

Active Vocabulary

General and Academic Words

FIFTH EDITION

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Amy E. Olsen

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Pronunciation Key

Learning how to pronounce words will make you more likely to use the words you learn. Sometimes you may even know a word by sound and not recognize the way it is spelled; after you sound out the word, you may realize that you know it. The pronunciation guide on the opposite page will help you sound out the words in this text. The pronunciations are given in the Word List for each chapter.

The symbols used here are found in several dictionaries. There are slight differences in pronunciation symbols used in dictionaries, but a pronunciation guide is usually found in the front of a dictionary and at the bottom of each page. If you are unsure of how to pronounce a word, ask your instructor or another knowledgeable person to say the word for you. You can also hear the words for this text on the book's Web site.

Accent Marks and Stress

An important skill in pronouncing words is learning how to decipher accent marks. The primary accent mark (ˈ) is a dark mark. Any word that has more than one syllable will have a primary accent mark. This mark tells you which syllable to add stress to when you pronounce it. For example, in the word *replace* [ri plāsˈ], more emphasis is put on the second syllable as illustrated by the primary accent mark.

In words that have more than two syllables, there is sometimes a secondary accent mark (ˈ). This mark is lighter than the primary accent mark. This mark symbolizes a stress on the syllable but not as strong a stress as on the syllable with the primary accent mark next to it. For example, in the word *appetizer* [apˈ ə tīˈ zər], the third syllable has some stress symbolized by the secondary accent mark, but the first syllable has the strongest stress as shown by the primary accent mark.

Pronunciation Differences

The pronunciations given in dictionaries are considered the standard pronunciations, although some words can be pronounced more than one way, and both are considered correct. For example, consider the word *Caribbean* [karˈ ə bēˈ ən, kə ribˈ ē ən]. You will hear different pronunciations by English speakers worldwide. British, Canadian, Australian, and American speakers may not even understand each other at times due to different pronunciations of the same word. Even within a country, people do not sound the same. Regional differences are found throughout the United States; Texans, New Yorkers, and Californians do not always sound the same. Differences in pronunciations are also due to other factors such as education and age. The dynamics of language make learning new words and learning about words an exciting enterprise.

VOWEL SOUNDS

Symbol	Examples
a	act, bat
ā	day, age
âr	air, dare
ä	father, star
e	edge, ten
ē	speed, money
ə*	ago, system, easily, compete, focus
ēr	dear, pier
i	fit, is
ī	sky, bite
o	not, wasp
ō	nose, over
ô	law, order
oi	noise, enjoy
ōō	true, boot
oo	put, look
yōō	cute, united
ou	loud, cow
u	fun, up
ûr	learn, urge, butter, word

*This symbol, the *schwa*, represents the sound of unaccented vowels. It sounds like "uh."

CONSONANT SOUNDS

Symbol	Examples
b	back, cab
ch	cheap, match, picture
d	door, head
f	fan, leaf, phone
g	give, dog
h	her, behave
j	just, page
k	king, bake, car
l	leaf, roll
m	my, home
n	note, rain
ng	sing, bank
p	put, stop
r	red, far
s	say, pass
sh	ship, push
t	to, let
th	thin, with
TH	THat, baTHe
v	value, live
w	want, away
y	yes, onion
z	zoo, maze, rise
zh	pleasure, vision

Why Do You Need This New Edition?

If you're wondering why you should buy this new edition of *Active Vocabulary*, here are eight good reasons!

1. **A New Word Visions feature** allows you to apply your vocabulary knowledge to photographs and drawings.
2. **Additional material in the Review Chapters** includes Self-Tests on synonyms and antonyms, collocations, and word parts to further test your mastery of the vocabulary words.
3. **Six new or updated engaging readings** introduce you to the vocabulary words in context.
4. **Twenty-two new vocabulary words** have been added for you to master and apply in your daily life.
5. **Five new word parts** have been added to the Word Parts chapters to provide a greater focus on root forms.
6. **A new sentence starter activity** has been added to some of the Interactive Exercises to aid you in using the vocabulary words in sentences.
7. **A New Make Your Own Word Maps feature** provides an additional strategy to help you become familiar with key words and terms.
8. **Learning Objectives** have been identified to help you see the various benefits of expanding your vocabulary.



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Active Vocabulary

General and Academic Words

Fifth Edition

Amy E. Olsen

Argosy University

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
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Because students benefit greatly from increased word power, the study of vocabulary should be enjoyable. Unfortunately, vocabulary workbooks often lose sight of this goal. To help make the study of vocabulary an exciting and enjoyable part of college study, I have written *Active Vocabulary*.

The goal of this book—the second in a three-book interactive vocabulary series—is to make the study of vocabulary fun through a variety of thematic readings, self-tests, and interactive exercises. As a casual glimpse through the book will indicate, these activities involve writing, personal experience, art, and many other formats. The goal of these activities is simple: to utilize individual learning styles in order to help students learn new words in a large number of contexts.

Underlying the text's strong visual appeal is a central philosophy: an essential part of learning vocabulary is repeated exposure to a word. *Active Vocabulary* provides eight exposures to each word in the text plus more opportunities for exposure through the Collaborative Activities and games in the Instructor's Manual.

Content Overview

Active Vocabulary is an ideal text for both classroom and self-study. The sixteen main chapters follow a specific and consistent format.

- **Thematic Reading:** Because most vocabulary is acquired through reading, each chapter, with the exception of the Word Parts and Review Chapters, begins with a thematic reading that introduces ten vocabulary words in context. These readings come in a variety of formats, from newspaper reviews to journal entries. The goal is to show that new words may be encountered anywhere. Rather than simply presenting a word list with definitions, students have the opportunity to discover the meanings of these new words via context clues.

The themes for *Active Vocabulary* were chosen from areas most interesting to students of all ages and from disciplines that most students will encounter at some point in their college careers. In choosing the words, I've been guided by five factors: (1) relation to the chapter theme, (2) use in popular magazines, newspapers, novels, and textbooks, (3) occurrence in standardized lists and tests such as the Academic Word List, SAT and GRE, (4) containing word parts introduced in the text, and (5) my experiences teaching in developmental reading and writing classrooms.

- **Predicting:** The second page of each chapter contains a Predicting activity that gives students the chance to figure out the meaning of each vocabulary word before looking at its definition. The Predicting section helps students learn the value of context clues in determining a word's meaning. While the text does offer information on dictionary use, I strongly advocate the use of context clues as one of the most active methods of vocabulary development.
- **Self-Tests:** Following the Predicting activity are three Self-Tests in various formats. With these tests, students can monitor their comprehension. The tests include text and sentence completion, true/false situations, matching, and analogies. Some tests employ context clue strategies such as synonyms and antonyms and general meaning. Critical thinking skills are an important part of each test. (Answers to the Self-Tests appear in the Instructor's Manual.)
- **Word Visions:** The Word Visions activities, new to this edition, give students the opportunity to connect the vocabulary words to visuals. The Word Visions are either located within the Self-Tests section or as an Interactive Exercise. The activities ask students to identify a

vocabulary word represented in a drawing or photo or to use a photograph as inspiration to write sentences or a paragraph using the chapter's vocabulary words.

- **Word Wise:** Following the Self-Tests is the Word Wise section that teaches a variety of skills that are helpful to vocabulary acquisition. There are six types of activities: Internet Activities, Context Clue Mini-Lessons, Collocations, Word Pairs, Connotations and Denotations, and Interesting Etymologies. Each activity is explained in the Getting Started section. By doing these activities and reading more about how words are used, students will get additional practice and insight into the words they are learning.
- **Interactive Exercise:** Following the Word Wise section is an Interactive Exercise, which asks the student to begin actively using the vocabulary words. The exercises may include writing, making lists, or answering questions. The Interactive Exercises give students the chance to really think about the meanings of the words, but, more importantly, they encourage students to begin using the words actively. Some instructors like to have their students do the Interactive Exercise in small groups (or pairs) and then have the groups share their responses with the whole class. (See the Instructor's Manual for more ideas on collaborative activities.)
- **Hint, Word Part Reminder, or Conversation Starters:** Each chapter includes a Hint, a Word Part Reminder, or Conversation Starters. The Hints cover tips for developing vocabulary, reading, or study skills; the Hints are brief and practical, and students will be able to make use of them in all of their college courses. The Word Part Reminders are short exercises that give students a chance to practice using a few of the word parts they have recently learned. The Conversation Starters are questions that ask students to use the words while talking with each other. The goal of the Conversation Starters is to get students using the words in daily life.
- **Word List:** The last page in a chapter contains a list of the vocabulary words with a pronunciation guide, the part of speech, and a brief definition for each. I wrote these definitions with the idea of keeping them simple and nontechnical. Some vocabulary texts provide complicated dictionary definitions that include words students do not know; I've tried to make the definitions as friendly and as useful as possible.
- **Words to Watch:** The final activity asks students to pick 3–5 words they may be having trouble with and to write their own sentences using the words. This section is an additional chance for students to grasp the meaning of a few words that may be difficult for them.

Additional Features

In addition to the thematic vocabulary chapters, *Active Vocabulary* includes a Getting Started chapter, three Word Parts Chapters, five Review Chapters, a Glossary, a Flash Card section, a Word Map section, a Pronunciation Key, and a Word List.

- **Getting Started:** *Active Vocabulary* begins with an introductory chapter to familiarize students with some of the tools of vocabulary acquisition. The “Parts of Speech” section gives sample words and sentences for the eight parts of speech. “Using the Dictionary” dissects a sample dictionary entry and provides an exercise for using guide words. “Completing Analogies” explains how analogies work, provides sample analogies, and gives students analogy exercises to complete. This section will prepare students for the analogy Self-Tests contained in several chapters of the text. The “Benefits of Flash Cards and Word Maps” section explains the advantages of these study tools and encourages students to make flash cards and word maps beginning with Chapter 1. The “Word Wise Features” section provides background information for the various Word Wise activities.
- **Word Parts:** The three Word Parts Chapters introduce prefixes, roots, and suffixes used throughout the book. Students learn the meanings of these forms, and sample words illustrate

- the forms. Self-Tests in each Word Parts Chapter give students the opportunity to practice using the word parts.
- **Review Chapters:** Five Review Chapters focus on the preceding three or four chapters. They divide the words into different activity groups and test students' cumulative knowledge. The words appear in test, written, visual, puzzle, and collaborative formats. These repeated and varied exposures increase the likelihood that the students will remember the words, not just for one chapter or test, but for life.
 - **Glossary:** The Glossary lists all the vocabulary words along with the part of speech and the definitions given in each chapter. Students may find it handy to refer to the Glossary when reviewing words from several chapters.
 - **Create Your Own Flash Cards:** The "Create Your Own Flash Cards" section teaches students how to make and use flash cards. Students can use the cards for self-study. Additionally, instructors can use them for the supplemental activities and games that are provided in the Instructor's Manual.
 - **Make Your Own Word Maps:** The "Make Your Own Word Maps" section is new to this edition. This feature teaches students how to make word maps that focus on learning the definition, synonyms, and antonyms for a word. Students can use the maps as another strategy for self-study.
 - **Pronunciation Key:** On the inside front cover is a pronunciation key to help students understand the pronunciation symbols used in this text. The inside front cover also offers some additional guidelines on pronunciation issues.
 - **Word List:** The inside back cover features a list of all the vocabulary words and the page numbers on which the definitions are given. A list of the word parts from the Word Parts Chapters is also included on the inside back cover with page references.

Features New to This Edition

This fifth edition has several new features in response to instructor comments. The new materials have been employed to make the text more appealing to students and easier for instructors to use.

- **New Word Visions Activity:** The Word Visions activity calls on students to use visuals to help them interact with the vocabulary words. Students today are experienced in using various visual environments from the Internet to video games. The Word Visions activities expand on students' familiarity with visuals. The activities come in different formats, including having students identify vocabulary words in drawings or photographs, draw pictures or find photos of the vocabulary words, or write sentences or a paragraph using a photograph for inspiration. These new activities use students' critical- and creative-thinking skills in fun ways that relate to the words they are learning.
- **Expanded Content in the Review Chapters:** The Review Chapters contain three new Self-Tests that give students more practice with the words. Students are asked to identify synonyms and antonyms, work with the collocations introduced in the Word Wise sections, and review some of the Word Parts introduced in earlier chapters. There is also a new Word Visions activity in each Review Chapter.
- **Added Content:** Learning Objectives have been added to help students understand the goals of the text and to allow them to better see the benefits of studying vocabulary. Sentence starters have been added to some chapters as an Interactive Exercise. The sentence starters come in two formats: the vocabulary word is in the starter and students need to finish the sentence so that the use of the vocabulary word makes sense, or students need to incorporate a vocabulary word into the completion of a sentence. Five new word parts have been added to the Word Parts Chapters to provide a greater focus on root forms. A new "Make Your Own Word Maps" section gives directions on how to make and use word maps for studying vocabulary.

- **New or Updated Readings:** Four chapters have new readings, and the readings in two other chapters have been updated with additional content. Twenty-two new words have been added to the text.
- **Updated Design:** The Word Visions activity has provided additional photographs and drawings that further enhance the visually-friendly nature of the text.
- **New Price:** In response to the current economic climate, the price of the text has been lowered from past editions. The new price is intended to allow more students access to a book that provides a comprehensive and creative approach to vocabulary instruction.

The Teaching and Learning Package

Each component of the teaching and learning package for *Active Vocabulary* has been carefully crafted to maximize the main text's value.

- **Instructor's Manual and Test Bank (ISBN 0-205-21198-4):** The Instructor's Manual and Test Bank includes options for additional Collaborative Activities and games. The collaborative section explains ways students can share their work on the Interactive Exercises in pairs, in small groups, or with the whole class. Ideas for other collaborative activities using different learning styles are also offered. The games section presents games that can be used with individual chapters or for review of several chapters. Some of the games are individual; others are full-class activities. Some games have winners, and some are just for fun. The games may involve acting, drawing, or writing. The Collaborative Activities and games give students the opportunity to use the words in conversational settings and a chance to work with others.

The Test Bank, formatted for easy copying, includes two tests for each chapter as well as combined tests of two chapters. There are also Mastery Tests to accompany the Review Chapters and full-book Mastery Tests that can be used as final exams.

- **Active Vocabulary Web Site:** In the computer age, many students enjoy learning via computers. Available with this text is access to the *Active Vocabulary* Web site, which features additional exercises and tests (including new exercises using visuals) that provide for even more interaction between the students and the words. The Web site has an audio component that allows students to hear the pronunciation of each word as often as they choose. Students are often reluctant to use the new words they learn because they aren't sure how to pronounce them. The pronunciation guides in each chapter do help to address this fear, but actually hearing the words spoken will give students greater confidence in using the words. Visit www.pearsonhighered.com/olsen.

For Additional Reading and Reference

The Longman Basic Skills Package

In addition to the book-specific supplements discussed above, many other skills-based supplements are available for both instructors and students. All of these supplements are available either at no additional cost or at greatly reduced prices.

- **The Dictionary Deal.** Two dictionaries can be shrink-wrapped with *Active Vocabulary* at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam-Webster's Collegiate Dictionary*, eleventh edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrink-wrap a dictionary with your text, please contact your Pearson publishing representative.

- **Longman Vocabulary Web Site.** For additional vocabulary-related resources, visit our free vocabulary Web site at <http://www.ablongman.com/vocabulary>.
- **MyReadingLab (www.myreadinglab.com).** The lab, where better reading skills are within reach, is a collection of reading, vocabulary, and study skills activities consolidated into a central suite. At the heart of MyReadingLab is the interactive tutorial system Reading Road Trip, the most widely used reading tutorial software. Reading Road Trip takes students on a tour of sixteen landmarks in different cities throughout the United States; at each attraction students learn and practice a different reading skill while absorbing the local color. MyReadingLab will also include access to the Longman Vocabulary Web site, Pearson Study Skills Web site, and Research Navigator.

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Additionally, I am grateful to Amanda Dykstra, Assistant Editor at Pearson, for her help and enthusiasm in preparing this edition. Thanks also to the Production, Marketing, and Supplement departments of Pearson for their efforts on various aspects of the book. I am grateful to my colleagues and students for enlightening discussions. I warmly thank my family for their encouragement now and over the years. And I shower my husband with gratitude for listening as I tried out ideas on him.

I am pleased that this edition continues to combine traditional and innovative approaches to vocabulary study. I am proud to present the fifth edition of *Active Vocabulary*, a book that makes learning vocabulary fun and meaningful.

—AMY E. OLSEN

Also Available

Book 1 of the Vocabulary Series:

Interactive Vocabulary: General Words, by Amy E. Olsen

Book 3 of the Vocabulary Series:

Academic Vocabulary: Academic Words, by Amy E. Olsen

A reader that combines a holistic and specific-skill approach with thought-provoking readings and activities that ask students to connect with what they read:

Reading Now, by Amy E. Olsen

To the Student

This book is designed to make learning vocabulary fun. You will increase the benefits of this book if you keep a few points in mind:

1. **Interact with the words.** Each chapter contains eight exposures to a word, and your instructor may introduce one or two additional activities. If you're careful in your reading and thorough in doing the activities for each chapter, learning the words will be fun and easy.
2. **Appreciate the importance of words.** The words for the readings were picked from popular magazines and newspapers, novels, lists of words likely to appear on standardized tests (such as SAT and GRE), and textbooks from a variety of academic disciplines. These are words you will encounter in everyday life and in the classroom. Learning these words will help you be a more informed citizen and make your academic life much richer. Even if you don't currently have an interest in one of the readings, keep an open mind: the words may appear in the article you read in tomorrow's newspaper or on an exam in one of next semester's classes. The readings also come in different formats as a reminder that you can learn new vocabulary anywhere—from the newspaper to journal entries.
3. **Find your preferred learning style.** This book aims to provide exercises for all types of learners—visual, aural, and interpersonal. But only you can say which learning style works best for you. See which activities (drawings, acting, matching, completing stories) you like most, and replicate those activities when they aren't part of the chapter.
4. **Value critical thinking.** The variety of exercise formats you will find in the following pages make the book fun to work with and build a range of critical-thinking skills. For example, the analogies will help you see relationships between words, the fill-in-the-blank formats will aid you in learning to put words into context, and the true/false Self-Tests will focus your attention on whether words are used correctly in a sentence. Each type of activity will develop your critical-thinking skills while building your vocabulary.
5. **Remember that learning is fun.** Don't make a chore out of learning new words, or any other new skill for that matter. If you enjoy what you're doing, you're more likely to welcome the information and to retain it.

Enjoy your journey through *Active Vocabulary!*

—AMY E. OLSEN

Access to the *Active Vocabulary* Web Site

The Web site features additional exercises and tests for more interaction between you and the words. The Web site also has an audio component that allows you to hear the pronunciation of each word as often as you choose. Ask your instructor how to access the Web site.

Part I

General Words

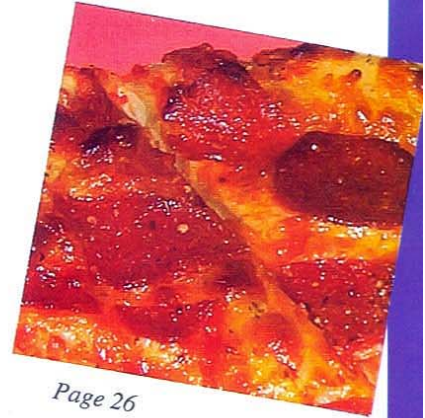
Getting Started

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SECTION II Reading for Pleasure

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- 8 Mystery: Missing from the Mound
- 9 Word Parts II
- 10 Review: Focus on Chapters 6–9



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Getting Started

Learning Objectives

The ultimate goals of *Active Vocabulary* are to increase your vocabulary and build your critical-thinking skills, and you will attain these goals by achieving a number of learning objectives. Each exercise in *Active Vocabulary* will help you to master one or more of the following learning objectives:

LO 1 Recognize and use context clues to determine the meanings of new words.

LO 2 Apply new vocabulary to writing and speaking situations.

LO 3 Appreciate that words can have multiple meanings.

LO 4 Understand relationships between words.

LO 5 Recognize word parts and use them to decode the meanings of unfamiliar words.

LO 6 Use the vocabulary words to respond to images.

LO 7 Employ a pronunciation key to correctly pronounce words.

LO 8 Create and use flash cards and word maps as learning aids.

Look for the “Learning Objective” icon in the Review Chapters to identify exercises that will help you master each objective. Though only one or two learning objectives are identified for most of the exercises, you may discover that you are using skills found in other objectives.

Parts of Speech

There are eight parts of speech. A word’s part of speech is based on how the word is used in a sentence. Words can, therefore, be more than one part of speech. For an example, note how the word *punch* is used below.

nouns: (n.) name a person, place, or thing

EXAMPLES: Ms. Lopez, New Orleans, lamp, warmth

Ms. Lopez enjoyed her *trip* to *New Orleans* where she bought a beautiful *lamp*. The *warmth* of the *sun* filled *Claire* with *happiness*. I drank five *cups* of the orange *punch*.

pronouns: (pron.) take the place of a noun

EXAMPLES: I, me, you, she, he, it, her, we, they, my, which, that, anybody, everybody

Everybody liked the music at the party. *It* was the kind that made people want to dance. *They* bought a new car, *which* hurt their bank account.

verbs: (v.) express an action or state of being

EXAMPLES: enjoy, run, think, read, dance, am, is, are, was, were

Lily *read* an interesting book yesterday. I *am* tired. He *is* an excellent student. She *punched* the bully.

adjectives: (adj.) modify (describe or explain) a noun or pronoun

EXAMPLES: pretty, old, two, expensive, red, small

The *old* car was covered with *red* paint on *one* side. The *two* women met for lunch at an *expensive* restaurant. The *punch* bowl was *empty* soon after Uncle Al got to the party.

adverbs: (adv.) modify a verb, an adjective, or another adverb

EXAMPLES: very, shortly, first, too, soon, quickly, finally, furthermore, however

We will meet *shortly* after one o’clock. The *very* pretty dress sold *quickly*. I liked her; *however*, there was something strange about her.

prepositions: (prep.) are placed before a noun or pronoun to create a phrase that relates to other parts of the sentence

EXAMPLES: after, around, at, before, by, from, in, into, of, off, on, through, to, up, with
He told me to be *at* his house *in* the afternoon. You must go *through* all the steps to do the job.

conjunctions: (conj.) join words or other sentence elements and show a relationship between the connected items

EXAMPLES: and, but, or, nor, for, so, yet, after, although, because, if, since, than, when
I went to the movies, *and* I went to dinner on Tuesday. I will not go to the party this weekend *because* I have to study. I don't want to hear your reasons *or* excuses.

interjections: (interj.) show surprise or emotion

EXAMPLES: oh, hey, wow, ah, ouch
Oh, I forgot to do my homework! *Wow*, I got an A on the test!

Using the Dictionary

There will be times when you need to use a dictionary for one of its many features; becoming familiar with dictionary **entries** will make using a dictionary more enjoyable. The words in a dictionary are arranged alphabetically. The words on a given page are signaled by **guide words** at the top of the page. If the word you are looking for comes alphabetically between these two words, then your word is on that page. When using online dictionaries, you will simply type in the word you are looking for, so guide words will not be important, but the other features of an entry remain the same.

1436 wing tip • wintry Guide words

wing tip *n* (ca. 1908) **1a**: the edge or outer margin of a bird's wing **b usu wingtip**: the outer end of an airplane wing **2**: a toe cap having a point that extends back toward the throat of the shoe and curving sides that extend toward the shank **3**: a shoe having a wing tip

1 wink *v* *wɪŋk* *\ vb* [ME, fr. OE *wincian*; akin to OHG *winchan* to stagger, wink and perh. to L *vacillare* to sway, Skt *vañcati* he goes crookedly] *vi* (bef. 12c) **1**: to shut one eye briefly as a signal or in teasing **2**: to close and open the eyelids quickly **3**: to avoid seeing or noting something — usu. used with *at* **4**: to gleam or flash intermittently: TWINKLE <her glasses ~ing in the sunlight — Harper Lee> **5 a**: to come to an end — usu. used with *out* **b**: to stop shining — usu. used with *out* **6**: to signal a message with a light ~ *vt* **1**: to cause to open and shut **2**: to affect or influence by or as if by blinking the eyes

2 wink *n* (14c) **1**: a brief period of sleep: NAP <catching a ~> **2 a**: a hint or sign given by winking **b**: an act of winking **3**: the time of a wink: INSTANT <quick as a ~> **4**: a flicker of the eyelids: BLINK

wink-er *v* *wɪŋ-kər* *\ n* (1549) **1**: one that winks **2**: a horse's blinder

1 win-kle *v* *wɪŋ-kəl* *\ n* [by shortening] (1585): ²PERIWINKLE

2 winkle *vi* *wɪŋ-kled*; *wɪŋ-klɪŋ* *\ -k(ə-)liŋ* [freq. of *wink*] (1791): TWINKLE

3 winkle *vt* *wɪŋ-kled*; *wɪŋ-klɪŋ* *\ -k(ə-)liŋ* [1 *winkle*; fr. the process of extracting a wrinkle from its shell] (1918) **1 chiefly Brit**: to displace, remove, or evict from a position — usu. used with *out* **2 chiefly Brit**: to obtain or draw out by effort — usu. used with *out* <no attempt to ~ out why they do it — Joan Bakewell>

winn-er *v* *wɪ-nər* *\ n* (14c): one that wins: as **a**: one that is successful esp. through praiseworthy ability and hard work **b**: a victor esp. in games and sports **c**: one that wins admiration **d**: a shot in a court game that is not returned and that scores for the player making it

win-ter-ize *v* *wɪn-tə-rīz* *\ vt* -ized; -izing (1934): to make ready for winter or winter use and esp. resistant or proof against winter weather <~ a car> — **win-ter-i-za-tion** *\ wɪn-tə-rə-zā-shən* *n*

win-ter-kill *v* *wɪn-tər-kɪl* *\ vt* (ca. 1806): to kill (as a plant) by exposure to winter conditions ~ *vi*: to die as a result of exposure to winter conditions — **winterkill** *n*

win-ter-ly *v* *wɪn-tər-lē* *\ adj* (1559): of, relating to, or occurring in winter: WINTRY

winter melon *n* (ca. 1900) **1**: any of several muskmelons (as a casaba or honeydew melon) that are fruits of a cultivated vine (*Cucumis melo indorus*) **2**: a large white-fleshed melon that is the fruit of an Asian vine (*Benincasa hispida*) and is used esp. in Chinese cooking

winter quarters *n pl* but *sing or pl in constr* (1641): a winter residence or station (as of a military unit or a circus)

winter savory *n* (1597): a perennial European mint (*Satureja montana*) with leaves used for seasoning — compare SUMMER SAVORY

winter squash *n* (1775): any of various hard-shelled squashes that belong to cultivars derived from several species (esp. *Cucurbita maxima*, *C. moschata*, and *C. pepo*) and that can be stored for several months

win-ter-tide *v* *wɪn-tər-tīd* *\ n* (bef. 12c): WINTERTIME

win-ter-time *\ wɪntər-tīm* *n* (14c): the season of winter

win through *vi* (1644): to survive difficulties and reach a desired or satisfactory end <*win through* to a better life beyond — B. F. Reilly>

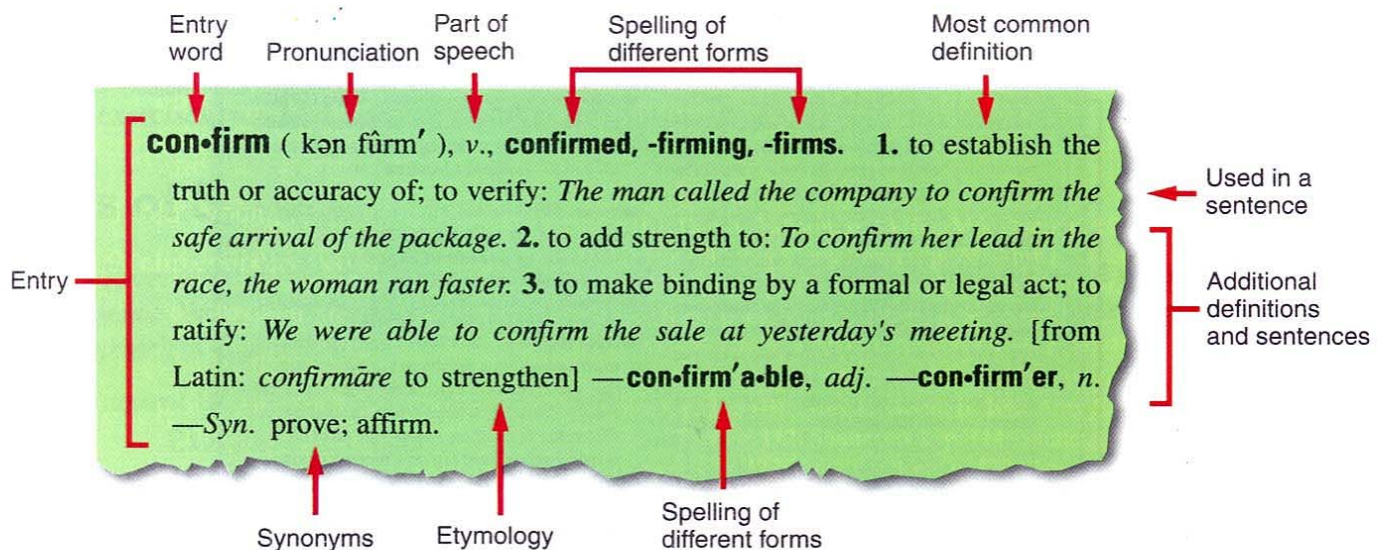
wint-ple *v* *wɪ-n-pəl*; *wɪn-tʰl* *\ vi* **wint-pled**; **wint-pling** *\ wɪn(t)-liŋ*; *wɪ-n-pəl-ɪŋ*; *wɪn-tʰl-ɪŋ* [perh. fr. D dial. *windtelen* to reel] (1786) **1 Scot**: STAGGER, REEL **2 Scot**: WRIGGLE

win-try *v* *wɪn-trē* *\ also win-tery* *\ wɪn-t(ə-)rē* *\ adj* **wint-ri-er**; **-est** (bef. 12c) **1**: of, relating to, or characteristic of winter **2 a**: weathered by or as if by winter: AGED, HOARY **b**: CHEERLESS, CHILLING <a ~ greeting> — **wint-ri-ness** *\ wɪn-trē-nəs* *n*

Entry

Most dictionaries contain the following information in an entry:

- The **pronunciation**—symbols show how a word should be spoken, including how the word is divided into syllables and where the stress should be placed on a word. The Pronunciation Key for this book is located on the inside front cover. The key shows the symbols used to indicate the sound of a word. Every dictionary has a pronunciation method, and a pronunciation key or guide is usually found in the front pages, with a partial key at the bottom of each page. The differences in the pronunciation systems used by dictionaries are usually slight.
- The **part of speech**—usually abbreviated, such as *n.* for noun, *v.* for verb, and *adj.* for adjective. A key to these abbreviations and others is usually found in the front of the dictionary.
- The **definition**—usually the most common meaning is listed first followed by other meanings.
- An **example of the word in a sentence**—the sentence is usually in italics and follows each meaning.
- **Synonyms and antonyms**—*synonyms* are words with similar meanings, and *antonyms* are words with opposite meanings. (You should also consider owning a **thesaurus**, a book that lists synonyms and antonyms.)
- The **etymology**—the history of a word, usually including the language(s) it came from.
- The **spelling of different forms** of the word—these forms may include unusual plurals and verb tenses (especially irregular forms).



Despite the popularity of online dictionaries, it can still be handy to own a paper version. When choosing a dictionary, take the time to look at different dictionaries to see what appeals to you. Dictionaries come in several sizes and are made for different purposes. First read some of the entries to see if the definitions make sense to you. See which of the features above are used in the dictionary. Is it important to you to be able to study the etymology of a word? Would you like sample sentences? Some dictionaries have illustrations in the margins. Decide if that is a feature you would use. Check to see if the print is large enough for you to read easily.

Decide on how you will use this dictionary. Do you want a paperback dictionary to put in your backpack? Or is this going to be the dictionary for your desk and a large hardback version would be the better choice? Several disciplines have specialized dictionaries with meanings that apply to those fields, such as law or medicine. There are also bilingual dictionaries, such as French/English or Spanish/English, that can be helpful for school or travel. Take time in picking out your dictionary because a good dictionary will be a companion for years to come. A few dictionaries to consider are *Merriam-Webster's Collegiate Dictionary*, *The American Heritage Dictionary*, *The Random House College Dictionary*, and *The Oxford Dictionary*.

In general, when you are reading, try to use context clues, the words around the word you don't know, to first figure out the meaning of a word, but if you are still in doubt, don't hesitate to refer to a dictionary for the exact definition. Don't forget that dictionaries also contain more than definitions and are an essential reference source for any student.

Practice Guide Words

Use the sample guide words to determine on which page each of the eight words will be found. Write the page number next to the entry word.

Page	Guide Words	_____	1. panorama
157	bone/boo	_____	2. pancake
159	boot/born	_____	3. bonus
652	housework/huckleberry	_____	4. humdrum
654	humanist/humongous	_____	5. hubcap
655	humor/hunter	_____	6. hunch
975	pamphlet/pandemonium	_____	7. border
976	pander/pant	_____	8. panic

EXAMPLE: 654 humdinger

Entry Identification

Label the parts of the following entry.

1 2 3 4 5
a•ble (*ā' bəl*) *adj.* **a•bler, a•blest.** 1. having
 the necessary power, skill, or qualifications
 to do something: *She was able to read music.* 6
7 2. having or showing unusual talent, intelli-
 gence, skill, or knowledge: *Washington was*
an able leader. 8 [1275–1325; ME < MF < L
habilis easy to handle, adaptable = *hab(ēre)* to
 have, hold + *ilis* -ile] *Syn.* apt, talented.
9

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Completing Analogies

An **analogy** shows a relationship between words. Working with analogies helps one to see connections between items, which is a crucial critical thinking skill. Analogies are written as follows:

big : large :: fast : quick

The colon (:) means *is to*. The analogy reads big *is to* large as fast *is to* quick. To complete analogies

1. find a relationship between the first pair of words
2. look for a similar relationship in another set of words

In the example above, *big* and *large* have similar meanings; they are synonyms. *Fast* and *quick* also have similar meanings, so the relationship between the four words uses synonyms.

Common relationships used in analogies (with examples) include

- | | |
|--------------------------------|---|
| synonyms (trip : journey) | grammatical structure (shaking : shivering) |
| antonyms (real : fake) | cause and effect (step in a puddle : get wet) |
| examples (strawberry : fruit) | sequences (turn on car : drive) |
| part to a whole (handle : cup) | an object to a user or its use (spatula : chef) |

Analogies in this book come in matching and fill-in-the-blank forms. Try the following analogies for practice.

Matching

- | | |
|--|-------------------------------|
| 1. old : young :: _____ | a. preface : book |
| 2. clip coupons : go shopping :: _____ | b. put on shoes : take a walk |
| 3. peel : banana :: _____ | c. low wages : strike |
| 4. no rain : drought :: _____ | d. rested : tired |

Fill-in-the-Blank

writer

passion

abduct

sadly

5. frozen : chilled :: kidnap : _____
6. interrupting : rude :: embracing : _____
7. slow : slowly :: sad : _____
8. baton : conductor :: computer : _____

Answers

1. To figure out this analogy, first one needs to see that *old* and *young* are opposites, or **antonyms**. Next look at the choices and see if another pair of words are antonyms, and, yes, *rested* and *tired* are opposites. The answer is d.
2. A person would *clip coupons* and then *go shopping*, so there is a **sequence** of events. Of the choices, one would *put on shoes* and then *take a walk*, another sequence. The answer is b.
3. A *peel* is a part of a *banana*, while a *preface* is part of a *book*, so the connection is **part to a whole**. The answer is a.
4. When an area gets *no rain*, it can lead to a *drought*, and when people get paid *low wages*, they can go on *strike*. The connection among these pairs is **cause and effect**. The answer is c.
5. *Frozen* and *chilled* have similar meanings; they are **synonyms**. To solve the analogy, pick a word that has a similar meaning to *kidnap*, which would be *abduct*.
6. *Interrupting* a person is **an example** of a *rude* behavior. *Embracing* is an example of another type of behavior; in this case, it fits as an example of *passion*.
7. *Slow* is an adjective, and *slowly* is an adverb; *sad* is an adjective, and *sadly* is an adverb. This analogy works by using the same **grammatical structure** between the words.
8. A *baton* is used by a *conductor*. Who uses a *computer*? Among the choices, *writer* obviously fits. The relationship here is **object to user**.

Sometimes you may come up with a relationship between the first two words that makes sense but doesn't fit any of the choices. Look at the choices and the two words again to see if you can find a way any four words fit together. Also do any obvious matches first, and with fewer choices it will be easier to spot the harder connections. Doing analogies can be fun as you begin to make clever connections and see word relationships in new ways. Finding word connections will help your brain make other connections in areas as diverse as writing essays, doing math problems, and arranging travel plans. Analogies are just another way to exercise your thinking skills.

Try a few more analogies, and check your answers on page 36 to see how you did.

Matching

- | | |
|--|-------------------------------|
| 1. button : shirt :: _____ | a. broom : janitor |
| 2. map : traveler :: _____ | b. drawer : desk |
| 3. calm : tranquil :: _____ | c. stayed up late : exhausted |
| 4. watched a comedy : laughed :: _____ | d. wise : smart |

Fill-in-the-Blank

huge

beverage

warmth

sleep

5. make dinner : eat :: put on pajamas : _____
6. dull : bright :: tiny : _____
7. trunk : storage :: coat : _____
8. the Nile : a river :: iced tea : _____

Benefits of Flash Cards and Word Maps

There are several benefits to using flash cards and word maps to help you study vocabulary words.

Creating The first benefit comes from just making the cards or maps. When you make a card, you will practice writing the word and its definition. You may also write a sentence using the word, record its part of speech, or draw a picture of the word. See the section “Create Your Own Flash Cards” on page 170 at the back of this book for ideas on how to make flash cards. When you make a word map, you will practice writing the word, its definition, and a synonym and antonym for the word. See the section “Make Your Own Word Maps” on page 173 for examples. Creating the cards or maps allows for a personal experience with the words, which makes learning the words easier.

Working with Others Another benefit is that using the cards or maps can lead to collaborative activities. When you ask a friend, family member, or classmate to quiz you on the words, you get the chance to work with someone else, which many people enjoy. You may even establish a study group with the friends you find from quizzing each other.

Evaluating Your Learning A third benefit is that the cards or maps serve as pre-tests that let you evaluate how well you know a word. When a friend quizzes you, ask him or her to go over the words you miss several times. As the stack of flash cards or maps with words you don’t know gets smaller, you know that the words are becoming part of your vocabulary. You know that you are prepared to face a word on a quiz or test when you can correctly give the definition several times.

Making and using the flash cards and word maps should be fun. Enjoy the process of learning new words. Turn to the back of the book now to review the directions for both methods, and you will be ready to make cards or maps beginning with Chapter 1. Experiment with using both methods early in the term to see which method best helps you learn the words.

Word Wise Features

The Word Wise boxes share information on different areas related to vocabulary. There are six types of features.

Internet Activity suggests ways to use technology to enhance your learning experience.

Context Clue Mini-Lessons provide different types of context-clue situations and give you the opportunity to practice using each type. *Context* means the words surrounding a specific word that give clues to that word’s meaning. When you encounter a word whose meaning you don’t know, keep reading the passage, looking for clues to help you figure out the meaning. These clues might be in the same sentence as the unknown words or in a sentence that comes before or after the word. Look for these types of clues in a passage:

Synonym—word that has a similar meaning to the unknown word

Antonym—word that means the opposite of the unknown word

General meaning—the meaning of the sentence or passage as a whole that could clarify the meaning of the unknown word

Example—a single item or a list of items that explain the unknown word

A way to remember the four types of context clues is to use the acronym SAGE (synonym, antonym, general meaning, example). Sage also means wise or showing wisdom, so you can feel smart about using this mnemonic device. Each type of context clue has a mini-lesson, and a final lesson combines the methods.

Though more than a clue, keep watch for times when writers provide the definition of a word right after using it. The definition may be in parentheses or come after a comma. In a textbook, the definition may be highlighted in the margin or in a footnote. Writers usually provide a definition when the word they are using is a technical term or they feel the word would be an uncommon one for their readers.

You will not find a context clue every time you encounter a word you don't know, but being aware of context clues will help you determine the meaning of many new words and make reading more enjoyable.

Collocations show ways words are used together. The groupings can come in several forms, such as a verb with a noun (*commit a crime*), an adjective with a noun (*handsome stranger*), or a verb with a preposition (*come over*). Learning collocations will help you understand common ways to use the words you are studying. Sentences with the collocations in italics for some of the vocabulary words in this text are spread throughout the chapters. To become more familiar with collocations, look and listen for other repeated word combinations in the materials you read, in the phrases people use when speaking, and as you do the self-tests in this book.

Word Pairs illustrate how some words are often used near each other. Learning word pairs can help you to better remember both words. Some words are pairs because the items they represent are often used together, such as peanut butter and jelly. Other word pairs are opposites that are often found together when describing objects, actions, or people (such as “My friends are as different as night and day”). Word pairs are presented in several chapters with sample sentences to show how the words can be used near each other.

Connotations and Denotations examine reactions to a word. A **denotation** is “the explicit or direct meaning of a word.” This is the kind of definition you would find in the dictionary. A **connotation** is “the suggestive or associative meaning of a word beyond its literal definition.” This is the emotional response you have to a word. (A mnemonic device for remembering the difference between the two is that denotation begins with a “d,” and it is the dictionary or direct meaning, both beginning with a “d”).

It is important to realize that words have two kinds of meanings because careful writers use both kinds. You, as a writer and reader, want to make sure you are clearly expressing your point and understanding another writer's ideas by recognizing how words are used. Some connotations are personal reactions. For example, *seclusion* in Chapter 7 means “solitude; a sheltered place.” Depending on your personality or current living conditions, you might picture *seclusion* as a wonderful chance to be alone and relax without all the chaos surrounding you, or if you hate being by yourself, you may envision it as a kind of torture separating you from friends and family. Other connotations have broader emotional responses. If you wanted to describe a thin person, you could use the words *slender* or *scrawny*. What do you picture in your mind for each word? Talk to your classmates about their images. Are they similar? Some words have positive connotations that people feel good about, and other words have negative connotations that turn people off. Not all words have strong connotations. For most people a pencil is a pencil, and there isn't much to get excited about. But other words can bring out strong feelings, such as *frugal*. The Connotations and Denotations lessons look at some of the vocabulary words in this text and the differences in their meanings.

Interesting Etymologies presents notable word histories. Some of the histories use the word parts presented in the three Word Parts chapters of the text. Learning the history of a word can help you to remember its meaning.

On Campus

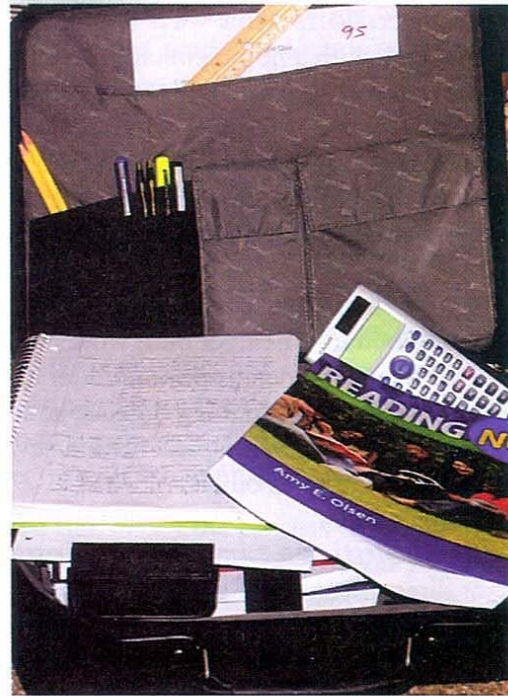
Study Skills

College can bring several challenges, but learning how to study effectively can make your life easier. Three important points to consider are place, time, and attitude.

5 First, you need a comfortable place to study. If you can't focus on what you are reading, that usually **indicates** the need to find a new study location. Consider finding a quiet space on campus, such as the school library. You don't want to be distracted by noises (i.e., roommates talking or a television show). You should even consider
10 turning your cell phone off to **enable** you to fully concentrate. Prepare a study bag that is always ready to go to the library or other quiet location. Basic items to keep in your study bag include a ruler, calculator, paper, pens, and pencils. Throw in the appropriate notes and books
15 for a particular study session, and you are ready to go. If you are doing research or writing, your study spot should provide access to a laptop or the college's computers.

Once you have a study spot, make study time a central part of your day. To **implement** your study plan,
20 get a large calendar. Write the dates of your exams and due dates for papers on it. Also put your study times on the calendar. Put the calendar by your bed or in the kitchen where you can check it daily to see what assignments are coming up. Pay attention to your body to see when you feel the most alert and arrange your study times within these periods. Decide if you are the **zealous** night owl whose mind ignites once the sun goes down, or whether you concentrate better soon after you wake up. Set
25 aside at least two hours every day, and ideally study at the same time each day to make it a habit. If your life is especially busy, having **intermittent** study periods can also work. Four twenty to thirty minute study periods throughout a day can be used to review notes or to make a quick draft of a paper. When learning new **terminology**, studying words in ten to fifteen minute segments each day works better than studying the same words for ninety minutes once a week.

30 Finally, you need the right attitude to study successfully. People often **undermine** their study efforts by being stressed. People learn better if they are rested and relaxed. Go into each study session with a positive attitude. If you think the reading material will be interesting, you are more likely to find it so. If you walk into a classroom with the **assurance** that you will do well on a test, you are more likely to succeed than coming in filled with doubts. If you happen to do poorly, don't **berate**
35 yourself. Severely criticizing yourself to the point where you want to give up will not help you study better. Instead look at what went wrong. Maybe you needed to study more or you read the questions too fast. Work to do better in the future. Also don't let **apathy** derail your planning. We all get bored at times, but procrastination usually leads to inferior work. Remind yourself of your goals for attending college as a way to motivate yourself. With efficient study skills, you can always walk onto
40 campus with confidence.



Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 10, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 15. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

enthusiastic to put into practice reveals irregular to permit

- 1. **indicates** (line 5) _____
- 2. **enable** (line 10) _____
- 3. **implement** (line 19) _____
- 4. **zealous** (line 23) _____
- 5. **intermittent** (line 26) _____

Set Two

self-confidence to weaken or damage to criticize lack of interest
the study of terms for particular subjects

- 6. **terminology** (line 28) _____
- 7. **undermine** (line 30) _____
- 8. **assurance** (line 33) _____
- 9. **berate** (line 34) _____
- 10. **apathy** (line 37) _____

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Self-Tests

1 Match each term with its synonym in Set One and its antonym in Set Two.

Synonyms

Set One

- | | | |
|-------|-----------------|-------------|
| _____ | 1. terminology | a. periodic |
| _____ | 2. enable | b. reveal |
| _____ | 3. implement | c. terms |
| _____ | 4. intermittent | d. apply |
| _____ | 5. indicate | e. allow |

Antonyms

Set Two

- | | | |
|-------|--------------|----------------|
| _____ | 6. undermine | f. bored |
| _____ | 7. assurance | g. praise |
| _____ | 8. berate | h. enthusiasm |
| _____ | 9. apathy | i. uncertainty |
| _____ | 10. zealous | j. strengthen |



2 Circle the correct word to complete each sentence.

1. The day was supposed to be filled with (zealous, intermittent) showers, so we cancelled the picnic.
2. Spending a semester in Chile will (berate, enable) me to improve my Spanish faster than studying here in the United States.
3. I give you my (apathy, assurance) that the work will be done on time and be of the highest quality.
4. My friend was jealous of my relationship, so he tried to (undermine, implement) it by telling my girlfriend that I was seen kissing another woman.
5. I enjoy leading tours for children. They are so (intermittent, zealous); they want to see and do everything.
6. The (apathy, terminology) for my chemistry class is all new to me. I have had to really study the vocabulary to make sure I am doing the right things in the lab.
7. All the phone calls this week (indicate, enable) that we will have a large turnout for the book club meeting on Friday.
8. We will be able to (implement, berate) the new communication plan as soon as the cell phones arrive, and we can distribute them to all of the staff.
9. When I was young, my mother always had to (berate, undermine) me to clean my room; now that I have my own apartment, I want to keep it clean.
10. The crowd's (assurance, apathy) did not inspire the players to try harder once they were behind by twenty points.

3 Complete the sentences using the vocabulary words. Use each word once.

VOCABULARY LIST

enabled	apathy	assurance	intermittent	berate
implement	indicate	zealous	undermine	terminology

1. I was worried about my cousin's _____; she did not feel like doing anything for two months after her dog died.
2. Getting a scholarship _____ me to go to college without having to work two jobs or take out a large loan.
3. The teacher had to _____ several students when they failed to do their homework three class sessions in a row.
4. The bank highlighted certain lines to _____ where I needed to sign my loan papers.
5. Once I learned the _____ at my new job, it was much easier to understand my boss when she asked me to do something.
6. With my son's _____ that he would go to the airport to pick up his sister, I was able to attend the meeting without any worries.

7. The _____ student went to the library to read more about advertising after learning a few techniques in his marketing class.
8. The _____ I can't do without in the kitchen is a whisk.
9. A couple bad test results can _____ a student's confidence and lead to further poor performances.
10. My brother takes a(n) _____ interest in my art career; he calls me every five months or so to see what I am working on.

Identify the two vocabulary words represented in the photos.

Word Visions



1. _____



2. _____

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Word Wise

Context Clue Mini-Lesson 1

Context clues can come in several forms. See page 8 for more information on the various types of context clues. The mini-lessons spread throughout this text give you a chance to practice looking for context clues by focusing on specific types of clues. This lesson features synonyms—words that have a similar meaning to the unknown word. In the paragraph below, circle the synonyms you find for the underlined words and write them on the lines that follow the paragraph.

I was having a good time at the party chatting with old friends and meeting new people. I met one affable man who had me laughing in seconds. He was so friendly that I felt like I had known him for years. Unfortunately, later in the evening he began to chastise me for eating cookies. He said he was scolding me because he cared about my health, but I knew a couple cookies weren't going to hurt me. I wasn't going to be compliant, and I told him I was not the obedient type who did whatever people told her. He got angry and began yelling at me. My elation in meeting him quickly disappeared; the joy I had felt in first talking to him became a distant memory.

The Synonym

1. Affable _____
2. Chastise _____
3. Compliant _____
4. Elation _____

Interactive Exercise

Supply two examples for each who, what, why, when, and where question.

1. Who has enabled you to be successful in college or in a sport?

2. Who do you feel usually displays assurance (someone you know or a famous person)?

3. What could undermine a person's confidence?

4. What things are done intermittently?

5. Why would a person have to learn new terminology?

6. Why might a person berate oneself?

7. When would a person exhibit zealous behavior?

8. When would a company have to implement a new plan?

9. Where have you seen apathy displayed?

10. Where would be a romantic place to indicate your fondness for a person?

HINT

Flash Cards

Flash cards are a great way to study vocabulary. Turn to the "Create Your Own Flash Cards" section at the end of this book to read about ways to make and use flash cards. Remember to carry your flash cards with you and study for at least a few minutes each day. Also ask friends and family members to quiz you using the flash cards.

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Word List

<p>apathy [ap' ə thē]</p>	<p><i>n.</i> lack of interest; absence or suppression of emotion or excitement</p>	<p>intermittent [in' tər mit' nt]</p>	<p><i>adj.</i> stopping and beginning again; periodic; irregular</p>
<p>assurance [ə shoor' əns]</p>	<p><i>n.</i> 1. self-confidence; certainty 2. a statement that promotes confidence 3. a pledge or promise</p>	<p>terminology [tūr' mə nol' ə jē]</p>	<p><i>n.</i> the study of terms for particular subjects; the terms belonging to a specialized subject; vocabulary</p>
<p>berate [bi rāt']</p>	<p><i>v.</i> to scold harshly; to criticize</p>	<p>undermine [un' dər mīn', un'dər mīn']</p>	<p><i>v.</i> 1. to weaken or damage (such as health or morale) by small stages 2. to weaken or cause to collapse by removing basic supports; to dig or tunnel beneath</p>
<p>enable [en ā' bəl]</p>	<p><i>v.</i> to make possible; to permit</p>	<p>zealous [zel' əs]</p>	<p><i>adj.</i> enthusiastic; eager; passionate</p>
<p>implement [im' plə mənt]</p>	<p><i>v.</i> to apply; to put into practice <i>n.</i> a tool or utensil</p>		
<p>indicate [in' di kāt']</p>	<p><i>v.</i> 1. to be a sign of; to show the need for; to reveal 2. to point out or point to</p>		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Relationships

Dealing with People



Answers from April

Dear April,
I just started college, and my roommate is destroying my **serenity**. I am usually a calm person, but my roommate's **dour** nature is upsetting me. Every time I come home, she has something depressing to say, and then I too feel gloomy. What can I do to cheer us both up?

Truly,
Desperate for help

Dear Desperate,
You cannot be **submissive** in this situation. Don't surrender to her unhappiness! You must **exemplify** the type of person you want your roommate to be. Show her how to be cheerful by being cheerful yourself. When she makes a depressing comment, respond with a positive view. Most people prefer to be around **amiable** people, and your roommate needs to see that. Take her out on the town, and let her see how people respond to a warm greeting and friendly face. If this plan doesn't work, start looking for a new roommate.

Dear April,
One of my new friends has recently disappointed me. I thought we had a real **affinity**. We have had great times going to movies and hiking on the weekends. However, in the last month, he hasn't been very **dependable** where money is concerned. He has borrowed money from me five times and never paid me back. I don't want to appear **mercenary**, but I am beginning to think he is just being my friend for financial reasons. The first loan was for five dollars, but last week he borrowed seventy dollars. Yesterday I hinted about my being short on cash hoping he would pay me back; instead, he suggested I get a second job. What should I do about this friendship?

Sincerely,
Looking for change

Dear Looking,
Quit being so **discreet**! Tell your friend he needs to pay you back immediately. If the direct method isn't **fruitful**, you will know that he is only interested in the friendship your wallet can provide. You may have to write off the loans as a learning experience. Good friends share similar interests, but they also respect each other by paying back money. It is time to find out if your friend has a bad memory or if he sees you as his personal ATM. Good luck!

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Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 16, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 21. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

gloomy agreeable passive peacefulness to represent

- 1. **serenity** (line 3) _____
- 2. **dour** (line 4) _____
- 3. **submissive** (line 12) _____
- 4. **exemplify** (line 14) _____
- 5. **amiable** (line 19) _____

Set Two

responsible successful liking careful greedy

- 6. **affinity** (line 28) _____
- 7. **dependable** (line 31) _____
- 8. **mercenary** (line 34) _____
- 9. **discreet** (line 46) _____
- 10. **fruitful** (line 48) _____

Self-Tests

1 In each group, there are three synonyms and one antonym. Circle the antonym.

- | | | | |
|---------------|--------------|-------------|-------------|
| 1. gloomy | happy | dour | forbidding |
| 2. submissive | passive | obedient | aggressive |
| 3. fondness | affinity | liking | dislike |
| 4. represent | model | distort | exemplify |
| 5. confusion | peacefulness | tranquility | serenity |
| 6. fruitful | successful | abundant | failure |
| 7. cautious | discreet | foolish | careful |
| 8. mercenary | generous | selfish | greedy |
| 9. careless | trustworthy | dependable | responsible |
| 10. pleasant | amiable | mean | agreeable |

2 Finish the story using the vocabulary words. Use each word once.

VOCABULARY LIST

exemplify	serenity	discreet	fruitful	mercenary
amiable	affinity	dependable	dour	submissive

I have been working at the local coffee shop for almost two years. I am a(n) (1) _____ employee. I am always on time, and I am (2) _____ to all of the customers. I know how to be (3) _____ and keep my mouth shut when I have heard something I shouldn't share with others. I actually have a(n) (4) _____ with the shop and its customers. They are like family. I would say I (5) _____ the type of employee who can read people's needs. I know that some customers want to chat about how (6) _____ their shopping has been at the nearby stores. But there are others who want to enjoy the (7) _____ of a smooth cup of coffee and a good book in one of our comfy chairs, so I give them their space. I know when to be assertive and when to be (8) _____. I even know how to best approach the (9) _____ man who comes in with a gloomy face so that he leaves smiling. The (10) _____ customer is the only type I really have a problem with. These people are so selfish they barely want to pay for their own cups of coffee much less leave me a tip.

3 Answer the following questions using the vocabulary words. Use each word once.

VOCABULARY LIST

submissive	serenity	mercenary	fruitful	exemplify
dour	discreet	dependable	amiable	affinity

1. If you finish all your homework by noon, what has the morning been? _____
2. When directing a friend to remove a speck of food from her face, what is it usually polite to be? _____
3. If you agree to everything your friends want to do even if it isn't really what you want to do, what are you being? _____
4. If you enjoy spending your days at the beach or by a lake, what kind of relationship do you have with water? _____
5. If you are fun to be around, how might people describe you? _____
6. What kind of feeling might you experience while spending a weekend at a cabin in the woods? _____
7. After your favorite dog dies, how would you feel? _____
8. If you are never late and you never forget an appointment, what kind of person are you? _____

9. If you were hired as a member of a foreign country's army, what would your profession be?

10. If you were quiet at the theater in the hope that your younger brother and sister would be, too, what would you be trying to do? _____

Identify the two vocabulary words represented in the drawings.

Word Visions



1. _____



2. _____

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Word Wise

Collocations

The salesman *gave his assurance* that the table would be delivered by Friday, so I would have it for my dinner party on Saturday. (Chapter 1) (Note: The collocation can also be *gave her assurance*.)

To *implement a plan* to achieve your goals begin by deciding which three of your goals are the most important. (Chapter 1)

After a *fruitful discussion*, the committee was able to arrange the conference with great speed. (Chapter 2)

Naya rattled on about the problems her friends were having, but she kept a *discreet silence* about her own financial troubles. (Chapter 2)

Connotations and Denotations

Zealous (Chapter 1): denotation—"enthusiastic, eager; passionate." Many people see being zealous about an activity or interest as a positive emotion. For some people, however, the connotation of zealous conjures a person who has thrown oneself into an activity beyond the normal bounds of enthusiasm, making one a fanatic or zealot (an excessively zealous person).

Interesting Etymologies

Mercenary (Chapter 2) in the late fourteenth century meant "one who works only for hire." The word came from the Latin *mercēnārius*, meaning "hired worker." The root is *mercēs*, meaning "wages or pay," with the further root of *merx*, "market." The adjective definition, "selfish; greedy," grew out of the earlier meaning, and its use was first recorded in the 1530s.

Interactive Exercise

Take a few minutes to complete the following questions on getting along with friends.

1. To achieve serenity with friends, what do you consider the most fruitful behavior for people to display?

2. What trait of a good friend does one of your friends exemplify? Give an example of a time your friend displayed this trait.

3. Do you feel that most people have an affinity with people who (Pick one.)
_____ share all the same interests _____ do not share any interests
_____ share some interests
4. What are two situations when friends shouldn't be submissive? How should they work out these problems or differences?

5. What qualities are important in a good friend? A good friend is (Mark all that apply.)
_____ dependable _____ apathetic _____ dour _____ patient
_____ mercenary _____ amiable _____ discreet _____ good-looking

HINT

Shades of Meaning

Learning new vocabulary is more than learning synonyms. While some words you learn may be similar to other words you know and may be used in place of another word, every word is unique. Good writers choose their words carefully. Words have different shades of meaning, and conscientious writers think about those differences when picking a word to use. A careful reader also responds to those differences in meaning. In some cases the differences are slight, such as "On Sundays I eat a big dinner" or "On Sundays I eat a large dinner." But replacing "big" or "large" with "huge" or "gigantic" (both synonyms for "big") does alter the image of how much food the person is eating. Some synonyms have even bigger differences. For the sentence, "The clever woman found a way to get out of debt," "clever" could be replaced with the synonyms "smart" or "crafty." The reader would have a different reaction to the woman depending on whether the writer selected "smart" or "crafty." When reading or writing, pay attention to the diverse ways words can be used.

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Word List

affinity [ə fin' ə tē]	<i>n.</i> fondness; attachment; liking	fruitful [frūt' fəl]	<i>adj.</i> successful; abundant
amiable [ā' mē ə bəl]	<i>adj.</i> good-natured; agreeable	mercenary [mûr' sə ner' ē]	<i>adj.</i> selfish; greedy <i>n.</i> a professional soldier hired to fight in a foreign army
dependable [di pen' də bəl]	<i>adj.</i> trustworthy; responsible	serenity [si ren' ə tē]	<i>n.</i> peacefulness, tranquility
discreet [dis krēt']	<i>adj.</i> careful; cautious	submissive [səb mis' iv]	<i>adj.</i> obedient; passive
dour [door, dour]	<i>adj.</i> dismal; gloomy; forbidding		
exemplify [eg zem' plə fī', ig-]	<i>v.</i> to show by example; to model; to represent		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

	Word	Definition	Your Sentence
1.	_____	_____	_____

2.	_____	_____	_____

3.	_____	_____	_____

4.	_____	_____	_____

5.	_____	_____	_____

Entertainment

Enjoying a Night Out

ENTERTAINMENT

Movie Sends Viewers to New Places

Planet Desire, rated PG-13, now playing at The Strand, Horizon, and Multiplex 11

5 Don't miss *Planet Desire*, a new action thriller, showing in 3D. A shy, amiable young man is drawn into a video game thanks to a computer glitch. His sister discovers the malfunction and sets out to save him despite her aversion to technology. Breaking protocol, she arranges a late-night clandestine meeting in the woods with a computer genius who works for a secret government agency. The genius agrees to help by allowing her to play a virtual reality game he has created. He gives her his assurance that the game is safe and that it will connect her to her brother. Her only hope is to step into the unknown, but can she trust this man? The plot might sound wild, but it all feels real. You are right in the action during the exciting 3D scenes of the siblings' adventures, which include rafting, mountain climbing, and scuba diving. The superb acting and sound track also contribute to making this a must-see movie.



New Burger Place Serves Up Fun

25 Take a break from your frenzied studies and head over to Pearl's for food and fun. Pearl's is a great new burger place that is quickly becoming popular with students. The menu features the omnipresent hamburger, but Pearl's offers a few unusual toppings. Some of the choices that may intrigue you include blue cheese and gorgonzola (cheddar and jack cheese are also available), pineapple slices, jicama, and ice cream (yes, you can have a dessert hamburger—it even comes with a cherry on top). The menu also features delicious fries, onion rings, Buffalo wings and a variety of salads and sandwiches. Desserts include scrumptious pies and cakes. Pearl's has ten flavors of shakes. I give a standing ovation to the banana shake: it's the best shake I've ever tasted! Owner Pearl Barnes is a resourceful woman. She has managed to fit twenty tables and ten counter seats into the small space, but the way she arranged everything the place doesn't feel crowded, even on a busy Saturday night. Come enjoy good food and fun people at Pearl's.

45 Located at 1543 Central Street, open for lunch and dinner; low prices.