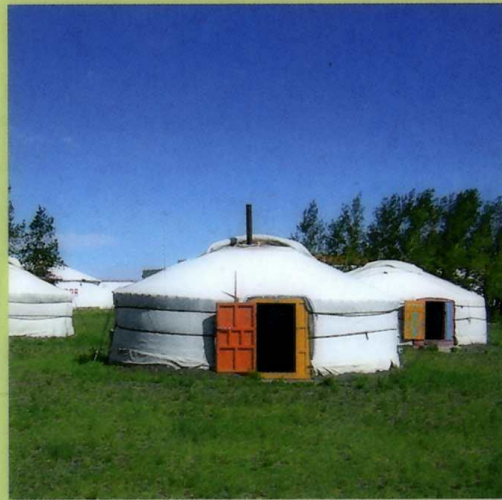


# Academic

FOURTH EDITION

# VOCABULARY

ACADEMIC WORDS



AMY E. OLSEN

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# Preface

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 make the study of vocabulary an exciting and enjoyable part of college study, I wrote *Academic Vocabulary*.

The goal of this book—the third 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 the philosophy that an essential part of learning vocabulary is repeated exposure to a word. *Academic Vocabulary* provides eight exposures to each vocabulary word in the text plus more opportunities for exposure through the Collaborative Activities and games in the Instructor's Manual.

## Content Overview

*Academic Vocabulary* is an ideal text for both classroom and self-study. The twenty main chapters follow a 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 worksheets to essays. 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 *Academic Vocabulary* were chosen 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 textbooks, novels, magazines, and newspapers; (3) occurrence in standardized tests such as the SAT and GRE; (4) containing word parts introduced in the text; and (5) my own experiences in teaching reading and writing.

- **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 Wise:** Following the Self-Tests is the Word Wise section that teaches a variety of skills that are helpful to vocabulary acquisition. There are seven types of activities: Internet Activities, A Different Approach, Context Clue Mini-Lessons, Interesting Etymologies, Collocations, Word Pairs, and Connotations and Denotations. Each activity is explained in the Getting Started section. These activities give students additional practice and insight into the words they are learning.

- **Interactive Exercise:** Next is an Interactive Exercise that 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 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 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; they 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 speaking with each other. The goal of the Conversation Starters is to get students to use 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. 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 three to five 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, *Academic Vocabulary* includes the following sections to assist students in learning new vocabulary.

- **Getting Started:** The text 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” section explains the advantages of using flash cards and encourages students to make flash cards 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 four chapters. They divide the words into different activity groups and test students’ cumulative knowledge. The words appear in artistic, test, written, puzzle, and collaborative formats. These repeated and varied exposures increase the likelihood that students will remember the words, not just for one chapter or test, but for life.
- **Glossary:** The Glossary is new to this edition. It 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 found in the Instructor’s Manual.

- **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 fourth edition has several new features in response to instructor comments.

- **Refined Chapter Organization:** The chapters have been rearranged to start with what can be considered core classes: social science (U. S. history), composition, mathematics, and physical science (biology). The rest of the text contains more social science, arts and humanities, and physical science courses, as well as chapters covering courses found in business, technology, and education departments. This organizational method is designed to address the needs of most students at the start of the text, and then to keep student interest high by presenting a variety of disciplines in each section.
- **Refined In-Chapter Organization:** All of the analogy Self-Tests have been moved to the third exercise in a chapter to allow students more time to work with the vocabulary words before encountering this challenging activity.
- **Added Content:** Two additional Review Chapters have been added to help students reinforce and more quickly assess their learning of the words. Word Part Reminders and Conversation Starters have been interspersed with the Hints as additional ways to help students remember the word parts and vocabulary words. A Glossary has been added to aid instructors and students in quickly finding a definition they want to review.
- **New Readings:** About a third of the chapters have new readings in either topics or formats more likely to appeal to students. Some of the chapters have also been lengthened to give students more reading practice and to increase a student's cultural literacy about a topic. Additionally, new words have been added to some chapters.
- **Updated Design:** New photographs have been added to several chapters to make the text more visually friendly. The artwork has been redone in some chapters for a more sophisticated look. And the layout of the text has been redesigned for simplicity and freshness.
- **New Web Site:** The CD-ROM that formerly accompanied *Academic Vocabulary* has been transferred to the Internet to allow for easier student access and timelier updating of the exercises.

## The Teaching and Learning Package

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

- **Instructor's Manual and Test Bank (ISBN: 0-205-63326-9):** 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. The games include both individual and full-class activities. 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 and combined tests of two chapters. Mastery Tests accompany the Review Chapters and full-book Mastery Tests can be used as final exams.

- **Academic Vocabulary Web Site:** Available with this text is access to the *Academic Vocabulary* Web site, which features additional exercises and tests that provide for more interaction between the students and the words. The Web site has an audio component that allows students

to hear each chapter's thematic reading and 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. To learn how to access the Web site, contact your Pearson publishing representative.

## For Additional Reading and Reference

### The Longman Basic Skills Package

In addition to the book-specific supplements discussed above, other skills-based supplements are available. These supplements are available either at no additional cost or at greatly reduced prices.

- **The Dictionary Deal.** Two dictionaries can be shrink-wrapped with *Academic 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, 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](http://www.myreadinglab.com)).** MyReadingLab is the first and only online learning system to diagnose both students' reading skills and reading levels. This remarkable program utilizes diagnostic testing, personalized practice, and gradebook reports to allow instructors to measure student performance and help students gain control over their reading.

## Acknowledgments

I want to thank the following reviewers for their helpful suggestions for this fourth edition: Cecelia Guinee, Portland Community College; Kimberly Smith, Miami Dade College—Homestead Campus; Cynthia Graham, Pueblo Community College; Carol Horner, John Tyler Community College; Marianne Friedell, College of the Mainland; Nancy Banks, Florida Community College of Jacksonville; Judy Johnson, John Tyler Community College; and Keming Liu, Medgar Evers College/CUNY.

Additionally, I am grateful to Kate Edwards, Acquisitions Editor of Reading and Study Skills at Pearson Longman for her help in preparing this edition. Commendations go to Pearson's Supplement and Marketing departments for their assistance and to Elm Street Publishing Services for making this series visually appealing. A big thank you to Martha Beyerlein for her work during the production phase. To Elizabeth, Tina, and Margaret, as well as other colleagues, I offer my gratitude for stimulating discussions on education at various gatherings. I deeply appreciate my family's support, and I give warm thanks to my husband for being such a good guy.

I am proud to present the fourth edition of *Academic Vocabulary*, a book that makes learning vocabulary enjoyable and meaningful.

—AMY E. OLSEN

### Also Available

Books 1 and 2 of the Vocabulary Series:

*Interactive Vocabulary: General Words*, by Amy E. Olsen

*Active Vocabulary: General and Academic Words*, by Amy E. Olsen

# Getting Started

## 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

Entry → **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

→ **1wink** *v* **wɪŋk** *vb* [ME, fr. OE *wincian*; akin to OHG *wincan* to stagger, wink and perh. to L *vacillare* to sway, Skt *vāncati* 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

→ **2wink** *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

**win-ter-ize** *v* **ˈwɪn-tər-,rɪz** *vt -ized ; -iz-ing* (1934): to make ready for winter or winter use and esp. resistant or proof against winter weather <~ a car> — **win-ter-i-za-tion** *n* **ˌwɪn-tər-ɪ-zə-shən** *n*

**win-ter—kill** *v* **ˈwɪn-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* **ˈwɪn-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

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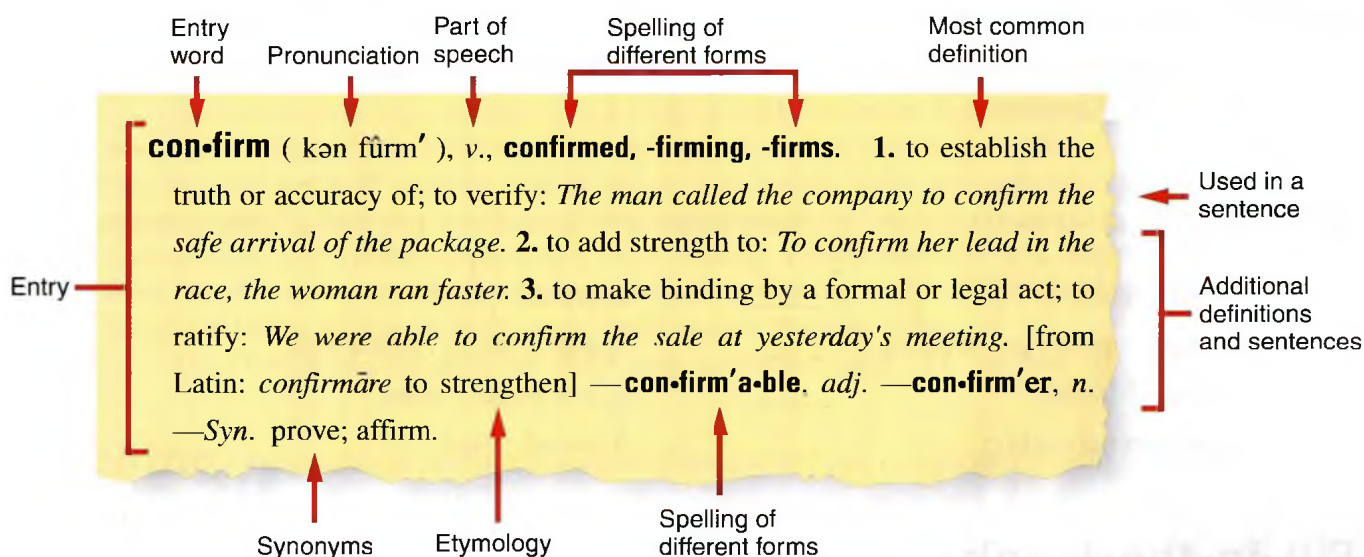
## Using Guide Words

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	_____	
157	bone/boo	_____	1. pang
159	boot/born	_____	2. Panama
654	humanist/humongous	_____	3. bonnet
655	humor/hunter	_____	4. hummus
975	pamphlet/pandemonium	_____	5. border
976	pander/pant	_____	6. hunk
EXAMPLE: <u>654</u>	humdinger	_____	7. booth
		_____	8. pansy

Most dictionaries contain the following information in an entry:

- The **pronunciation**—symbols that 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.