

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2021

Animal-human Vocabulary Builder

Domenick Acocella
CUNY City College

Rene Cordero
CUNY City College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/cc_oers/372

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

THE EVOLVING RELATIONSHIP BETWEEN HUMANS AND ANIMALS

ANIMAL-HUMAN VOCABULARY BUILDER

Below is a six-step template for how to effectively build your vocabulary, not through mere memorization of the over 500,000 words in the English language, but through becoming acquainted with the roots, prefixes, and suffixes of words. When we break a large, daunting word down, we can start to see what some words mean before having to look for them. The word anthropology is strange for most first-year college students and, frankly, most people. *Anthropo* is borrowed from the Greek *ánthrōpos*. It means “human.” *Logy* has an interesting history. *Random House* tells me the suffix is “a combining form used in the names of sciences or bodies of knowledge.” Greek and Latin in origin, the suffix is commonly used in English. Knowing what these two terms mean I now know that “anthropology” is merely the study of humans. Take, for example, the entry *anthropomorphic* which once may have seemed difficult at first. *Morph* simply means to have a specific shape or form. Thus the meaning of the entire word: “to have human form (or characteristics).” And then we can look at how animals are given anthropomorphic qualities: think of that big bad wolf or that deceptive cat or greedy pig.

For this semester, you will compile a vocabulary list of at least five words a week. I assure you that your vocabulary will vastly expand in a short time span and will improve your writing, as you will also learn the roles that each word can play in a sentence (e.g. adjective, verb, noun). When we note where in a sentence that word appears and what that word is doing, we can understand what the role that word in that sentence is playing, that is, its part of speech.

A word of caution: do not leave this work to the last minute. Note that two sets of thirty words are due, one at midterm and one at term’s end. Just remember to have fun. And remember this work is not optional. The two parts count for 10 percent of your final grade.

At the end of the semester, you will have the option of submitting a more developed entry—with images and sounds—to the class’s encyclopedia which will document the language and culture around the evolving relationship between animals and humans. This entry in the encyclopedia will be featured in CUNY Open Educational Resources site. The class will decide to what extent its work is available to others on this site. The hope is that the following Fall FIQWS group will add to, extract from, and otherwise revise this ongoing project to document how language and thought that signify animal and human relationships change.

DIRECTIONS

1. Copy the entire sentence you found the word in.
2. Write the dictionary’s definition.
3. Write the definition in your own words.

4. What part of speech is the word in the sentence (noun, pronoun, verb, adjective, adverb?)
5. Find words that use the same roots (if you cannot find the root just put **NA** for not applicable).
6. Finally, create your own sentence or two with the word.

EXAMPLE

1. SEVERE

1. The student realized that his **severe** comments on his classmate's paper did not win over his teacher's favor.
2. harsh, unnecessarily extreme
3. too strong, overly forceful in a punishing way
4. Adjective
5. Root or origin: 1540–50; Latin *sevērus*
6. I have been known to come off as a **severe** misanthrope in my writing but a soft humanitarian in person.