



CHAPTER 2

Developing a College-Level Vocabulary

A New World of Words

CHAPTER OBJECTIVES

In this chapter you will learn the answers to these questions:

- Why is it important for me to develop a college-level vocabulary?
- What are context clues, and how can I use them?
- What are word-structure clues, and how can I use them?
- How do I use a dictionary pronunciation key?
- What is figurative language?
- How do I interpret figures of speech?

WHAT YOU NEED TO LEARN

Why Is It Important to Develop a College-Level Vocabulary?

What Are Context Clues, and How Do You Use Them?

What Are Word-Structure Clues, and How Do You Use Them?

How Do You Use a Dictionary Pronunciation Key?

What Is Figurative Language, and How Do You Interpret Figures of Speech?

Other Things to Keep in Mind When Developing Your College-Level Vocabulary

- Certain punctuation marks in a sentence can signal a definition.
- The most common and helpful roots, prefixes, and suffixes in English come from Latin and ancient Greek.
- A word’s etymology (origin and history) indicates the word parts it was created from, including Latin or Greek ones.

CREATING YOUR SUMMARY

Developing Chapter Review Cards

VOCABULARY PRACTICE EXERCISES

Context Clues

Word-Structure Clues

Figurative Language

READINGS

Selection 2-1 (*Human Development*)

“Should Teenagers Work Part-Time?”

from *Human Development* by Diane Papalia and Sally Olds

Selection 2-2 (*Business*)

“McDonaldization: The Sun Never Sets on the Golden Arches”

from *Understanding Business* by William Nickels, James McHugh, and Susan McHugh

Selection 2-3 (*Health*)

“Rage on the Road: The Danger of Aggressive Driving”

from *Understanding Your Health* by Wayne Payne and Dale Hahn

WHY IS IT IMPORTANT TO DEVELOP A COLLEGE-LEVEL VOCABULARY?

The most important reason to develop a college-level vocabulary, of course, is so that you can understand your college textbooks. Increasing your vocabulary can make your college work easier in other ways besides reading. Increasing your vocabulary will enable you to understand more of what others—especially professors—say. In addition, it will make your own speaking and writing more precise and more interesting. If all that is not enough, your increased vocabulary may result in an increased salary. Research tells us that the size of a person’s vocabulary correlates with how much money the person earns: The larger your vocabulary, the larger your income is likely to be. Thinking of each word you learn as potential “money in the bank” may be an incentive for you to make the effort to add new words to your vocabulary! Indeed, developing a powerful vocabulary is a process that takes time and effort, but it is an asset that will benefit you all your life.

How can you develop a strong vocabulary? Read. Every time you read, you have an opportunity to expand your vocabulary. The more you read, the better your vocabulary can become—if you develop an interest in words and their meanings.

When you read there are four techniques you can use to develop and expand your understanding of words. The techniques are:

- 1. Use context clues.** Reason out the likely meaning of a word from clues provided by the surrounding words and sentences. The word might be completely

Developing a strong vocabulary takes time and effort, but it is well worth it.



unfamiliar to you, or it might be a common word that has some other meanings you are unaware of. Ask yourself, “What would this word have to mean in order to make sense in this sentence?”

- 2. Use word-structure clues.** Determine a word’s meaning by examining any prefix, root, or suffix it contains.
- 3. Use a dictionary.** Determine a word’s pronunciation and the precise meaning as it is used in the passage you are reading.
- 4. Know how to interpret figurative language.** Understand the nonliteral meaning of words and phrases when they are used in figures of speech.

In this chapter, we will take a close look at each of these four skills for developing your vocabulary. (To give you ample practice applying these skills, there are extensive vocabulary exercises that accompany every reading selection in *New Worlds*.)

WHAT ARE CONTEXT CLUES, AND HOW DO YOU USE THEM?

KEY TERM context clues

Words in a sentence or paragraph that help the reader deduce (reason out) the meaning of an unfamiliar word.

Textbook authors want you to understand what they have written. When they use words that they think might be unfamiliar to the reader, they often help the reader by providing context clues. **Context clues** are words in a sentence or paragraph that help the reader deduce (reason out) the meaning of an unfamiliar word. Such clues are called “context” clues because *context* refers to the setting in which something occurs. In this case, it refers to the rest of the sentence and the paragraph in which the unfamiliar word appears.

Context clues can help you figure out the meaning of an unfamiliar word, so think of them as gifts the writer gives you to make your job easier. How can you take advantage of these “gifts”? Simply read the sentence carefully and pay attention to the words and other sentences surrounding the unfamiliar word. If you encounter an unfamiliar word when you are reading, ask yourself, “What would this word have to mean in order for it to make sense in this sentence?” For example, suppose you read this sentence: “My four-year-old nephew loves cookies, cakes, candy, *gorp*, and anything else that is sweet.” *Gorp* is not a real word, of course. But if it were, you could deduce its meaning from the context: It is some type of dessert-like food. The context clues are the examples of “cookies, cakes, candy” and the words “and anything else that is sweet.” To make sense in the sentence, *gorp* would have to refer to some type of sweet, sugary food.

For words with more than one meaning, context clues can also help you determine which meaning the author intends. You may know one meaning of the word *consume* is “to eat,” as in this sentence: “Americans consume millions of hotdogs every year.” Suppose, however, you encounter this sentence: “On average, Americans consume almost 19 million barrels of oil a day.” “Eat” makes no sense in a sentence about consuming barrels of oil. You can deduce, therefore, that in this sentence, the word *consume* means “use.” This is the meaning the author intends.

In the chart on page 61 are six common types of context clues. The chart explains what to ask yourself and what to look for when you encounter each type of

USING CONTEXT CLUES TO DETERMINE THE MEANING OF UNFAMILIAR WORDS

| Example | Type of Clue | What to Ask Yourself | What to Look For |
|---|-----------------------------------|--|---|
| A panic attack is defined as a mood disorder that is characterized by sudden, unexpected feelings of fear. | Definition clue | Are there <i>definition clues</i> and a definition? | Phrases that introduce a definition, such as: <i>is defined as, is called, is, is known as, that is, refers to, means, the term;</i> a term that is in bold print, italics, or color; certain punctuation marks that set off a definition or a term. (See page 74.) |
| A puma , or mountain lion, has a large, powerful body. | Synonym clue | Is there a <i>synonym</i> for the unfamiliar word? That is, is the meaning explained by a word or phrase that has a <i>similar meaning</i> ? The synonym may be set off by commas, parentheses, a colon, dashes, or brackets. (See page 74.) | Phrases that introduce synonyms, such as: <i>in other words, or, that is to say, also known as, by this we mean, that is.</i> |
| Unlike his talkative older brother, Alvin is a taciturn person. | Contrast clue | Is there an <i>antonym</i> for the unfamiliar word? That is, is the unfamiliar word explained by a contrasting word or phrase with the <i>opposite meaning</i> ? | Words and phrases that indicate opposites: <i>instead of, but, in contrast, on the other hand, however, unlike, although, even though.</i> |
| Because he prefers solitude , he lives alone in an isolated mountain cabin with no telephone. | Experience clue | Can you draw on your <i>experience and background knowledge</i> to help you deduce (reason out) the meaning of the unfamiliar word? | A sentence that includes a <i>familiar experience</i> (or information you already know) can help you figure out the meaning of the new word. |
| He enjoys many types of cuisine , such as Mexican, Italian, Chinese, Thai, and Indian foods. | Example clue | Are there <i>examples</i> that illustrate the meaning of the unfamiliar word? | Words that introduce examples of the meaning of the unfamiliar word: <i>for example, such as, to illustrate, like.</i> |
| Her taste in music is very eclectic . She likes opera, rock, hip-hop, classical, and jazz. | Clue from another sentence | Is there <i>another sentence</i> in the paragraph that explains the meaning of the unfamiliar word? | <i>Additional information in another sentence</i> that may help explain the unfamiliar word. |

context clue. The chart also presents example sentences that illustrate each type of context clue. (You also have the opportunity to learn the meaning of any unfamiliar words in the example sentences.)

Using the context is the first strategy you should use when you encounter an unknown word. Remember, however, that even though context clues enable you to make an educated guess, they do not always allow you to determine the meaning of a word accurately. For example, you might read the sentence, “He spent the entire weekend visiting used car dealerships, but in spite of his *exhaustive* search he was unable to find a suitable car in his price range.” Although *exhaustive* might appear from the context to mean “exhausting” or “tiring,” it actually means “thorough” or “complete.” (For example, a scientist might do exhaustive research about a particular subject.) In this case, the context is not sufficient to reason out the meaning of the word.

WHAT ARE WORD-STRUCTURE CLUES, AND HOW DO YOU USE THEM?

KEY TERM

word-structure clues

Roots, prefixes, and suffixes that help you determine a word’s meaning.

Word-structure clues are also known as *word-part clues*.

Although context clues should be your first strategy in determining the meaning of unknown words, examining the structure of words can also be extremely helpful. **Word-structure clues**, or word-part clues, consist of roots, prefixes, and suffixes that help you determine a word’s meaning. Prefixes and suffixes are called affixes because they are “fixed” (attached or joined) to a root word. Word-structure clues can often be used to confirm the meaning suggested by the context of the sentence.

Word-structure clues can help you in other ways as well. First, they can help you remember the meaning of a word. Second, they allow you to enlarge your vocabulary by learning families of related words that come from the same root (called *cognates*). Finally, knowing prefixes, roots, and suffixes can help you improve your spelling. For instance, if you know the prefix *mis* (meaning “bad” or “wrong”), then you will understand why the word *misspell* has two s’s: One is in the prefix and one is in the root word: *mis* + *spell*.

The more prefixes, roots, and suffixes you know, the more you will be able to utilize this vocabulary-building strategy. This means that it is well worth your time to memorize common word parts. Of these, roots and prefixes are by far the most helpful. (Lists of common roots, prefixes, and suffixes appear on pages 64–68.)

As you can tell, there are three categories of word parts—prefixes, roots, and suffixes. Each will be discussed in this chapter. Here are their definitions:

Root: Base word that has a meaning of its own.

Prefix: Word part attached to the beginning of a root that adds its meaning to the root.

Suffix: Word part attached to the end of a root word.

To use word-structure clues, examine an unfamiliar word to see if it has a word part that you recognize that gives you a clue to its meaning. Think of roots and affixes as puzzle parts that can help you figure out the meaning of unfamiliar words. Keep in mind that, as noted above, you increase your chances of figuring out an unfamiliar word’s meaning if you are able to use *both* context clues and word-structure clues together. Now, let’s take a closer look at each of the three types of word parts.

KEY TERM**root**

Base word that has a meaning of its own.

KEY TERM**prefix**

Word part attached to the beginning of a word that adds its meaning to that base word.

KEY TERM**suffix**

Word part attached to the end of a root word.

A **root** is a base word that has a meaning of its own. Roots are powerful vocabulary-building tools because entire families of words in English are based on the same root. For example, if you know that the root *aud* means “to hear,” then you will understand the connection between *audience* (people who come to hear something or someone), *auditorium* (a place where people come to hear something), *auditory* (pertaining to hearing, as in *auditory nerve*), and *audiologist* (a person specially trained to evaluate hearing). Knowing the meaning of a word’s root makes it easier to remember the meaning of the word.

A **prefix** is a word part that is attached to the beginning of a word that adds its meaning to the meaning of the base word. For example, adding the prefix *tele* (meaning “distant” or “far”) to the word *marketing* creates the word *telemarketing*, selling goods and services from a distance (in this case, over the telephone), rather than face-to-face. By adding the prefixes *pre* (meaning “before”) and *re* (meaning “back” or “again”) to the word *view*, you have the words *preview* (to view or see something ahead of time) and *review* (to see or look back at something again).

Remember, however, that just because a word begins with the same letters as a prefix, it does not necessarily contain that prefix. The prefix *mal* means “wrong” or “bad,” as in *malnutrition* (bad nutrition). However, the words *mall* and *male* also begin with the letters *mal*, but they have no connection with the prefix *mal*. Nor does the word *rent*, for example, contain the prefix *re*, or the word *pressure* the prefix *pre*.

A **suffix** is a word part attached to the end of a root word. Some suffixes add their meaning to a root, but most suffixes simply change a word’s part of speech or inflection. Inflectional endings include, for example, adding *-s* to make a word plural or *-ed* to make a verb past tense. Consider these other forms of *predict* (a verb) that are created by adding suffixes: *prediction* (a noun), *predictable* (an adjective), and *predictably* (an adverb).

Suffixes are not as helpful as roots or prefixes in determining the meaning of unfamiliar words because many suffixes have similar or even the same meanings. Also, some suffixes cause roots to change their spelling before the suffix is added. For instance, when certain suffixes are added to words that end in *y*, the *y* becomes an *i*: *sleepy* becomes *sleepier*, *sleepiness*, and *sleepily*.

A word may consist of one or more of the word parts. For example, the word *graph* consists of a root only. The word *telegraph* consists of a prefix (*tele*) and a root (*graph*). The word *graphic* consists of a root (*graph*) and a suffix (*ic*). *Telegraphic* consists of a prefix, a root, and a suffix.

It is unlikely that you or any other student will learn every Greek and Latin word part, but the more word parts you know, the easier it will be for you to use word-structure clues and, of course, the larger your vocabulary will become. A good place to begin is by familiarizing yourself with the common roots, prefixes, and suffixes on the lists that follow. (You probably already know many of the word parts on these lists.) Then watch for these word parts in new words you encounter. Use these word-structure clues whenever possible to help you confirm the “educated guess” you made about a word’s meaning based on the context.

COMMON ROOTS

| Root | Meaning | Examples |
|------------------|---------------------|------------------------------|
| 1. anthro | man, humankind | anthropology, misanthrope |
| 2. aud | hear | audience, auditorium |
| 3. auto | self | autobiography, automatic |
| 4. bene | good, well | beneficial, benediction |
| 5. biblio | book | bibliography, bibliophile |
| 6. bio | life | biology, biopsy |
| 7. cede, ceed | go, move | precede, proceed |
| 8. chron | time | chronology, chronic |
| 9. cide | kill | homicide, suicide |
| 10. clud, clus | close, shut | exclude, inclusive |
| 11. corp, corpus | body | corporal, corps |
| 12. cred | believe, belief | credible, credit |
| 13. dic, dict | say, speak | predict, dictionary |
| 14. duc, duct | lead | produce, conductor |
| 15. fac | make, do | manufacture, factory |
| 16. fid, fide | faith | fidelity, confidence |
| 17. gam, gamy | marriage | bigamist, monogamy |
| 18. gen | birth, race, origin | generation, genealogy |
| 19. geo | earth | geology, geography |
| 20. graph, gram | write | graphic, diagram, photograph |
| 21. gress | go, move | progression, regress |
| 22. ject | throw, hurl | reject, projection |
| 23. man, manu | hand | manual, manipulate |
| 24. mater, matri | mother | maternal, matricide |
| 25. mem | memory | remember, commemorate |
| 26. meter | measure | thermometer, metric |
| 27. miss, mit | send, sent | mission, transmit |

| Root | Meaning | Examples |
|---------------------------|----------------------|------------------------------|
| 28. mor, mort | death | morgue, mortal, morbid |
| 29. mot, mob | move, go | motion, promote, mobile |
| 30. nov | new | novelty, innovation |
| 31. nym, nom | name | synonym, nominate |
| 32. pater, patri | father | paternal, patriotic |
| 33. pel | push, drive, thrust | repel, compel |
| 34. pend | hang | pendulum, dependent |
| 35. phil, phile | love | philosophy, bibliophile |
| 36. phobia | fear | claustrophobia, phobic |
| 37. phon | sound | phonics, telephone |
| 38. photo | light | photograph, photosynthesis |
| 39. pod, pedi | foot | podiatrist, pedestrian |
| 40. port | carry | portable, import, export |
| 41. pos | put, place | pose, position, deposit |
| 42. psych, psycho | mind | psychic, psychology |
| 43. rupt | break, burst | rupture, bankrupt, interrupt |
| 44. scribe, script | write | inscribe, prescription |
| 45. sol | one, alone, only | solo, solitude |
| 46. spec | see, look | spectacle, inspect |
| 47. ten | grasp, hold, stretch | attention, retention |
| 48. therm | heat | thermometer, thermal |
| 49. tempor | time, occasion | temporary, contemporary |
| 50. tort | twist, bend | tortuous, contort |
| 51. tract | drag, pull | tractor, contract, attract |
| 52. ven, vene | come | convention, intervene |
| 53. vers, vert | turn | reverse, convert |
| 54. vid, vis | see | video, vision |
| 55. viv, vive | live, living | vivid, survive |
| 56. voc | voice, call, say | vocal, invocation |

COMMON PREFIXES

| Prefix | Meaning | Examples |
|--|------------------------|---|
| Prefixes That Mean “No” or “Not”: | | |
| 1. a- | not | atypical, asocial |
| 2. an- | not | anarchy, anaerobic |
| 3. in-, il-, im-, ir- | not | insecure, illegal, immoral, irresponsible |
| 4. non- | not | nonviolent, nonpoisonous |
| 5. un- | not | unhappy, unkind, uneducated |
| 6. dis- | not, opposite of, undo | displease, disservice, disconnect |
| 7. mis- | wrong, bad | mistreat, mistake, misplace |
| 8. mal- | bad, evil | maladjusted, malevolent |
| 9. ant-, anti- | against | antagonize, antivirus, antiwar |
| 10. contra- | against | contradict, contrary, contrast |
| Prefixes That Relate to Time: | | |
| 11. ante- | before | antebellum, antecedent |
| 12. ex- | former | ex-boss, ex-spouse |
| 13. post- | after | posttest, posterior |
| 14. pre- | before | predict, precede |
| 15. re- | again | repeat, recycle |
| Prefixes That Show Placement: | | |
| 16. ab- | away, away from | absent, abnormal |
| 17. circum- | around | circumference, circumlocution |
| 18. co-, col-, com- | together or with | cooperate, colleague, comparison |
| 19. de- | down from, away | descend, depart |
| 20. dis- | away | displace, disappear |
| 21. ex- | out | exit, export, exterior, exurbs |
| 22. in- | in | inside, interior, inhale |
| 23. inter- | between, among | interstate, interrupt, interfere |
| 24. intra- | within, inside | intrastate, intramural, intravenous |
| 25. pro- | forward, ahead | progress, promote |
| 26. re- | back | return, revert, report |
| 27. sub-, sup- | down | submarine, suppress, suburbs |
| 28. tele- | far, distant | television, telepathy, telescope |
| 29. trans- | across | transatlantic, transport |

| Prefix | Meaning | Examples |
|---|-------------------------|--|
| Other Prefixes: | | |
| 30. heter- | different | heterosexual, heterogeneous |
| 31. hom-, homo- | same | homophobia, homogeneous |
| 32. syn- | same, similar, together | synthesize, synchronize |
| 33. urb- | city | urban, urbanite |
| Prefixes That Indicate How Many or How Much: | | |
| 34. extra- | outside, beyond | exterior, extraordinary, extracurricular |
| 35. hemi- | half | hemisphere, hemiplegic |
| 36. hyper- | too much, excessive | hyperactive, hyperbole |
| 37. hypo- | under, too little | hypothermia, hypodermic |
| 38. macro- | large | macroeconomics, macrobiotic |
| 39. micro- | small | microscope, microorganisms |
| 40. omni- | all, every | omnipotent, omniscient |
| 41. poly- | many | polygamy, polygon |
| 42. pseudo- | false | pseudonym, pseudosophisticated |
| 43. semi- | half | semiconscious, semiformal |
| 44. super- | over, above | supervisor, superlative |
| Prefixes That Show Number or Quantity: | | |
| 45. uni- | one | united, unify, uniform, universal |
| 46. mono- | one | monopoly, monocle |
| 47. bi- | two | bicycle, bisect |
| 48. du- | two | duet, dual, duel |
| 49. tri- | three | triangle, triplet, tripod |
| 50. quad-, quar | four | quadrant, quarter, quart |
| 51. quint- | five | quintet, quintuple |
| 52. penta- | five | Pentagon, pentathlon |
| 53. sex- | six | sextuplet, sexagenarian |
| 54. hex- | six | hexagon, hexagram |
| 55. sept- | seven | septuplets, septuagenarian, septet |
| 56. octo-, oct- | eight | octagon, octopus |
| 57. nov- | nine | novena, November, nonagenarian |
| 58. dec-, deci- | ten | decimal, decade, decimate |
| 59. cent- | hundred | century, cent |
| 60. mill-, kilo- | thousand | millennium, kilowatts, kilometer |

COMMON SUFFIXES

| Suffix | Meaning | Examples |
|--|---|---|
| Suffixes That Indicate a Person: | | |
| 1. -er, -or, -ist | one who (does what the root word indicates) | banker, inventor, scientist, pacifist, terrorist |
| Suffixes That Indicate a Noun: | | |
| 2. -ance, -ence, -tion, -sion, -ment, -ness, -ity, -ty, -tude, -hood, -age | state of, quality of, condition of, act of | tolerance, permanence, retention, vision, government, happiness, maturity, beauty, gratitude, statehood, marriage |
| 3. -itis | inflammation of (whatever the root indicates) | sinusitis, tonsillitis |
| 4. -ology | study or science of (whatever the root indicates) | psychology, microbiology, sociology |
| 5. -ism | philosophy of or belief in | terrorism, Buddhism, pacifism |
| Suffixes That Indicate an Adjective: | | |
| 6. -al, -ic, -ish, -ical, -ive | pertaining to (whatever the root indicates) | normal, hormonal, psychic, pacific, selfish, magical, defective |
| 7. -less | without, lacking (whatever the root indicates) | homeless, toothless |
| 8. -ous, -ful | full of (whatever the root indicates) | harmonious, colorful |
| 9. -able, -ible | able to do or be (whatever the root indicates) | comfortable, comprehensible, audible |
| Suffixes That Indicate a Verb: | | |
| 10. -ify, -ate, -ize, -en | to do (whatever the root indicates) | pacify, meditate, criticize, enlighten |
| Suffixes That Indicate an Adverb: | | |
| 11. -ly | in the manner (indicated by the root) | slowly, heavily, peacefully |
| 12. -ward | in the direction of (whatever the root indicates) | eastward, homeward, backward |

HOW DO YOU USE A DICTIONARY PRONUNCIATION KEY?

Most college students know how to locate a word in the dictionary and how to determine which definition pertains to what they are reading. But like many students, you still may not be skilled or confident in using a dictionary pronunciation key. Being able to use a pronunciation key is important because when you need to remember a word, one of the most helpful things you can do is learn its correct pronunciation and say it aloud. Checking and practicing a word's pronunciation takes only a moment or two.

Most dictionaries have an *abridged* (shortened) pronunciation key at or near the bottom of each page. This abridged key gives only vowel sounds and the less common consonant sounds. Abridged pronunciation keys usually look similar to this one:

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒ took
 ōō boot ŭ cut yō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

A complete pronunciation key appears at the beginning of every dictionary. Typically, it looks similar to the example shown on page 70. Notice that the complete pronunciation key gives a familiar word that contains a particular sound, accompanied by the symbol that dictionary uses to represent that sound. For example, the first word, *pat*, contains the sound of short *a*. That sound is represented in this dictionary by the symbol *ă*. The pronunciation of words in the dictionary will be written using these phonetic symbols. For example, suppose you read the sentence, “Marjorie is an *avid* football fan who hasn’t missed a Dallas Cowboys home game in eight years.” When you look up the word *avid*, you confirm what you suspect, that it means having a great interest and enthusiasm for something. You also see that the pronunciation for *avid* is written this way: ăv’ ĭd. To pronounce this word, you simply find the phonetic symbols for *ă* and *ĭ* in the pronunciation key and determine the way they sound in simple, familiar words. The *ă* and the *ĭ* are pronounced the same as the *a* in the word *pat* and the *i* in the word *pit*. When you substitute those sounds in place of the symbols in the pronunciation, you will know how to pronounce the word correctly.

As you work through *New Worlds*, you will have numerous opportunities to practice this skill because the pronunciation is given for each vocabulary term in the quizzes that accompany the reading selections. To help you interpret the symbols, the sample pronunciation key is repeated in each of these exercises. Your instructor can give you further guidance and practice in using a dictionary pronunciation key, if you need it.

DICTIONARY PRONUNCIATION KEY

A list of pronunciation symbols used in this dictionary is given below in the column headed **AHD** [*American Heritage Dictionary*]. The column headed **Examples** contains words chosen to illustrate how the **AHD** symbols are pronounced. The letters that correspond in sound to the **AHD** symbols are shown

in boldface. The third column, headed **IPA** (International Phonetic Alphabet), gives the equivalent transcription symbols most often used by scholars. Although similar, the **AHD** and **IPA** symbols are not precisely the same because they were conceived for different purposes.

| Examples | AHD | IPA | Examples | AHD | IPA |
|---------------------------|------------|--------------|---------------------------------|------------|------------|
| pat | ă | æ | pop | p | p |
| pay | ā | e | roar | r | ɹ |
| care | âr | ɛr, er | sauce | s | s |
| father | ă | ɑː, ɑ | ship, dish | sh | ʃ |
| bib | b | b | tight, stopped | t | t |
| church | ch | tʃ | thin | th | θ |
| deed, milled | d | d | this | th | ð |
| pet | ĕ | ɛ | cut | ŭ | ʌ |
| bee | ē | i | urge, term, firm, | ûr | ɜ, ɜr |
| fife, phase, rough | f | f | word, heard | | |
| gag | g | g | valve | v | v |
| hat | h | h | with | w | w |
| which | hw | hw (also ʍ) | yes | y | j |
| pit | ĭ | ɪ | zebra, xylem | z | z |
| pie, by | ī | aɪ | vision, pleasure, garage | zh | ʒ |
| pier | îr | ɪr, ɪr | about, item, edible, | ə | ə |
| judge | j | dʒ | gallop, circus | | |
| kick, cat, pique | k | k | butter | ər | ə· |
| lid, needle* | l (nĕd'ł) | l, ɹ ['nidʒ] | Foreign | AHD | IPA |
| mum | m | m | <i>French feu</i> | | ø |
| no, sudden* | n (sŭd'n) | n, ɹ ['sʌdn] | <i>German schön</i> | œ | |
| thing | ng | ŋ | <i>French oeuf</i> | | œ |
| pot | ŏ | ɑ | <i>German zwölf</i> | | |
| toe | ō | o | <i>French tu</i> | ü | y |
| caught, paw | ô | ɔ | <i>German über</i> | | |
| noise | oi | ɔɪ | <i>German ich</i> | | ç |
| took | ŏŏ | ʊ | <i>German ach</i> | ʰ | |
| boot | ŏŏ | u | <i>Scottish loch</i> | | x |
| out | ou | aʊ | <i>French bon**</i> | ɛ̃ (bôn) | ~ [bõ] |

*In English the consonants / and n often constitute complete syllables by themselves.

**The IPA symbols show nasality with a diacritic mark over the vowel, whereas the dictionary uses ɛ̃ to reflect that the preced-

ing vowel is nasalized. In French four nasalized vowels occur, as in the phrase *un bon vin blanc*: **AHD** [œ̃n bôn vãn blãn], **IPA** [œ̃ bõ væ̃ blã].

WHAT IS FIGURATIVE LANGUAGE, AND HOW DO YOU INTERPRET FIGURES OF SPEECH?

KEY TERM

figurative language

Words that present unusual comparisons or create vivid pictures in the reader's mind.

Figurative expressions are also called *figures of speech*.

KEY TERM

metaphor

Figure of speech suggesting a comparison between two seemingly dissimilar things, usually by saying that one of them *is* the other.

KEY TERM

simile

Figure of speech presenting a comparison between two seemingly dissimilar things by saying that one of them is *like* the other.

Knowing how to interpret figurative language is yet another way to develop your understanding of words' meanings and interpret an author's message correctly. **Figurative language** refers to words that present unusual comparisons or create vivid pictures in the reader's mind. Figurative expressions are also called *figures of speech*. Because figures of speech do not literally mean what they say, your job as a reader is to *interpret* their meaning. If you take the words literally, you will misunderstand the author's meaning. When you encounter figurative language, think about what the author wants to convey by presenting a comparison or creating a vivid mental image.

You use figurative language every day, although you may not know it by this name. Whenever you say something such as, "That homework assignment was a killer!" you really mean, "That was a tough assignment!" When you say, "I made such a good grade on my test they'll probably hire me to teach the course next semester!" you really mean "I made an extremely high grade on the test."

Because figurative language does not literally mean what the words say, the reader or listener must interpret the meaning. If you say, "I bombed my last math test," you do not literally mean that there was an actual bomb or any sort of explosion. You expect your listener to interpret your words to mean that you did not do well on your math test.

There are four very common types of figurative language. These figures of speech are *metaphor*, *simile*, *hyperbole*, and *personification*. Let's look at each of them.

A **metaphor** is a figure of speech suggesting a comparison between two seemingly dissimilar things, usually by saying that one of them *is* the other (rather than saying it is simply "like" something else). On the surface, the two things seem very different from each other, yet they are alike in some significant way. The reader must figure out the way in which they are similar.

The author assumes that readers will not take his or her words literally, but will understand that this is a figure of speech whose meaning must be interpreted. That is, the sentence is to be taken *figuratively*, not literally. For example, in the sentence "James *is a walking encyclopedia*," the writer is making a comparison between James and an encyclopedia to suggest that James has a vast amount of knowledge. To interpret this metaphor correctly, the reader must compare James and an encyclopedia and think about the way in which they could be similar: Both have knowledge, a multitude of facts and information. The author, of course, does not mean that James is literally an encyclopedia.

A **simile** is a figure of speech presenting a comparison between two seemingly dissimilar things by saying that one of them is *like* the other. Whereas a metaphor makes comparisons using the words *is*, *are*, *was*, and *were*, a simile is usually introduced by the words *like* or *as*. An example of a simile is, "James is *like* an encyclopedia." The meaning (interpretation) is the same as in the metaphor: James has a vast amount of knowledge.

Here are some examples of similes: "David felt *like a king* when the company chose him as its new president" and "Aisha's mind is as fast and accurate with numbers *as a computer*." In the first sentence, David's feeling about being chosen president of the company is compared to the feeling of being a king. The author wants

us to understand that being chosen as president made David feel as important (and perhaps even as powerful!) as if he were a real king. In the second simile, Aisha's mind, because of her mental ability, is compared to a computer. In other words, Aisha's mind is extremely fast.

To repeat: A simile says that one thing is *like* another. (The word *simile* suggests a *similarity* between two things.) When you encounter a simile, you must first determine which things are being compared. To interpret the author's meaning, you must determine the important way in which the author considers them to be similar.

KEY TERM
hyperbole

Figure of speech using obvious exaggeration for emphasis and effect.

Another type of figurative language is **hyperbole**, in which obvious exaggeration is used for emphasis and effect. (The prefix *hyper*, meaning “too much” or “excessive,” will help you remember that a hyperbole is an obvious exaggeration. Note, too, that the word *hyperbole* has four syllables and is pronounced: hī pūr' bə lē). “If I have to type one more paper this week, *my fingers will fall off!*” is an example of hyperbole. Of course, the student's fingers are not literally going to fall off. To interpret the hyperbole correctly, you must understand the point of the exaggeration: to convey that he or she has already had to type several papers this week and is extremely tired of typing.

As noted, hyperboles are also used to achieve a particular effect, such as humor. For example, to achieve a comic effect, someone might write, “If I eat one more serving of fish on this diet, I'm going to grow fins!”

KEY TERM
personification

Figure of speech in which nonhuman or nonliving things are given human traits.

In **personification**, nonhuman or nonliving things are given human traits. (You can actually see the word *person* in *personification*. Note, however, that the pronunciation is pər sŏn ə fī kā' shən.) For example, consider the human characteristics or qualities used in this sentence about a vending machine: “The vending machine *swallowed* my money and then *refused* to give me my candy.” Swallowing and refusing to do something are human behaviors. Vending machines, of course, cannot do these things intentionally or in the same sense that a person would. The author wants the reader to make the correct interpretation that the machine accepted the money but did not produce any candy in return. In this case, the interpretation is the machine is broken (it malfunctioned).

The box on page 73 summarizes metaphor, simile, hyperbole, and personification and gives additional examples of each.

FOUR TYPES OF FIGURATIVE LANGUAGE

| Figures of Speech | Examples |
|---|---|
| Metaphor: | |
| Implied comparison between two seemingly dissimilar things using <i>is</i> , <i>are</i> , <i>was</i> , or <i>were</i> . | The old man's face was a <i>raisin</i> . Our apartment is a <i>disaster area</i> . |
| Simile: | |
| Stated comparison between two seemingly dissimilar things, usually introduced by the words <i>like</i> or <i>as</i> . | After being stranded in the airport for two days, she felt <i>as if her teeth had little sweaters on them</i> . After we had slept outside in tents for a week, the motel seemed <i>like a palace</i> to us. |
| Hyperbole: | |
| Obvious exaggeration for emphasis and effect. | It took <i>forever</i> to download the DVD file! The steak they served me at the restaurant <i>would have fed a dozen people!</i> |
| Personification: | |
| Giving human characteristics or qualities to nonhuman or nonliving things. | The letters <i>danced</i> on the page before my tired eyes. Poverty <i>stole</i> their childhood. |

Skillful readers ask themselves, “Is the author using figurative language?” If the answer is yes, they ask these additional questions:

- “Are two things being compared, and if so, how are they alike?” (metaphor and simile)
- “Is there an obvious exaggeration?” (hyperbole)
- “Are human traits being given to nonliving or nonhuman things?” (personification)

Understanding figurative language helps you interpret an author’s message correctly, and it also makes material more interesting and enjoyable to read when you interpret figures of speech correctly.

3. A word's etymology (origin and history) indicates the word parts it was created from, including Latin or Greek ones.

A word's etymology is its origin and history. Dictionaries usually give the etymology of a word in brackets [] before or after the definition. An etymology can be helpful because it tells the meaning of the original word parts from which the current word was derived. This can enable you to understand and remember the word's meaning more easily. For example, the prefix *re* means *back* and the root *ject* means to *throw*. The English word *reject* literally means “to throw back” (that is, not accept) something.

When you look up a word in the dictionary, make it a habit to examine the word's etymology. See if the word contains familiar word parts. Over time, you will expand not only your vocabulary, but also your knowledge of word parts. And the more word parts you know, the easier it will be to develop your vocabulary. Below are some examples of interesting words that have come into English from other languages. Their etymologies are given in brackets after the definitions.

- al•ge•bra** (äl' jě brə) *n.* A generalization of arithmetic in which symbols represent members of a specified set of numbers and are related by operations that hold for all numbers in the set. [*< Arabic: al - jabr, “the (science of) reuniting.” -al' ge bra' ic (-brā' ik) adj.*]
- bou•tique** (bōō tēk') *n.* A small retail shop that specializes in gifts, fashionable clothes, and accessories. [*French: from Old French, *botique*, small shop, from Old Provençal *botica*, from Latin *apothēca*, storehouse. See APOTHECARY.]*
- cor•ral** (kě răl') *n.* 1. An enclosure for confining livestock. 2. An enclosure formed by a circle of wagons for defense against attack during an encampment.—*v.* *-ralled, -ralling, -als.*
1. To drive into and hold in a corral. 2. To arrange (wagons) in a corral. 3. To take control or possession of. [*Informal. To seize; capture. [Spanish: from Vulgar Latin *currāle, enclosure for carts, from Latin *currus*, cart, from *currere*, to run.]*]
- gal•le•ri•a** (găl' ə rē ə) *n.* A roofed passageway or indoor court usually containing a variety of shops or businesses. [*Italian: from Old Italian. See GALLERY.*]
- ro•de•o** (rō' dē ō, rō dā' ō) *n., pl. -os.* 1. A cattle roundup. 2. A public exhibition of cowboy skills, including riding broncos, lassoing, etc. [*Spanish: *rodear*, to surround.*]
- yen** (yěŋ) *n. Informal.* A yearning; a longing. [*Cantonese: *yan.**]

DEVELOPING CHAPTER REVIEW CARDS



Student Online
Learning Center (OLC)
Go to Chapter 2.
Select Flashcards
or Chapter Test.

Review cards or *summary cards* are a way to select, organize, and summarize the important information in a textbook chapter. Preparing review cards helps you organize the information so that you can learn and memorize it more easily. In other words, chapter review cards are effective study tools.

Preparing chapter review cards for each chapter of *New Worlds* will give you practice in creating these valuable study tools. Once you have learned how to make chapter review cards, you can use actual index cards to create them for textbook material in your other courses and use them when you study for tests.

Now complete the chapter review cards for Chapter 2 by answering the questions or following the directions on each card. The page numbers indicate the place in the chapter where the information can be found. Use the type of handwriting that is easiest for you to reread (printing or cursive) and write legibly. You will find it easier to complete the review cards if you remove these pages before filling them in.

| Context Clues | |
|----------------------|--|
| | What are <i>context clues</i> ? (See page 60.) |
| | |
| | |
| | |
| | Describe six types of context clues. (See the box on page 61.) |
| | 1. definition: |
| | 2. synonym: |
| | 3. contrast: |
| | 4. experience: |
| | 5. example: |
| | 6. clue from another sentence: |
| Card 1 | Chapter 2: Developing a College-Level Vocabulary |

Word-Structure Clues

1. What are *word-structure clues*? (See page 62.)

2. Define each of these terms. (See page 63.)

root:

prefix:

suffix:

Card 2 Chapter 2: Developing a College-Level Vocabulary

Figurative Language

1. What is *figurative language*? (See page 71.)

2. Define each of these figures of speech. (See pages 71–72.)

metaphor:

simile:

hyperbole:

personification:

Card 3 Chapter 2: Developing a College-Level Vocabulary

CONTEXT CLUES **part one**

REVIEW: Context clues are words in a sentence or paragraph that help the reader deduce (reason out) the meaning of an unfamiliar word. The types of context clues are:

- **Definition clue**—a definition for the word is given in the sentence.
- **Synonym clue**—a word is explained by a word or phrase that has a similar meaning.
- **Contrast clue**—a word is explained by a word or phrase that has an opposite meaning.
- **Experience clue**—the meaning can be understood based on your background knowledge or experience.
- **Example clue**—a word is explained by examples that illustrate its meaning.
- **Clue from another sentence**—another sentence in the paragraph explains the word.

DIRECTIONS: Items 1–20 present sentences primarily from college textbooks. Each contains an important word or term that is *italicized*. Next, there is an additional sentence that uses the word in the same sense. This sentence provides a second context clue. Read both sentences and ask yourself, “What would this word have to mean in order to make sense in *both* sentences?” Use the context clues from both sentences to *deduce* the meaning of the italicized word. Remember, the answer you choose must make sense in both sentences. Write your answer in the space provided.

- _____ 1. Requirements for *naturalization* in the United States include several years’ residency, the ability to communicate in English, demonstrated knowledge of American government and history, a commitment to American values, and no membership in any subversive organization.

Through *naturalization*, millions of immigrants to the United States have become American citizens.

naturalization means:

- a. process of becoming an immigrant
- b. process of making something more natural
- c. process by which a foreigner becomes a citizen of a different country
- d. process of establishing residency in a country

- _____ 2. *Tsunamis*, or seismic sea waves, are often incorrectly called tidal waves.

Tsunamis are produced by underwater earthquakes.

tsunamis means:

- a. underwater earthquakes
- b. seismic sea waves
- c. tidal waves
- d. earthquakes

- _____ 3. We harbor *stereotypes* or prejudgments of college professors, Asians, hairdressers, used car salespeople, the elderly, preachers, Southerners, Democrats, rap singers, and countless other groups of people.

Stereotypes originally referred to a metal printing plate or mold, but now refers to long-standing, oversimplified, exaggerated, inflexible prejudgments about groups of people.

stereotype means:

- a. printing done with a metal plate
- b. numerous groups of people
- c. oversimplification
- d. prejudgment about a group of people

- _____ 4. The blurring of gender roles is clearly evident in many of today's *androgynous* styles and fashions, such as wearing earrings or having tattoos.

Both the male and female employees protested their company's new uniforms of khaki slacks and blue shirts; they complained that the uniforms looked *androgynous*.

androgynous means:

- a. not clearly masculine or feminine, as in dress, appearance, or behavior
- b. wearing earrings or having long hair
- c. wearing the styles and fashions of today
- d. wearing a uniform

- _____ 5. For a special promotion, many retail stores deliberately sell a product below its customary price, or even below cost, to attract attention to it. The purpose of this *loss-leader pricing* is not to sell more of that particular product, but to attract customers in hopes that they will buy other products as well.

Mass merchandisers, such as Target, often sell DVDs at half their customary price because *loss-leader pricing* draws many customers to their stores.

loss-leader pricing means:

- a. special promotions to sell videos
- b. selling a product below its customary price, or even below cost, to attract customers in hopes that they will buy other products as well
- c. retailing technique used by all mass merchandisers
- d. attracting customers by selling things half price

- _____ 6. *Blues* grew out of African American folk music, such as work songs, spirituals, and the field hollers of slaves.

It is uncertain exactly when *blues* originated, but by around the 1890s it was sung in rural areas in the South and was often performed with a guitar accompaniment.

blues means:

- a. African American folk music that originated around the 1890s
- b. work songs, spirituals, and field hollers of slaves
- c. a form of vocal and instrumental music that grew out of African American folk music
- d. music performed in the South

- _____ 7. A densely populated area containing two or more cities and their suburbs has become known as a *megalopolis*.

An example of a *megalopolis* is the 500-mile corridor that stretches from Boston south to Washington, D.C., and includes New York City, Philadelphia, and Baltimore—one-sixth of the total population of the United States!

megalopolis means:

- a. densely populated area containing two or more cities and their suburbs
- b. areas existing in the United States, Great Britain, Germany, Italy, Egypt, India, Japan, and China
- c. the 500-mile corridor that stretches from Boston south to Washington, D.C.
- d. areas that equal one-sixth of the total population of the United States

- _____ 8. Motorists are aware of an increasing sense of aggression on America's *congested* highways.

Malls can become so *congested* with Christmas shoppers that potential buyers give up and go home.

congested means:

- a. flowing freely
- b. overfilled or overcrowded
- c. hostile
- d. filled with pollution

- _____ 9. New mothers seem more *susceptible* to stress and fatigue because they are now primary caregivers as well as wives, homemakers, and often employees as well.

Not eating a balanced diet or getting enough sleep can make you more *susceptible* to colds and other infections.

susceptible means:

- a. having an unknown effect
- b. unaffected by
- c. having no effect upon
- d. easily affected by

- _____ 10. Listing your qualifications on your résumé gives a prospective employer *tangible* clues about the type of person you are.

Many people enjoy volunteer work immensely even though they receive no pay or other *tangible* rewards for their time and service.

tangible means:

- a. pertaining to an actual object or something real
- b. free; having no cost
- c. pertaining to a legal matter
- d. expensive; costly

- _____ 11. Many states have now prohibited *capital punishment*, but some states still execute those who are convicted of first-degree murder.

Opponents of *capital punishment* cite numerous deathrow inmates who have been cleared of crimes as a result of DNA testing that is now available.

capital punishment means:

- a. severe punishment
- b. the penalty of death for a crime
- c. punishment decreed by the government
- d. life imprisonment

- _____ 12. The Mississippi River, the longest river in the United States, *meanders* from Minnesota to Louisiana before emptying into the Gulf of Mexico.

The writer described himself as a vagabond who *meanders* through life, open to every new adventure and experience.

meander means:

- a. flows
- b. stays
- c. wanders
- d. visits

- _____ 13. The *façades* of art deco style buildings are characterized by the use of chrome, steel, glass and aluminum, geometric patterns, and a rich display of surface decoration.

Over time air pollution has eroded the *façade* of many ancient buildings in Venice, Italy.

façade means:

- a. building
- b. exterior
- c. interior
- d. windows

- _____ 14. “Ice cold,” “little baby,” and “old antique” are examples of *redundant* phrases.

To use time effectively, employees should avoid *redundant* activities such as writing an e-mail message and leaving the same message on voicemail.

redundant means:

- a. needlessly repetitive; unnecessary
- b. useful; helpful
- c. exact; precise
- d. boring; uninteresting

- _____ 15. Many art treasures exist today because rulers such as the Roman emperor Augustus and the Byzantine emperor Justinian chose to *glorify* themselves through art.
- Throughout the ages cathedrals, hymns, and paintings have been created to *glorify* God.
- glorify** means:
- to make larger
 - to give glory, honor, or praise
 - to hide weaknesses
 - to create a portrait of
- _____ 16. In their autobiography, sisters Sarah and Elizabeth Delany, who both lived more than 100 years, attributed their *longevity* to doing what they felt was right for them and to helping others.
- Careful eating, regular exercise, sufficient rest, and a positive attitude contribute to a person's *longevity*.
- longevity** means:
- intelligence
 - wealth
 - long length of life
 - physical endurance
- _____ 17. The *Middle Ages*, the period of European history between ancient times and modern times, began with the fall of Rome in the fifth century and ended with the Renaissance in the fourteenth century.
- During the *Middle Ages*, life for peasants was difficult, harsh, and short.
- Middle Ages** means:
- ancient times
 - the period of time when peasants lived
 - the period in a person's life between the ages of forty and sixty
 - the period of European history between ancient times and modern times
- _____ 18. The white marble Taj Mahal, a magnificent tomb built in the mid-seventeenth century by a Mogul emperor for his beloved wife, is perhaps the most famous *mausoleum* in the world.
- In England, the ancestors of distinguished families are often buried in a *mausoleum* on the grounds of the family's estate.
- mausoleum** means:
- a simple, unmarked grave
 - a building designed as a burial vault
 - a building constructed of stone
 - place where bodies are kept before burial

- _____ 19. By learning how to reduce conflict, managers and supervisors can help angry employees avoid an *altercation*.

To avoid danger to themselves, police officers receive training in how to break up violent *altercations*.

altercation means:

- a. loud party
- b. loud music
- c. loud argument
- d. loud celebration

- _____ 20. Strokes can result in paralysis which, in turn, can cause the unused muscles to *atrophy*.

When a broken arm or leg is placed in a cast, the muscles begin to *atrophy* from lack of movement.

atrophy means:

- a. to grow stronger
- b. to shrink
- c. to stretch
- d. to disappear

WORD-STRUCTURE CLUES **part two**

REVIEW: **Word-structure clues** are roots, prefixes, and suffixes that help you determine a word's meaning. The three categories of word parts are:

- **Roots**—base words that have meaning on their own.
- **Prefixes**—word parts attached to the beginnings of roots that add their meaning to the roots.
- **Suffixes**—word parts attached to the ends of root words.

DIRECTIONS: Items 1–20 present sentences containing *italicized* words whose word parts—roots, prefixes, or suffixes—give a clue to its meaning. Use the word part that is in **boldface** print to give you a clue to the word's meaning. (See the lists of roots, prefixes, and suffixes on pages 64–68.) Some words contain more than one word part; this will give you additional help in determining the meaning of the word. (When possible, use context clues to confirm your answer choice.) Write your answers in the spaces provided.

- _____ 1. Harold is an *atypical* student because he started college when he was 16.
- a. typical
 - b. not typical
 - c. normal
 - d. ordinary
- _____ 2. It is easy to understand her on the telephone because of her *diction*.
- a. pleasant way of saying things
 - b. clear, distinct pronunciation
 - c. use of complex words
 - d. use of the dictionary
- _____ 3. The serial killer known as Jack the Ripper was a notorious *misogynist* who slashed many women to death in London in the late nineteenth century.
- a. someone who fails at marriage
 - b. someone who hates marriage
 - c. someone who hates women
 - d. someone who hates adolescents
- _____ 4. The *bibliophile* owned more than a thousand volumes and was proud of his extensive book collection.
- a. book lover
 - b. librarian
 - c. bookseller
 - d. rare book dealer

- _____ 5. The Vietnam Memorial in Washington, D.C., is a black marble monument that is permanently *inscribed* with the names of all persons in the U.S. armed services who died in the Vietnam War.
- illustrated
 - engraved
 - painted
 - decorated
- _____ 6. Teenagers who drive recklessly must think they are *immortal*.
- not able to die
 - above the law
 - impressive
 - susceptible to injury
- _____ 7. Lisa tried to *convert* other members of her family to vegetarianism, but they refused to give up meat.
- dissuade
 - discourage
 - turn aside
 - turn others to one's way of thinking or behaving
- _____ 8. The lifeguard quickly pulled the child from the bottom of the swimming pool and *revived* him with CPR.
- brought back to life or consciousness
 - expelled water from the lungs
 - made strong again
 - rescued
- _____ 9. The historian *chronicled* the events leading up to the Iraq War.
- disproved
 - discussed
 - presented in order
 - disapproved of
- _____ 10. *Polygamy* is illegal in the United States.
- being married to two or more people at the same time
 - being married to two women at the same time
 - being married to two men at the same time
 - being married to two or more people one at a time
- _____ 11. My father has four sisters, and of all my *paternal* aunts, I like Aunt Jane best.
- pertaining to the father
 - pertaining to the mother
 - pertaining to relatives
 - pertaining to brothers

- _____ 12. Adriana is a *versatile* artist who works in clay, stone, and metal.
- able to do many different things
 - hardworking
 - beginning
 - outdoor
- _____ 13. We refused to open the front door until the police officer showed us his *credentials*.
- weapon
 - police car
 - subpoena
 - identification or other evidence of authority
- _____ 14. Professor Howe chose an office on the first floor because she has *acrophobia*.
- a fear of earthquakes
 - a fear of heights
 - a fear of work
 - a fear of thunderstorms
- _____ 15. I tell my sister Mary everything; she has been my best friend and *confidant* all my life.
- person you trust will keep your secrets
 - relative who is close in age
 - enjoyable companion
 - person who belongs to a religious order
- _____ 16. The surgeon took a *biopsy* from the tumor and sent it to the laboratory for analysis.
- sample of living tissue
 - fluid
 - x-ray
 - report
- _____ 17. The body of the homeless person was sent to the city *morgue* until an identification could be made.
- place where dead bodies are kept temporarily
 - place where bodies are cremated
 - place where bodies are prepared for burial
 - place where bodies are maintained in crypts
- _____ 18. Collectors who have *sophisticated* taste in art often have their paintings featured in art magazines.
- too expensive for the average collector
 - unusual
 - knowledgeable and informed
 - modern or contemporary

- _____ 19. Although spanking used to be a common way to handle disciplinary problems, most school districts now prohibit *corporal* punishment.
- pertaining to the body
 - pertaining to the military
 - pertaining to schools
 - pertaining to young children
- _____ 20. The young millionaire was a generous *philanthropist* who paid for the new wing of the children's hospital.
- one who does things for love of humankind
 - one who has limited financial resources
 - one who has great interest in medical research
 - one who has had a serious illness

FIGURATIVE LANGUAGE **part three**

REVIEW: Figurative language is the use of words that present unusual comparisons or create vivid pictures in the reader’s mind. Four types of figurative language are:

- **Metaphor**—figure of speech suggesting a comparison between two seemingly dissimilar things, usually by saying that one of them *is* the other.
- **Simile**—figure of speech presenting a comparison between two seemingly dissimilar things by saying that one of them *is like* the other.
- **Hyperbole**—figure of speech using obvious exaggeration for emphasis and effect.
- **Personification**—figure of speech in which nonhuman or nonliving things are given human traits.

DIRECTIONS: Items 1–20 present sentences from college textbooks that contain *figures of speech*. Each figure of speech is *italicized*. Read each sentence. Answer the questions that follow each sentence. Remember that in order to answer the last question for each item correctly, you must *interpret* the meaning of the figurative language. Write your answer in the space provided.

When I saw the truck coming toward me in my lane, I felt fear wash over me *like a tidal wave*.

1. What two things are being compared?
 - a. a truck and a tidal wave
 - b. a truck and fear
 - c. the person and a truck
 - d. fear and a tidal wave
2. How are they alike?
 - a. Both are unusual.
 - b. Both are overwhelming.
 - c. Both are temporary.
 - d. Both pertain to water.
3. How should this simile be interpreted?
 - a. The driver felt terrified.
 - b. The driver felt irritated.
 - c. The driver felt relieved.
 - d. The driver felt wet.

My supervisor refused to let me have Saturday off to go to my family reunion. Her *heart is a stone!*

4. What two things are being compared?
 - a. a family reunion and the supervisor’s heart
 - b. the supervisor’s heart and a stone
 - c. a stone and a supervisor
 - d. the supervisor and the family

- _____ 5. How are they alike?
- Both are hard and unyielding.
 - Both are alive.
 - Both are broken.
 - Both are attending a reunion.
- _____ 6. How should this metaphor be interpreted?
- The supervisor is hard-hearted.
 - The family reunion is Saturday.
 - The supervisor dislikes family reunions.
 - The speaker is hard-hearted.

If I lived in Hawaii, I'd go to the beach and *spend 24 hours a day on my surfboard!*

- _____ 7. What is the hyperbole (exaggeration)?
- living in Hawaii
 - spending 24 hours a day on a surfboard
 - going to the beach
 - knowing how to surf
- _____ 8. How should this hyperbole be interpreted?
- The person loves to surf.
 - The person wants to live in Hawaii.
 - The person has a lot of free time.
 - The person wants to learn to surf.

The fax machine *went crazy and spit* paper all over the floor.

- _____ 9. What is being given human traits?
- fax machine
 - paper
 - floor
 - all of the above
- _____ 10. How should this personification be interpreted?
- The fax machine made strange noises.
 - The floor was covered with paper.
 - The fax machine stopped.
 - The fax machine malfunctioned.

Pat's cousin is as tall *as a telephone pole*.

- _____ 11. What two things are being compared?
- Pat and her cousin
 - Pat's cousin and a telephone pole
 - Pat and a telephone pole
 - all of the above

- _____ 12. How are they alike?
- Both are tall.
 - Both have excellent posture.
 - Both like to talk on the telephone.
 - Both work for the phone company.

- _____ 13. How should this simile be interpreted?
- Pat is very tall.
 - Pat's cousin is very tall.
 - A telephone pole is very tall.
 - A telephone pole is very straight.

The twin sisters are *as alike as mirror images*.

- _____ 14. What is being compared?
- twin sisters
 - a set of twin sisters and mirror images
 - twins and sisters
 - mirror images

- _____ 15. How are they alike?
- They have similar personalities.
 - They are identical in appearance.
 - They often behave in the same manner.
 - They have similar beliefs.

- _____ 16. How should this metaphor be interpreted?
- The twins are identical twins.
 - The sisters are looking in the mirror.
 - The sisters are twins.
 - Mirror images are identical.

After I received an "A" on my history test, I picked up my books and *danced all the way home!*

- _____ 17. What is the hyperbole (exaggeration)?
- receiving an "A" on my history test
 - picking up my books
 - dancing all the way home
 - all of the above
- _____ 18. How should this hyperbole be interpreted?
- The person is an excellent student.
 - The person likes history.
 - The person was very excited about the history test grade.
 - The person loves to dance.

Opportunity knocks on everyone's door at least once.

- _____ 19. What is being given human traits?
- a. opportunity
 - b. the door
 - c. everyone
 - d. all of the above
- _____ 20. How should this personification be interpreted?
- a. Some people never have a good opportunity in life.
 - b. There are only a few opportunities in each person's life.
 - c. No one deserves more than one opportunity in his or her lifetime.
 - d. Everybody receives at least one good opportunity during his or her life.

SELECTION 2-1

SHOULD TEENAGERS WORK PART-TIME?

Human Development

From *Human Development*
By Diane Papalia and Sally Olds

Did you have a part-time job when you were in high school? If so, you are very typical: eight out of every ten American teenagers have jobs at some point during their school years. Did you work because of necessity or simply to have some spending money? Was the work itself a valuable experience?

According to a report from the National Research Council and the Institute of Medicine, teens who work more than 20 hours per week after school are less likely to finish high school and more likely to use drugs. This was true, regardless of the teens' economic background. The report also noted that young people are injured at work at twice the rate of adults: Approximately 100,000 teens wind up in hospital emergency rooms each year with job-related injuries. Other experts point out, however, that having a job teaches punctuality, money management, and how to work effectively with others. Obviously, there is more than one side to this issue. The selection below, from a human development textbook, presents both positive and negative effects of part-time work on teenage students.

- 1 Many teenage students today hold part-time jobs. This trend conforms to the American belief of the moral benefits derived from working. However, some research challenges the value of part-time work for teenage students who do not have to work to help support their families. Let's look at both sides of the issue.
- 2 On the *positive* side, paid work is generally believed to teach young people to handle money responsibly. It helps them develop good work habits, such as promptness, reliability, and efficient management of time.
- 3 A good part-time job helps a teenager assume responsibility and work with people of different ages and backgrounds. It enables an adolescent to learn workplace skills, such as how to find a job and how to get along with employers, co-workers, and sometimes the public. By helping a young person learn more about a particular field of work, it may guide her or him in choosing a career. Furthermore, by showing adolescents how demanding and difficult the world of work is and how unprepared they are for it, part-time jobs, especially menial ones, sometimes motivate young people to continue their education.
- 4 On the *negative* side, research has questioned the benefits of part-time work and has identified serious costs. Most high school students who work part-time have low-level, repetitive jobs in which they do not learn skills useful later in life. Teenagers who work are no more independent in making financial decisions and are not likely to earn any more money as adults than those who do not hold jobs during high school.

Prediction Exercises

Directions: Use the skill of predicting to anticipate what the upcoming paragraphs will be about.

Prediction Exercise

What do you predict the next few paragraphs will be about?

- 5 Outside work seems to undermine performance in school, especially for teenagers who work more than 15 to 20 hours per week. Grades, involvement in school, and attendance decline. Students who work more than 15 hours a week are more likely to drop out of school and thus to be less prepared for careers and for life.
- 6 There are several drawbacks to working while you are a student. Young people who work long hours are less likely to eat breakfast, exercise, get enough sleep, or have enough leisure time. They spend less time with their families and may feel less close to them. They have little contact with adults on the job, and their jobs usually reinforce gender stereotypes. Some teenagers spend their earnings on alcohol or drugs, develop cynical attitudes toward work, and cheat or steal from their employers.
- 7 However, some of these undesirable effects may result, not from working itself, but from the factors that motivate some teenagers to take jobs. Some may want to work because they are already uninterested in school or feel alienated from their families or because they want money to buy whatever they want. Jobs may actually help keep such young people out of trouble by providing legal ways for them to earn money.

Prediction Exercise

What do you predict the next few paragraphs will be about?

SELECTION 2-1

**Human
Development***(Continued)***Comprehension and Vocabulary Quiz**

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor (such as a human development professor) would expect you to know after reading and studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. A good part-time job helps a teenager:
- become independent from his or her parents.
 - spend more time with his or her family.
 - learn workplace skills such as how to get along with employers and co-workers.
 - decide whether or not to continue his or her education.
- _____ 2. A negative aspect of teenagers working part-time is that it:
- interferes with their social life.
 - seems to hurt their academic performance.
 - causes them to sleep too much on weekends.
 - prohibits any participation in athletic events.
- _____ 3. Which of the following is a benefit of teenagers working?
- may teach them how to handle money responsibly
 - encourages the development of good work habits
 - allows them to assume responsibility
 - all of the above
- _____ 4. Based on information in this selection we can conclude that:
- teenagers should not work part-time.
 - teenagers should work part-time.
 - a teenager's parents should decide whether their child should work part-time.
 - whether teenagers should work part-time when they don't have to is a complex issue.
- _____ 5. Teenagers who work more than 15 hours per week:
- are more likely to drop out of school.
 - cause more discipline problems at school.
 - are more likely to save money for their college education.
 - tend to cheat their employers or steal from them.

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided.

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ō pot ō toe ô paw oi noise ou out ۆ took
 ōō boot ũ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 6. This trend *conforms* to the American belief of the moral benefits derived from working.

Nicole *conforms* to her school's dress code, but she complains constantly about the uniform they must wear.

conforms (kən fōrmz') means:

- complies with
- resents strongly
- dislikes intensely
- enjoys

- _____ 7. This trend conforms to the American belief of the moral benefits *derived* from working.

Residents at the nursing home *derived* great pleasure from visits by college-age volunteers.

derived (dĭ rĭvd') means:

- prevented
- suffered
- obtained
- avoided

- _____ 8. Furthermore, by showing adolescents how demanding and difficult the world of work is and how unprepared they are for it, part-time jobs, especially *menial* ones, sometimes motivate young people to continue their education.

Because Marcos was hired as a waiter, he resented having to do *menial* tasks such as sweeping the floor and refilling salt and pepper shakers.

menial (mē' nē əl) means:

- a. time-consuming
- b. suitable for a servant
- c. feminine
- d. challenging

- _____ 9. Outside work seems to *undermine* performance in school, especially for teenagers who work more than 15 to 20 hours per week.

Not scheduling sufficient study time will *undermine* a college student's chance of success.

undermine (ʊn' dəɹ mīn) means:

- a. weaken
- b. ruin
- c. defeat
- d. enhance

- _____ 10. Some teenagers spend their earnings on alcohol or drugs, develop *cynical* attitudes toward work, and cheat or steal from their employers.

Adolescents whose parents have divorced sometimes become *cynical* about marriage.

cynical (sīn' ɪ kəl) means:

- a. elated
- b. curious
- c. eager
- d. scornful

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word's meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of several other words that have the same word part. If you need to use a dictionary to confirm your answer choice, do so. Write your answers in the spaces provided.

In paragraph 7 of the selection you encountered the word **factors**. This word contains the Latin root *fac*, which means “make” or “do.” In this selection, *factor* means something that “*makes* an active contribution to an accomplishment, result, or process.” Use the meaning of *fac* and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words that contain this same root.

- _____ 11. A **factory** is a place where things are:
- bought.
 - sold.
 - traded.
 - made.
- _____ 12. To feel **satisfaction** means to feel:
- content.
 - angry.
 - silly.
 - ill.
- _____ 13. To **manufacture** items is to:
- produce them.
 - recycle them.
 - collect them.
 - donate them.
- _____ 14. In comic books and cartoons, **malefactors** are characters who:
- are superheroes.
 - do criminal or evil things.
 - are able to change form.
 - are disguised as animals.
- _____ 15. A **benefactor** is a person who:
- inherits money.
 - reads widely.
 - does good by giving money.
 - grows abundant crops.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so some items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. Which of the following statements best expresses the main idea of the paragraph 6?
- There are several drawbacks to working while you are a student.
 - Young people who work long hours are less likely to eat breakfast, exercise, get enough sleep, or have enough leisure time.
 - They spend less time with their families and may feel less close to them.
 - They have little contact with adults on the job, and their jobs usually reinforce gender stereotypes.
- _____ 17. The author has used which of these patterns to organize the information in the selection?
- a contrast between the advantages and disadvantages of teenagers working part-time
 - the causes of teenagers working part-time
 - a sequence of reactions of teenagers to working part-time
 - a list of the ways teenagers benefit from working part-time
- _____ 18. Which of the following is not mentioned as a drawback to teenagers who work part-time?
- spending less time with their families and feeling less close to them
 - being less likely to get enough sleep
 - developing cynical attitudes toward work
 - not being able to meet and make new friends
- _____ 19. Which of the following statements represents an accurate assessment of the author's objectivity?
- The author is biased in favor of teenagers working part-time.
 - The author is biased against teenagers working part-time.
 - The author presents both sides of the issue objectively.
 - It is not possible to evaluate the author's objectivity.

- _____ 20. What is the meaning of *demanding* as it is used in paragraph 3 of the selection?
- requiring much effort
 - highly interesting
 - frustrating
 - exhausting

SELECTION 2-1

Human Development

(Continued)



Collaboration Option

Writing and Collaborating to Enhance Your Understanding

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group's answers.

1. **Reacting to What You Have Read:** In this selection the authors look at both sides of the issue of students working part-time when it is not a financial necessity. Which side of the issue do you support? Give the reasons you think high school students should or should not work part-time.

2. **Comprehending the Selection Further:** Many college students work part-time (or even full-time!), but how much is *too* much? What, in your opinion, is the maximum number of hours per week a full-time college student should attempt to work? In your opinion, what are the worst kinds of jobs for college students? What are the best kinds of jobs for them? (Be sure to answer all of these questions.)

3. **Overall Main Idea of the Selection:** In one sentence tell what the authors want readers to understand about teenagers working part-time. (Be sure to include the words “teenagers working part-time” in your overall main idea sentence.)



Internet Resources

Read More about This Topic on the World Wide Web

Directions: For further information about the topic of the selection, visit these websites:

www.jobsearch.about.com/cs/justforstudents/a/parttimejob.htm

This website contains an article entitled “Getting Your First Part-Time Job” by Jay Pipes, a writer for GrooveJob.com.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

part-time jobs teens

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”

SELECTION 2-2

Business

McDONALDIZATION: THE SUN NEVER SETS ON THE GOLDEN ARCHES

From *Understanding Business*

By William Nickels, James McHugh, and Susan McHugh

Nearly everyone in America—certainly every child—recognizes McDonald’s “golden arches.” This business textbook selection explains why McDonald’s is the premier example of a global franchiser: McDonald’s has been supremely successful in tailoring its outlets to the values of the countries in which its franchised restaurants are located. (A franchiser is a company that sells people the right to offer its products or services in a given territory.) Also, it will help you to know that the word “abroad” means “in a foreign country” or “not of one’s own country.”

About the title: There was once a famous saying, “The sun never sets on the British Empire.” The British Empire began in the 16th century, and at the height of its glory (around 1900), it included Australia, Canada, India, New Zealand, extensive portions of Africa, and many smaller territories throughout the world. In other words, the British Empire was so vast and extended to so many parts of the globe that it was always daytime somewhere in the empire. The authors of this selection have entitled it, “The Sun Never Sets on the Golden Arches” to suggest the global vastness of McDonald’s “empire.” McDonald’s operates more than 31,000 restaurants in 118 countries and employs more than 1.5 million people.

- 1 The tremendous expansion of franchising, led by the U.S. companies, has changed the landscape of the global market. Today small, midsize, and large franchises cover the globe, offering business opportunities in areas from exercise to education. Still, when the word *franchise* comes to mind, one name dominates all others: “McDonaldization” symbolizes the spread of franchising and the weaving of American pop culture into the world fabric. Whether in South Africa, Mexico, Germany, or Hong Kong, no one adapts better and blends the franchise values into the local culture better than McDonald’s.
- 2 For example, after setting up its first franchises in Hong Kong in 1975, McDonald’s altered the breakfast menu after realizing that customers there liked burgers for breakfast, then preferred chicken or fish for the rest of the day. The company also found that it was advisable to keep napkin dispensers away from the customers. It seems that older people in Hong Kong who went through hard times after World War II took huge wads of napkins from the holders and stuffed them in their pockets. Now it’s one napkin per customer. McDonald’s even spruced up the notoriously dirty toilet facilities that were a negative trademark of Hong Kong restaurants.
- 3 In Hong Kong, as in all markets in which it operates, the company continuously listens to customers and adapts to their preferences. For example, McDonald’s quickly responded to Hong Kong customers’ anxious appetite for promotions.

Prediction Exercises

Directions: Use the skill of predicting to anticipate what the upcoming paragraphs will be about.

Prediction Exercise

What do you predict the next paragraph will be about?

Competition today is global. That means that companies from all over the world can compete in the United States, just as U.S. firms seek new markets beyond our borders. This McDonald's restaurant, for example, is in Moscow. McDonald's actually sells more hamburgers and fries in other countries than it does in the United States.



Recently, to the delight of Hong Kong customers, McDonald's offered popular Japanese cat figures called Hello Kitty dolls as a follow-up to a very popular Snoopy doll promotion. Even executives at high-tech companies and leading financiers gladly waited in line for the Hello Kitty dolls coveted by their children. Hong Kong children also cannot wait to visit "Suk-Suk" McDonald (Uncle Ronald McDonald) on their birthdays, since the company began to tout such events on local television. The company also encourages college students in Hong Kong to use the local McDonald's as a place to socialize and study.

- 4 By using adaptive strategies in global markets, McDonald's reaps a large payoff. The company today derives more than half of its \$72 billion in sales from abroad. Hong Kong actually boasts two of the world's busiest McDonald's, and about half of the city's 6.8 million people eat at a McDonald's restaurant every week. James L. Watson, a Harvard University anthropologist, perhaps said it best: "McDonald's has become a very important part of global culture. The company's efforts involving hygiene in its restrooms is just one example. Their efforts caused other restaurants to follow the lead. That's not bad diplomacy."

Prediction Exercise

What do you predict the next paragraph will be about?

SELECTION 2-2

Comprehension and Vocabulary Quiz**Business***(Continued)*

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor (such as a business professor) would expect you to know after reading and studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. In 1975 McDonald's franchises in Hong Kong changed their breakfast menu because:
- they discovered customers preferred chicken and fish instead of burgers.
 - they realized customers liked burgers for breakfast.
 - their prices were too high.
 - French fries and milkshakes did not fit the local culture.
- _____ 2. A large part of McDonald's success as a global franchiser results from:
- the appeal of low-priced fast food.
 - improving the hygiene in its restrooms.
 - the popularity of "McDonaldization."
 - adapting to customer preferences.
- _____ 3. How much of McDonald's total sales come from abroad?
- \$72 billion
 - \$6.8 million
 - more than half of its total sales
 - a relatively small portion of its total sales
- _____ 4. McDonald's has become a tremendous success in Hong Kong because:
- it has responded to Hong Kong customers' love of promotions like the Hello Kitty dolls and the Snoopy doll.
 - it knows how to blend American pop culture with the local culture.
 - it encourages college students to use the restaurants as a place to socialize and study.
 - all of the above
- _____ 5. Today, McDonald's:
- sells more burgers and fries internationally than it does in the United States.
 - has restaurants in virtually every country in the world.
 - changes its menus often in order to spread American pop culture.
 - is a leader in international diplomacy.

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided.

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒ took
 oō boot ŭ cut yō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 6. Whether in South Africa, Mexico, Germany, or Hong Kong, no one *adapts* better and blends the franchise values into the local culture better than McDonald's.

Philip is a popular speaker because he always *adapts* his presentation to the particular audience to whom he is speaking.

adapts (ə dăpts') means:

- reveals
- stumbles through
- explains carefully
- adjusts according to circumstances

- _____ 7. Hong Kong children also cannot wait to visit "Suk-Suk" McDonald (Uncle Ronald McDonald) on their birthdays, since the company began to *tout* such events on local television.

The movie studio has planned a multimillion dollar advertising campaign to *tout* its new science fiction thriller.

tout (tout) means:

- to cancel without prior notice
- to publicize loudly or extravagantly
- to sponsor
- to recall

- _____ 8. By using such adaptive strategies in global markets, McDonald's *reaps* a large payoff.

A person who lies invariably *reaps* the consequences.

reaps (rēps) means:

- a. to avoid by using deception
- b. to misunderstand
- c. to obtain in return
- d. to suffer

- _____ 9. The company today *derives* more than half of its \$72 billion in sales from abroad.

A typical volunteer *derives* great satisfaction from doing charitable work.

derives (dĭ rĭvs') means:

- a. to spend
- b. to receive
- c. to give up
- d. to save

- _____ 10. James L. Watson, a Harvard University *anthropologist*, perhaps said it best: "McDonald's has become a very important part of global culture."

Because of her interests in various cultures of the world, Marie decided to become an *anthropologist*.

anthropologist (ăn thrə pŏl' ə jĭst) means:

- a. one who studies the development and behavior of humans and their cultures
- b. one who studies the development of towns and cities
- c. one who studies ancient manuscripts
- d. one who studies the behavior of bees and ants

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word's meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of several other words that have the same word part. If you need to use a dictionary to confirm your answer choice, do so. Write your answers in the spaces provided.

In paragraph 3 of the selection you encountered the word **promotions**. This word contains the Latin root *mot*, which means “to move” or “motion.” The word *promotions* refers to methods of “moving” merchandise (increasing sales of merchandise) through advertising, publicity, or discounting. Use the meaning of *mot* and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words that contain this same root.

- _____ 11. If a person in the military is **demoted**, he or she:
- stays at the same rank for an unusually long period of time.
 - is moved to a lower rank.
 - is moved to a higher rank.
 - is forced to withdraw completely from the military.
- _____ 12. A **remote** control allows you to change TV channels:
- by pressing buttons on the TV set.
 - through preprogramming the VCR.
 - without having to get up and move to the TV set itself.
 - after consulting the TV schedule.
- _____ 13. If there is a **commotion**, there is:
- an all-night party going on.
 - agitated movement or a disturbance of some sort.
 - a loud, noisy celebration.
 - a bus or a train going by.
- _____ 14. **Emotion** refers to:
- the moving or stirring up of feelings.
 - feelings that are dormant.
 - feelings that are not apparent or obvious.
 - the suppression or control of feelings.
- _____ 15. A **motive**:
- prevents an action from occurring.
 - causes an action to stop.
 - slows down a process.
 - moves a person to do something.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so some items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. In paragraph 2 of the selection, *spruced up* means:
- neatened in appearance.
 - decorated with trees.
 - enlarged or expanded.
 - sealed up or closed.
- _____ 17. Based on the material presented in the selection, which of the following is a logical conclusion?
- McDonald's is the most successful company in the world.
 - McDonald's franchises were more difficult to establish in Hong Kong than in other foreign cities.
 - Toy giveaways and other similar promotions are the key to McDonald's worldwide success.
 - Other companies who want to offer international franchises could benefit from emulating McDonald's adaptability.
- _____ 18. What pattern is used to organize the information in paragraph 4 of the selection?
- comparison and contrast
 - cause and effect
 - sequence
 - list
- _____ 19. Which of the following statements best expresses the main idea of paragraph 4?
- By using adaptive strategies in global markets, McDonald's reaps a large payoff.
 - Hong Kong actually boasts two of the world's busiest McDonald's, and about half of the city's 6.8 million people eat at a McDonald's restaurant every week.
 - James L. Watson, a Harvard University anthropologist, perhaps said it best: "McDonald's has become a very important part of global culture."
 - The company's efforts involving hygiene in its restrooms is just one example.

- _____ 20. Which of the following statements represents an opinion rather than a fact?
- The company today derives more than half of its \$72 billion in sales from abroad.
 - Hong Kong actually boasts two of the world's busiest McDonald's, and about half of the city's 6.8 million people eat at a McDonald's restaurant every week.
 - "Their efforts caused other restaurants to follow the lead."
 - "That's not bad diplomacy."

SELECTION 2-2

Business*(Continued)***Collaboration Option****Writing and Collaborating to Enhance Your Understanding**

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group's answers.

- Reacting to What You Have Read:** Have you ever visited a McDonald's restaurant in some other city, state, or country? If so, there were probably some differences between that franchise and the one you frequent near your home or school. Describe some of the ways you observed that McDonald's franchisers adapted their menus and their restaurants to the local culture. If you have not visited McDonald's in other locations, describe the general types of adaptations you *think* franchisers could make.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

McDonald's
OR
McDonald's worldwide locations

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”

SELECTION 2-3

Health

RAGE ON THE ROAD: THE DANGER OF AGGRESSIVE DRIVING

From *Understanding Your Health*

By Wayne Payne and Dale Hahn

Nationwide today, men spend an average of 84 minutes per day behind the wheel and women spend an average of 64 minutes. That much time on the road can lead to some frustrating moments and aggression on the part of the driver.

Have you ever been the victim of an aggressive driver? If so, that person may have been expressing “road rage.” And if you got angry in return, you may also have felt road rage. This selection from a health textbook addresses the increase in aggressive driving. It also explains what you can do to avoid feeling road rage yourself and provoking aggressive behavior in other drivers.

- 1 Motorists are aware of an increasing sense of aggression on America’s congested highways. An unthinking act or no provocation at all can result in a deadly face-off with a complete stranger. Over the last six years, aggressive drivers have killed 218 people and injured another 12,610, at a frequency that increases about 7 percent each year. This is just the tip of the iceberg. For every incident serious enough to result in a police report or newspaper story, hundreds or thousands of other incidents take place that are never reported. The problem has become so bad that, according to a National Highway Safety Administration report, the public is more concerned about aggressive drivers (40%) than drunk drivers (33%).

Prediction Exercises

Directions: Use the skill of predicting to anticipate what the three subsections of this selection will be about. Use the sub-headings to help you.

Characteristics of Aggressive Drivers

- 2 Although there is no profile *per se* of the typical aggressive driver, most aggressive drivers are men between the ages of 18 and 26. Many of these men are poorly educated, and some have criminal records or histories of violence and substance abuse, but hundreds of others are successful men and women, of all ages, with no such history.
- 3 Between the sexes, men are angered most by police presence and slow driving, whereas illegal behavior and traffic obstructions tend to frustrate women. When all factors are added in, though, men and women do not differ in total driving anger scores. Increasingly, women are acting on their anger. Only 4 percent of recorded aggressive driving incidents involved women drivers, but during the last 15 years the number of fatal accidents involving women drivers has increased dramatically while men’s risks have dropped. Most of the increase for women has occurred because more women are on the road at riskier times, but women are also increasingly displaying the more aggressive driving tactics common among men.

Prediction Exercise

You have read the first paragraph. What do you predict the next section will be about?

The stress of home, work, and commuting; the anonymity of driving; and other factors can add up to rage on the road.



- 4 Individually, people generally think of themselves as better-than-average drivers. This holds true even among younger people, who consider themselves to be good drivers but their peers to be the worst drivers of any age group. But perceptions and reality are not always identical. While some people are aware of their aggressive tendencies on the road, other people see themselves as innocent and the issue of aggressive driving as everyone else's problem. The truth is we're all human and can let our emotions run away from us.

Causes of Aggressive Driving

- 5 Violent traffic disputes result not from single incidents but from personal attitudes and accumulated stress in motorists' lives. Specifically, drug use; domestic arguments or violence; racism; the desire to evade or attack police; and the everyday stresses of home, work, and commuting can lead to aggressive driving. For the general population, the anonymity and physical excitement of driving, combined with a feeling of control and power and the ability to drive away, sow the seeds of aggression. Some people drive to "win" rather than to arrive safely at their destination. Adding to this climate are overpowered cars, driver's licenses that are easy to qualify for, and sporadically lax enforcement of traffic laws.

Ways to Avoid Provoking Aggressive Drivers

- 6 The best way to stay out of driving conflicts is not to be an aggressive driver yourself. You can do a number of things

Prediction Exercise

What do you predict this subsection will be about?

to reduce your stress and thus reduce the tendency toward aggression. First, allow plenty of time for your trip. We tend to overschedule our days and not allow enough time to get from one place to the next. Sure, under perfect conditions you could cover X number of miles in X amount of time, but weather, traffic, and road construction are facts of life. Not building extra travel time into our schedules causes us to run late when we encounter these variables and then get angry and possibly aggressive. Other ways to reduce stress are to listen to soothing music, improve the comfort of your vehicle, and probably, most of all, understand that you can't control the traffic—only your reaction to it.

7 Practice driving courtesy and keep the following points in mind:

- Do not make obscene gestures.
- Use your horn sparingly.
- Do not block the passing lane.
- Do not switch lanes without signaling.
- Do not block the right-hand turn lane.
- Do not take more than one parking space.
- If you are not disabled, do not park in a space reserved for disabled people.
- Do not allow your door to hit the car parked next to you.
- Do not tailgate.
- If you travel slowly, pull over and allow traffic to pass.
- Avoid unnecessary use of high-beam headlights.
- Do not let the car phone distract you.
- Do not stop in the road to talk to a pedestrian or another driver.
- Do not inflict loud music on neighboring cars.

8 Avoid engaging other drivers by following the limousine drivers' rule: Duty bound to protect their passengers, they do not make eye contact with other drivers. If another driver is following you, don't drive home. Instead, drive to a public place, ideally a police station. This or using your cell phone to call for help is usually enough to scare off the offending driver.

9 Of course, it's hard not to respond when challenged. It may help to look at the other driver's mistakes and actions objectively and not take them personally. Leave their poor behavior as their problem; don't make it yours. Remember how dangerous the situation can become.

10 It's not one driver's job to teach other drivers proper manners. In all certainty, you won't be successful. Instead, try being extra nice to a fellow driver. Courtesy can be as contagious as aggression.

Prediction Exercise

What do you predict this subsection will be about?

SELECTION 2-3

Health*(Continued)*

Student Online
Learning Center (OLC)
Go to Chapter 2.
Choose Reading
Selection Quiz.

Comprehension and Vocabulary Quiz

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor (such as a health professor) would expect you to know after reading and studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. Statistics show that aggressive driving is common, but the problem may be worse than we think because:
- young drivers have less experience than in the past.
 - many aggressive driving incidents are never reported.
 - many drivers are killed every year.
 - aggressive drivers often go unnoticed.
- _____ 2. The typical aggressive driver is a:
- man with a criminal record.
 - young man or woman between the ages of 16 and 18.
 - man between the ages of 18 and 26.
 - young man who is frustrated.
- _____ 3. Aggressive women drivers tend to become frustrated by:
- slow driving and the presence of police.
 - illegal behavior and traffic obstructions.
 - speed limits and traffic rules.
 - the presence of children in the car.
- _____ 4. The best way to avoid driving conflicts is to:
- observe all traffic rules and speed limits.
 - not be an aggressive driver yourself.
 - avoid tailgating and travel slowly and cautiously.
 - not inflict loud music on neighboring cars.
- _____ 5. One way to reduce your own chances of becoming an aggressive driver is to:
- allow plenty of time for your trips.
 - maintain eye contact with other drivers.
 - report drivers who disregard traffic rules.
 - travel slowly and stay in the right-hand lane.

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided.

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ò pot ò toe ô paw oi noise ou out ồ took
 ồ boot ử cut yồ abuse ừ urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 6. Although there is no profile *per se* of the typical aggressive driver, most aggressive drivers are men between the ages of 18 and 26.

With assembly-line jobs, it is not the work *per se* that is the problem; it is the constant pressure to work quickly and accurately at a repetitive task.

per se (per sã') means:

- by law
- by itself
- by chance
- by choice

- _____ 7. Most of the increase for women has occurred because more women are on the road at riskier times, but women are also increasingly displaying the more aggressive driving *tactics* common among men.

George Patton's knowledge of military *tactics* made him one of the most effective U.S. generals of World War II.

tactics (tãk' tĩks) means:

- military strategies
- set of actions designed to achieve a goal
- tricks
- unfair or illegal actions

- _____ 8. For the general population, the *anonymity* and physical excitement of driving, combined with a feeling of control and power and the ability to drive away, sow the seeds of aggression.

Hoping for *anonymity*, Princess Diana sometimes wore a disguise when she was in public.

anonymity (ăn ə nŭm' ı̄ tē) means:

- a. invisibility
- b. high level of danger
- c. state of being unknown
- d. avoidance of the press and other media

- _____ 9. Do not *inflict* loud music on neighboring cars.

The nurse gave inoculations in a way that did not *inflict* any unnecessary discomfort on patients.

inflict (ın flıkt') means:

- a. impose
- b. share
- c. prevent
- d. cause

- _____ 10. Avoid *engaging* other drivers by following the limousine driver's rule: Duty bound to protect their passengers, they do not make eye contact with other drivers.

Engaging troubled children in play therapy can help them communicate and work through problems they are experiencing.

engaging (ěn gāj' ēng) means:

- a. attracting and holding the attention of
- b. supporting
- c. irritating and annoying
- d. entertaining by amusing

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word's meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of several other words that have the same word part. If you need to use a dictionary to confirm your answer choice, do so. Write your answers in the spaces provided.

In this selection you encountered the word **aggressive** several times. This word contains the Latin root *gress*, which means “go” or “step.” “Ag-gressive” literally means “going against something or someone” in a hostile manner. Use the meaning of *gress* and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words that contain this same root.

- _____ 11. If a young child **regresses** when a baby brother or sister is born, the child:
- becomes more hostile.
 - goes back to less mature behavior.
 - improves in behavior.
 - remains consistent in behavior.
- _____ 12. You are talking about one thing, *digress*, and then return to your original topic. To **digress** means to:
- interrupt someone.
 - laugh loudly.
 - stray from your topic.
 - begin talking in a whisper.
- _____ 13. If a person makes **progress**, it means that he or she:
- goes forward or ahead.
 - steps to the side.
 - goes backwards.
 - steps out of line.
- _____ 14. A sign on a door that says “**Egress**” has the same meaning as a sign that says:
- “Open.”
 - “Exit.”
 - “Push.”
 - “Private.”
- _____ 15. If someone plays a **progression** of notes on the piano, the person plays:
- a chord.
 - three notes.
 - a short song.
 - a sequence of notes.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so some items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. In paragraph 1 of the selection, the authors use *tip of the iceberg* to refer to:
- the part of a floating ice mass that is above the surface of the ocean.
 - careless drivers who injure and kill others.
 - a disaster that cannot be avoided.
 - a relatively small but obvious problem that signals an even larger problem.
- _____ 17. Which of the following statements best expresses the main idea of paragraph 4?
- Individually, people generally think of themselves as better-than-average drivers, but perceptions and reality are not always identical.
 - We're all human and can let our emotions run away from us.
 - Young people consider themselves to be good drivers but their peers to be the worst drivers of any age group.
 - Some people are aware of their aggressive tendencies on the road.
- _____ 18. The authors most likely intend the audience of this selection to be:
- aggressive drivers.
 - those who must deal with aggressive drivers.
 - teenage drivers.
 - all drivers.
- _____ 19. According to the selection, which of the following is an accurate statement about typical aggressive drivers?
- They are usually men between the ages of 16 and 28.
 - They are women who are on the road at riskier times.
 - They are teenagers who have criminal records or histories of violence and substance abuse.
 - There is no profile *per se* of the typical aggressive driver, but most are men between the ages of 18 and 26.

- _____ 20. Based on information in the selection, which of the following is a logical conclusion?
- The problem of road rage will gradually decrease over time.
 - Reducing sources of stress in motorists' lives could reduce the amount of road rage.
 - Requiring all drivers to take a course in driving courtesy could eliminate road rage.
 - Nothing can be done to deal with the problem of road rage.

SELECTION 2-3

Writing and Collaborating to Enhance Your Understanding**Health***(Continued)***Collaboration Option**

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group's answers.

- Reacting to What You Have Read:** When you are in the car (either as a driver or a passenger), what do other drivers do that triggers your anger and frustration?

- Comprehending the Selection Further:** Many drivers are angered when other drivers run red lights. Some cities are now installing video cameras at major intersections to videotape drivers who run the light. These drivers are then mailed tickets. Do you think this strategy will reduce this type of aggressive driving? Why or why not?

3. **Overall Main Idea of the Selection:** In one sentence tell what the authors want readers to understand about road rage. (Be sure to include the words “road rage” in your overall main idea sentence.)



Internet Resources

Read More about This Topic on the World Wide Web

Directions: For further information about the topic of the selection, visit these websites:

www.awesomelibrary.org/road-rage.html

This website contains information about protecting yourself from the road rage of others.

www.webhome.idirect.com/~kehamilt/rage.htm

This website presents a humorous quiz to determine your potential for road rage.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

aggressive drivers

or

road rage

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”