) ə'na-krə,ni-zəm</p>	<p>error in chronology or time order</p>	<p>It would be an <i>anachronism</i> to say that Joan of Arc rode to battle in a jeep.</p>
<p><b>chronicle</b> (<i>n.</i>) 'krā-nə-kəl</p>	<p>historical account of events in the order of time; history; annals</p>	<p>One of the earliest accounts of King Arthur occurs in a 12th-century <i>chronicle</i> of the kings of Britain by Geoffrey of Monmouth.</p>
<p><b>chronological</b> (<i>adj.</i>) ,krā-nə'lā-jə-kəl</p>	<p>arranged in order of time</p>	<p>The magazines in this file are not in <i>chronological</i> order. I found the February issue after the October one.'</p>
<p><b>chronology</b> (<i>n.</i>) krə'nā-lə-jē</p>	<p>arrangement of data or events in order of time of occurrence</p>	<p>Rhoda named all the Presidents, but she made an error in <i>chronology</i> when she placed Ulysses S. Grant after Abraham Lincoln, instead of after Andrew Johnson.</p>
<p><b>synchronize</b> (<i>v.</i>) 'siŋ-krə,nīz</p>	<p>cause to agree in time; make simultaneous</p>	<p>The clocks in the library need to be <i>synchronized</i>; one is a minute and a half behind the other.</p>

**EXERCISE 5.** Fill each blank with the most appropriate word from group 5, *chron*, *chrono*.

1. Can you recall the World Series champions of the last five years in the correct \_\_\_\_\_?
2. Your remark that the ancient Greeks followed the seige of Troy on television is an amusing \_\_\_\_\_.
3. The film begins near the climax and then goes back to the hero's childhood, violating the usual \_\_\_\_\_ order.
4. The townspeople used to \_\_\_\_\_ their timepieces with the clock outside the village bank.
5. The current WORLD ALMANAC gives a(an) \_\_\_\_\_ of last year's events.