



Preface: To the Instructor

The problem is all too familiar: *students just don't know enough words*. Reading, writing, and content teachers agree that many students' vocabularies are inadequate for course demands. Weak vocabularies limit students' understanding of what they read and the clarity and depth of what they write.

The purpose of the Townsend Press vocabulary series is to provide a solid, workable answer to the vocabulary problem. The short version of the series consists of three books, each of which teaches 200 important words. Within each book are twenty chapters, with ten words in each chapter. Here are the distinctive features of *Improving Vocabulary Skills, Short Version*:

- 1 An intensive words-in-context approach.** Studies show that students learn words best by reading them repeatedly in different contexts, not through rote memorization. The book gives students an intensive in-context experience by presenting each word in **six** different contexts. Each chapter takes students through a productive sequence of steps:
 - Students infer the meaning of each word by considering two sentences in which it appears and then choosing from multiple-choice options.
 - On the basis of their inferences, students identify each word's meaning in a matching test. They are then in a solid position to deepen their knowledge of a word.
 - Finally, they strengthen their understanding of a word by using it three times: in two sentence-length practices and in a passage practice.

Each encounter with a word brings it closer to becoming part of the student's permanent word bank.

- 2 Abundant practice.** Along with extensive practice in each chapter, there are a crossword puzzle and a set of unit tests at the end of every five-chapter unit. The puzzle and tests reinforce students' knowledge of the words in each chapter. In addition, most chapters reuse several words from earlier chapters (such repeated words are marked with small circles), allowing for more reinforcement. Last, there are supplementary tests in the *Instructor's Manual and Test Bank* and the online exercises that accompany the book. All this practice means that students learn in the surest possible way: by working closely and repeatedly with each word.
- 3 Controlled feedback.** The opening activity in each chapter gives students three multiple-choice options to help them decide on the meaning of a given word. The multiple-choice options also help students complete the matching test that is the second activity of each chapter. A limited answer key at the back of the book then provides answers for the third activity in the chapter. All these features enable students to take an active role in their own learning.
- 4 Focus on essential words.** A good deal of time and research went into selecting the 200 words featured in each short-version book in the TP vocabulary series. Word frequency lists were consulted, along with lists in a wide range of vocabulary books. In addition, the authors and editors each prepared their own lists. A computer was used to help in the consolidation of the many word lists. A long process of group discussion then led to final decisions about the words that would be most helpful for students on each reading level.
- 5 Appealing content.** Dull practice materials work against learning. On the other hand, meaningful, lively, and at times even funny sentences and passages can spark students' attention and thus enhance their grasp of the material. For this reason, a great deal of effort was put into creating sentences and passages with both widespread appeal and solid context support. We have tried throughout to make the practice materials truly enjoyable for teachers and students alike. Look, for example, at the selection on page 19 that closes the third chapter of this book.

6 Clear format. The book has been designed so that its very format contributes to the learning process. Each chapter consists of two two-page spreads. In the first two-page spread (the first such spread is on pages 8–9), students can easily refer to all ten words in context while working on the matching test, which provides a clear meaning for each word. In the second two-page spread, students can refer to a box that shows all ten words while they work through the fill-in activities on these pages.

7 Supplementary materials.

- a** A convenient *Instructor's Edition* is available at no charge to instructors using the book. It is identical to the student book except that it contains answers to all of the activities and tests.
- b** A combined *Instructor's Manual and Test Bank* is also offered at no charge to instructors who have adopted the book. This supplement contains a general vocabulary placement test as well as a pretest and a posttest for the book and for each of the four units in the text. It also includes teaching guidelines, suggested syllabi, an answer key, and an additional mastery test for each chapter as well as an additional mastery test for each unit.
- c** *PowerPoint presentations and Blackboard cartridges* are available for the book and may be downloaded from the "Supplements" area for instructors at www.townsendpress.com.
- d** *Online exercises*, available at the Online Learning Center area of www.townsendpress.com, also accompany the book. These exercises consist of two additional tests for each vocabulary chapter in the book. In addition, they include—at the instructor's option—some of the practice material in the book itself. The program includes a number of user- and instructor-friendly features: brief explanations of answers, a sound option, frequent mention of the user's first name, a running score at the bottom of the screen, a record-keeping file, and actual pronunciation of each word.

Probably in no other area of reading instruction is the computer more useful than in reinforcing vocabulary. These online exercises take full advantage of the computer's unique capabilities and motivational appeal. Here's how the program works:

- Students are tested on the ten words in a chapter, with each word in a sentence context different from any in the book itself.
- After students answer each question, they receive immediate feedback: The program states that the answer is right or wrong and why, frequently using the student's first name and providing a running score.
- When they complete each test, students receive their scores. If they repeat the test, they then receive a new score, labeled "R" on the scores report, with a number following the "R" indicating how many times they have taken the same test. What is so valuable about this, of course, is that the program gives students immediate additional practice with the words they need to review.
- In addition, the online exercise program offers a second, more challenging "Word Definitions" test in which students must identify the meanings of the chapter words without the benefit of context. This test is a final check that students have really learned the words. And, again, there is the option of a retest, with its own score.
- Finally, if the instructor so chooses, the online program will provide the student with two of the exercises in the book—Sentence Check 2 and the Final Check. Students can take these exercises online and receive immediate feedback and the option of a retest.

Once students complete these exercises, their knowledge of each word in the chapter will have been carefully reinforced. And this reinforcement will be the more effective for having occurred in an electronic medium that especially engages today's students.

To obtain a copy of either the *Instructor's Edition* or the *Instructor's Manual and Test Bank*, instructors may contact Customer Service at 1-800-772-6420 or at cs@townsendpress.com.

- 8 Realistic pricing.** As with the previous editions, the goal has been to offer the highest possible quality at the lowest possible price. While *Improving Vocabulary Skills, Short Version* is comprehensive enough to serve as a primary text, its modest price also makes it an inexpensive supplement.
- 9 One in a sequence of books.** The most fundamental book in the Townsend Press vocabulary series is *Vocabulary Basics*. It is followed by *Groundwork for a Better Vocabulary* (a slightly more advanced basic text) and then by the three main books in the series: *Building Vocabulary Skills* (also a basic text), *Improving Vocabulary Skills* (an intermediate text), and *Advancing Vocabulary Skills* (a more advanced text). The most advanced book in the Townsend Press vocabulary series is *Advanced Word Power*. There are also short versions of the *Building*, *Improving*, and *Advancing* books. Suggested grade levels for the books are included in the *Instructor's Manual*. Together, the books can help create a vocabulary foundation that will make any student a better reader, writer, and thinker.

Notes on the Fourth Edition

A number of changes have been made in the fourth edition of *Improving Vocabulary Skills, Short Version*:

- **A full-color design.** Color has been carefully used throughout, not as window dressing but to add clarity and readability to the different parts of each chapter and the different sections of the book.
- **Twenty new graphics.** To engage today's visual learners, a full-color illustration has been added to the Final Check passage in each chapter.
- **Additional multicultural names and repeated words.** To broaden both the appeal and the effectiveness of the practice materials, ethnic names have been used more frequently, and even more vocabulary words have been repeated in the Final Checks.
- **Revised and updated practice items.** As always, a number of practice items throughout the book have been revised or updated to ensure that each item works as clearly and effectively with students as possible.

Acknowledgments

I am grateful for the enthusiastic comments provided by users of the Townsend Press vocabulary books over the life of the first three editions. I appreciate as well the work done on earlier editions by Eliza Comodromos, Beth Johnson, John Langan, and, in particular, Carole Mohr. I would also like to thank Kathryn Bernstein, Denton Cairnes, and Rick Moore for design, editing, and proofreading assistance with the fourth edition. And I owe special thanks to two TP editors who brought their exceptional talents to this revision. Barbara Solot is responsible for a four-color text design that is as clear as it is inviting. The result of her artistry is a strikingly attractive book that both students and teachers will enjoy. Janet Goldstein, in addition to providing significant design and content input, has lent her extraordinary editing and proofreading skills to this project. Under her guidance, the vocabulary series has been in the best possible hands.

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