

Entry 7: Vocabulary—Understanding New Words on Your Own

Overview	You will be responsible for helping to improve your own knowledge of the English language. You will develop your ability to read contextually by using this format – a useful skill for almost any job you undertake.
The Process	<ol style="list-style-type: none">1. While reading for this class, or any of your other classes, try to be aware of unfamiliar words you encounter. When you come across a word you do not know, write it down in your journal, along with the name of the work, its author, and the page number where it can be found.2. Accurately record the sentence containing the word. Underline the selected word.3. Guess the meaning of the word based on the context of the sentence. If the context does not help you, look at the structure of the word. Are there prefixes or roots that you know? Does the suffix help you? Write your guess below the sentence. You do not have to look the word up in the dictionary.4. Repeat this process for 10 words each week. This vocabulary activity will be assigned and checked every Tuesday.
Sample Entries	Please use the format shown below when recording words in your journal.
1. obtrude	<p><i>Walden</i>, by Henry David Thoreau, page 5</p> <p>“I should not <u>obtrude</u> my affairs so much on the notice of my readers if very particular inquiries had not been made by my townsmen concerning my mode of life, which some would call impertinent, though they do not appear to me at all impertinent, but, considering the circumstances, very natural and pertinent.”</p> <p>Guess: force or impose upon</p>
2. acclimated	<p>“The Waltz,” by Dorothy Parker, page 1</p> <p>“Why can’t we stay in one place just long enough to get <u>acclimated</u>? It’s this constant rush, rush, rush—Ow!”</p> <p>Guess: to get used to something; adapt</p>