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*for the College-Bound Student*

*Levine*

AN AMSCO SCHOOL PUBLICATION

## PRONUNCIATION KEY

23 IMPORTANT: In this book the accent mark is placed *immediately before* the stressed syllable.

' . . . . . before a syllable means the syllable is pronounced with *primary* (strongest) stress, as in the first syllable of the following word: 'pen-mən

, . . . . . before a syllable means the syllable is pronounced with *secondary* (next-strongest) stress, as in the last syllable of the following word: 'pen-mən-,ship

- . . . . . is used to separate syllables

( ) . . . is used to enclose a sound that some people pronounce but others do not, as the *r* in *father*: 'fä-thə(r)

a . . . . . mat, map, mad, gag, snap

ā . . . . . day, fade, date, aorta, drape

ä . . . . . bother, cot, father, cart

au . . . . . now, loud, out

ch . . . . . chin, nature

e . . . . . bet, bed, peck

ē . . . . . beat, nosebleed, create, happy

ə . . . . . banana, collect, about, up, corrupt

ə . . . . . battle ('bat-əl); mitten ('mit-ən)

ī . . . . . tip, banish, active

ī . . . . . site, side, buy, tripe

ⁿ . . . . . as in the French word for *child*, "enfant" (än-'fän)

ŋ . . . . . sing ('siŋ), ink ('iŋk)

ō . . . . . bone, know, beau

ô . . . . . saw, all, gnaw

oi . . . . . coin, destroy, lawyer

sh . . . . . shy, mission, machine, special

th . . . . . thin, ether

th . . . . . then, either, this

ü . . . . . rule, youth

û . . . . . pull, wool, book

ue . . . . . as in the French word for *street*, "rue" ('rue)

yü . . . . . youth, union, few, cue, mute

yû . . . . . curable, fury

zh . . . . . vision, azure

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# VOCABULARY FOR THE COLLEGE-BOUND STUDENT

By HAROLD LEVINE

*Chairman of English*

Benjamin N. Cardozo High School  
New York City

*Dedicated to serving*



*our nation's youth*

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**VOCABULARY FOR THE COLLEGE-BOUND STUDENT, WORKBOOK EDITION**

## AMSCO SCHOOL PUBLICATIONS, Inc.

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VOCABULARY FOR THE  
COLLEGE-BOUND STUDENT

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## PREFACE

The primary aim of this book is to provide help—but help with *understanding*—for high school students seeking to enlarge their vocabulary. It is designed to help them whether their goal is college admission, or better employment opportunities, or overall self-improvement.

A companion aim is to assist busy English teachers interested in enriching instruction through direct teaching of vocabulary. The book attempts to do this by providing vocabulary materials and procedures that have proved successful in the classroom.

Teachers know that, as students read more, they gradually expand their vocabulary. They also know that such expansion is usually incidental or, more appropriately, accidental, unless the teacher deliberately provides for the learning of specific words. There is therefore strong reason for teachers to supplement reading as a means of vocabulary growth by mounting direct attacks upon vocabulary. This volume provides resources for such attacks.

Absent from these pages is a feature often found in vocabulary publications—long lists of unrelated words, skimpily defined, and with few or no illustrative sentences. Strange words inadequately taught can only bewilder the student.

As explained in Chapter I, this book organizes vocabulary study by teaching words in groups, *each group consisting of words related to one another in some meaningful way.*

Chapter II uses the grouping principle of the *central idea*. Each of its twenty-five word groups is organized around a different idea, such as *health, praise, height, smell*, etc.

Chapter III teaches twenty-five groups too, but this time the unifying concept is a Greek root, such as PHIL meaning “love,” and MIS meaning “hate”; or a Greek prefix, such as HYPER meaning “over,” and HYPO meaning “under.”

Chapter IV does the same with Latin, but on a much larger scale because of Latin’s greater influence on English.

Chapter V teaches a group of notable words descended from the myths and history of the Greeks and Romans.

Chapter VI deals with several groups of Anglo-Saxon origin. In some of these, Anglo-Saxon-derived words are presented side by side with Latin-derived words of similar meaning.

Chapter VII teaches groups of words adopted from French. Each group is organized around a separate topic, such as *conversation, food, dress*, etc.

Chapters VIII and IX do the same with loanwords from Italian and Spanish, respectively.

Chapter X teaches students how to expand their vocabulary further by showing them how to form derivatives. It helps them, for example, to convert *plausible* to *implausible*, *plausibly*, *implausibly*, *plausibility*, *implausibility*, etc. In so doing, it provides a review of some useful spelling rules.

Chapter XI discusses and analyzes the officially released sample vocabulary questions for four widely given pre-college examinations:

1. Preliminary Scholastic Aptitude Test (PSAT)
2. Scholastic Aptitude Test (SAT)
3. National Merit Scholarship Qualifying Test
4. New York State Regents Scholarship Examination

Chapter XII, *Dictionary of Words Taught in This Text*, is intended as a tool of reference and review.

The pronunciation of each new word is supplied. The system of indicating pronunciation based on Webster's New Students Dictionary, copyright 1964 by G. & C. Merriam Co., Publishers of the Merriam-Webster Dictionaries, is used by permission.

Throughout the volume, the author and editors have attempted to reinforce learning by abundant illustrative sentences, varied exercises and drills, and cumulative reviews. Many of the exercises have been patterned after the types of vocabulary questions encountered in pre-college tests.

Nothing in the organization of this text should prevent teachers from starting with whatever chapter they may wish, in accordance with their students' needs. The directions have been kept simple so that, after brief motivation in class, the students may proceed on their own. Periodic discussion of one or more groups of words from any part of the text will provide enrichment in any grade of high school English. Since vocabulary growth is a gradual process, it is urged that this text be introduced as early as possible in the high school course.

Teachers may also want to recommend this book to the college-bound student working by himself to prepare for scholarship and college-admissions tests.

The student who uses this book, whether an "independent" or a member of a class, should understand that correctly answering test questions about a word does not necessarily prove that he has really learned it. To make a newly met word his own, he must *use* it in his speaking and writing. This is the surest way of incorporating that word into his permanent vocabulary.

—H.L.

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## CHAPTER I

### 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, you are necessarily a limited thinker, since you can neither receive ideas nor communicate with others except within the confines of your inadequate vocabulary. Unless you broaden your vocabulary, you will be unable to do the thinking that success in life demands.

#### VOCABULARY AND COLLEGE ADMISSION

Quite properly, college admissions officers will be interested in the extent of your vocabulary. Research has established a close correlation between vocabulary and intelligence. A good vocabulary, therefore, will identify you as a student of superior mental ability. 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. If you have any doubt about this, see Chapter XI, where sample questions from several widely given pre-college tests are reprinted and analyzed.

#### VOCABULARY GROWTH THROUGH READING

Persons who read widely gradually build up extensive vocabularies, especially if they have a curiosity about words. This curiosity, compelling them to regard every unfamiliar word as a breakdown in communication between author and reader, sends them thumbing through the dictionary. Should you, too, develop such word curiosity, you will be assured 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.

#### LEARNING VOCABULARY THROUGH THIS BOOK

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

##### **Attack #1: Learning Vocabulary in Groups of Related Words**

Vocabulary growth that evolves from 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 *organized groups of related words*.

In the "central-ideas" chapter you will find twenty-five groups of related words. 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 that have one feature in common: they present new vocabulary in such context as will make the meaning obvious and easy to remember.

##### **Attack #2: Learning Vocabulary Derived From Greek and Latin**

The principle of the lever has enabled man, using relatively little effort, to do a great amount of work. You can apply the same principle to learning vocabulary. If you study certain productive Greek and Latin prefixes and roots, you can gain word leverage. Each prefix or root adequately



understood will help you to learn the many English words it has produced. In the Greek and Latin chapters, you will meet important prefixes and roots, each with numerous English offspring.

Rounding out the attack on Greek and Latin are two briefer chapters. One will teach you useful English words derived from classical (Latin and Greek) mythology and history. The other, dealing with the interplay of Latin and Anglo-Saxon, will contribute further to your word hoard.

### **Attack #3: Learning Vocabulary Borrowed From French, Italian, and Spanish**

Since English has borrowed heavily from French, you are sure to encounter adopted French words in books, newspapers, and magazines. Such words are considered a part of our English vocabulary and are often key words in the passages in which they occur. Not to know the meanings of common French borrowings is therefore a serious vocabulary deficiency.

The French chapter presents more than one hundred twenty commonly used loanwords, divided into small, easy-to-learn groups. To give you confidence in your understanding of each word, care has been taken to make the definitions and illustrative sentences as helpful as possible. You will find similar treatment in the briefer chapters on important Italian and Spanish loanwords.

### **Attack #4: Learning to Form Derivatives**

Suppose you have just learned a new word—*fallible*, meaning “liable to be mistaken.” If you don’t know how to form derivatives, all you have added to your vocabulary is *fallible*—just one word.

But if you know how to form derivatives, you have learned not one but several new words. You have learned *fallible* and *infallible*; *fallibly* and *infallibly*; *fallibility* and *infallibility*, etc.

Chapter X will teach you how to form and spell derivatives so that you may know how to add many new words to your vocabulary whenever you learn one new word.

### **“EXERCISING” NEW VOCABULARY**

Muscular exercise is essential 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 early and often. The challenging drills and tests in this book will give you abundant opportunities for varied vocabulary exercise. But you should do more on your own.

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