

VOCABULARY

FOR THE

COLLEGE BOUND

BOOK D



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Strategies for Completing Activities

Analogies

While analogies can be a bit confusing when first seen, analogies can be viewed as challenging mind games once the logic of the question is understood. Here is the strategy we recommend.

1. Change the symbols into words.
Pistol : Weapon :: Rose :
A pistol is to a weapon as a rose is to a _____.
2. Determine the relationship in the first set and put it in a sentence.
A pistol is one kind of a weapon.
3. Complete the second part.
A pistol is one kind of a weapon; therefore, a rose is one kind of flower.

Analogies can be of many different types, but the most common types are the following:

synonyms	calm : peaceful :: anger : ire
opposites	praise : criticize :: hovel : mansion
degree	warm : hot :: grin : laugh
person : object	engineer : train :: pilot : airplane
function	car : garage :: airplane : hangar
order	dusk : night :: dawn : day
action : object	hoe : garden :: bake : cake
part : whole	leg : body :: stanza : poem

While it is not important that you verbalize the type of analogy you are working on, you may, if you get stuck on one, want to consider the type in order to determine the relationship between the words.

Roots, Prefixes, and Suffixes

To the person interested in words, a knowledge of roots, prefixes, and suffixes turns each new, unfamiliar word into a puzzle. And while it is a sure and lifelong way to build your vocabulary, there are two points to keep in mind.

1. Some words evolved through usage so that today's definitions are different from what you might have inferred from an examination of their roots and/or prefixes. For example, the word abstruse contains the prefix "ab" (away) and the root "trudere" (to thrust) and literally means "to thrust away," but today the word is used to describe something that is "hard to understand."

- Occasionally, you may go wrong on a root. For example, knowing that the root “vin” means to conquer, you would be correct in concluding that the word invincible means not able to be conquered; but if you tried to apply that root meaning to the word vindictive or vindicate, you would miss the mark. So, in analyzing an unfamiliar word, if your inferred meaning doesn’t fit the context, check for other possible roots than the one you first assumed.

These warnings notwithstanding, a knowledge of roots and prefixes is the one best way to build a strong, vital vocabulary.

Reading Comprehension

Reading questions generally fall into several types.

- Identifying the main idea of the topic or the author’s purpose.* In short, the question asks, “What is this selection about?”

In some paragraphs this is easy to spot because there are one or two ideas that leap from the paragraph. In some selections, however, this may be much more difficult when there are convoluted sentences with clauses embedded within clauses. It also may be difficult in those selections in which there are inverted sentences (a sentence with the subject at the end of the sentence) or elliptical sentences (a sentence in which a word is left out). All of these obstacles, however, can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:

These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling’s treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words and the most intolerable diffusiveness, as though no end of fuss were necessary to make the reader understand the deep meaning of their sentences, whereas it is some quite simple if not actually trivial idea, examples of which may be found in plenty in the popular works of Fichte, and the philosophical manuals of a hundred other miserable dunces.

But if we edit out some of the words, the main point of this sentence is obvious.

These writers either jot down their thoughts bit by bit, in short sentences
 which apparently mean much more than they say
 or else they hold
 forth with a deluge of words as though
 [it] were necessary to make the reader understand the deep meaning of their
 sentences, whereas it is [a] simple if not actually trivial idea.

While the previous sentence needs only deletions to make it clear, this next one requires major recasting and additions; that is, it must be read carefully and put into the reader's own words.

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

After studying it, a reader might recast the sentence as follows:

In their conversations, some people would rather win praise for their wit or style of saying something rather than win praise for their ability to judge between what is true or false—as if it were better to sound good regardless of the quality of thought.

2. *Identifying the stated or inferred meaning.* Simply, what is the author stating or suggesting?
3. *Identifying the tone or mood of the selection or the author's feeling.*

To answer this type of question, look closely at individual words and their connotations. For example, if an author describes one person as stubborn and another as firm, it tells the reader something of the author's feelings. In the same manner, if the author uses many words with harsh, negative connotations, he is conveying one mood; but if he uses words with milder, negative connotations, he may be striving for quite another mood.

Pronunciation Guide

ă	pat	ōō	boot, fruit
ā	aid, fey, pay	p	pop
â	air, care, wear	r	roar
ä	father	s	miss, sauce, see
b	bib	sh	dish, ship
ch	church	t	tight
d	deed	th	path, thin
ě	pet, pleasure	th	this, bathe
ē	be, bee, easy, leisure	ŭ	cut, rough
f	fast, fife, off, phase, rough	û	circle, firm, heard, term, turn, urge, word
g	gag	v	cave, valve, vine
h	hat	w	with
hw	which	y	yes
ĭ	pit	yōō	abuse, use
ī	by, guy, pie	z	rose, size, xylophone, zebra
î	dear, deer, fierce, mere	zh	garage, pleasure, vision
j	judge	ə	about, silent, pencil, lemon, circus
ou	cow, out	ər	butter
öö	took		

Lesson One

1. **abjure** (ăb jŏŏr´) *verb* to renounce
The defendant *abjured* his former illegal activities and consequently received a lighter sentence.
syn: recant, retract *ant: pledge*
2. **anomaly** (ə nŏm´ə lē) *noun* deviation from the norm; odd or peculiar occurrence
The aggressive drill sergeant's interest in romantic poetry was considered an *anomaly* by his colleagues.
syn: abnormality, irregularity *ant: norm*
3. **equanimity** (ē´ kwə nĭm´ ĭ tē) *noun* stability, calmness
Oddly enough, the plaintiff recounted the story of her attack with perfect *equanimity*.
syn: composure, sangfroid *ant: perturbation*
4. **estrangle** (ĭ strānj´) *verb* to alienate
Jill's overbearing mother-in-law *estranged* Jill from her husband.
syn: disunite *ant: reconcile*
5. **flay** (flā) *verb* to whip; to remove skin
Many years ago, prisoners were sometimes tortured, then *flayed* alive by their captors.
syn: skin
6. **florid** (flŏr´ ĭd) *adjective* rosy-colored, reddish
Her face was *florid* after her morning five-mile run.
syn: ruddy *ant: pale, wan*
7. **interminable** (ĭn tŭr´ mə nə bəl) *adjective* tiresome and long
In grade school, the last few days before a holiday vacation always seemed *interminable*.
syn: unending, continuing
8. **lugubrious** (lŏŏ gŏŏ´ brē əs) *adjective* mournful, gloomy
The comic tone of the play was undermined by the *lugubrious* funeral scene.
syn: sorrowful *ant: joyful*
9. **nondescript** (nŏn´ dĭ skript´) *adjective* having no individuality
Inmates complain that each day in prison is uneventful, ordinary, and *nondescript*.
syn: amorphous *ant: unusual*
10. **propitious** (prŏ pĭsh´ əs) *adjective* favorable; auspicious
Discovering the old manifest for the sunken Spanish galleon proved *propitious* since it also showed the location of the gold.
syn: promising *ant: adverse*

11. **rife** (rīf) *adjective* abundant, prevalent
Tense hostage situations are becoming more and more *rife* in modern society.
syn: dominant, full *ant: scarce, rare*
12. **truncate** (trŭng' kāt) *verb* to shorten
The candidate *truncated* his campaign because of a family illness.
syn: abridged, abbreviated *ant: lengthened*
13. **ubiquitous** (yōō bĭk' wĭ təs) *adjective* occurring everywhere; omnipresent
It was a horrible camping trip; the mosquitoes were *ubiquitous* and hungry.
syn: universal
14. **vernacular** (vər năk' yə lər) *noun* everyday language
Use of slang, profanity, or *vernacular* is prohibited in scholarly papers.
syn: dialect
15. **zealous** (zəl' əs) *adjective* fervent; fanatical
The shaman was *zealous* about guarding his secret cures from outsiders.
syn: passionate, enthusiastic *ant: apathetic*

Exercise I — Words in Context

From the words below, supply the words needed to complete the sentences.

florid **abjure** **flayed** **equanimity** **propitious**

- A. The Pope spoke with _____ to worshipper and atheist alike.
- B. At the _____ moment, an umbrella was brought to shade the _____, sleeping tourist.
- C. In ancient times priests were forced to _____ their beliefs to avoid being _____ alive.

From the words below, supply the words needed to complete the sentences.

truncated **nondescript** **lugubrious** **rife** **interminable**

- D. The spy's wait for his contact seemed _____ to him, especially since he was trying to appear _____ and ordinary.
- E. The politician's _____ speech was _____ after booing by protesters.
- F. The plains of the Western United States had long been _____ with buffalo.

From the words below, supply the words needed to complete the sentences.

vernacular **ubiquitous** **zealous** **estranged** **anomaly**

- G. The _____ couple had no kind words for each other.
- H. General Eisenhower was _____ in his planning in order to foresee any _____ the enemy might put in his way.
- I. Slang and _____ should be avoided in research papers; however, both seem nearly _____ in poor writers' styles.

Exercise II — Inferences

Choose the answer that best suits the situation.

- | | | |
|---|----------------------------------|--|
| 1. Which would seem <i>intermittent</i> ? | 2. A <i>florid</i> person is | 3. An <i>anomaly</i> would most likely be found in a |
| A. awaiting test results | A. fast. | A. map of America. |
| B. a kite in the wind | B. intelligent, nearly a genius. | B. difficult puzzle. |
| C. building a doghouse | C. tired from running. | C. test score. |
| D. eating supper | D. red-faced. | D. blueprint for a home. |

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- | | | |
|------------------------|-------------------------------|------------------------------|
| 1. ascribe : assign :: | 2. trite : cliché :: | 3. laborious : facile :: |
| A. delineate : depict | A. unnecessary : superfluous | A. ease : facilitate |
| B. delude : promise | B. redundant : accomplishment | B. standard : ultimate |
| C. challenge : agree | C. comparative : diffident | C. television : medium |
| D. avian : theorem | D. lyrical : sonnet | D. contemptuous : respectful |

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

Many a traveller came out of his way to see me and the inside of my house, and, as an excuse for calling, asked for a glass of water. I told them that I drank at the pond, and pointed thither, offering to lend them a dipper. Far off as I lived, I was not exempted from that annual visitation which occurs, methinks, about the first of April, when every body is on the move; and I had my share of good luck, though there were some curious specimens among my visitors. Half-witted men from the almshouse and elsewhere came to see me; but I endeavored to make them exercise all the wit they had, and make their confessions to me; in such cases making wit the theme of our conversation; and so was compensated. Indeed I found some of them to be wiser than the so called overseers of the poor and selectmen of the town, and thought it was time that the tables were turned. With respect to wit, I learned that there was not much difference between the half and the whole. One day, in particular, an inoffensive, simple-minded pauper, whom with others I had often seen used as fencing stuff, standing or sitting on a bushel in the fields to keep cattle and himself from straying, visited me, and expressed a wish to live as I did. He told me, with the utmost simplicity and truth, quite superior, or rather inferior, to any thing that is called humility, that he was “deficient in intellect.” These were his words. The Lord had made him so, yet he supposed the Lord cared as much for him as for another. “I have always been so,” said he, “from my childhood; I never had much mind; I was not like other children; I am weak in the head. It was the Lord’s will, I suppose.” And there he was to prove the truth of his words. He was a metaphysical puzzle to me. I have rarely met a fellow-man on such promising ground,—it was so simple and sincere and so true all that he said. And, true enough, in proportion as he appeared to humble himself was he exalted. I did not know at first but it was the result of a wise policy. It seemed that from such a basis of truth and frankness as the poor weak-headed pauper had laid, our intercourse might go forward to something better than the intercourse of sages.

Henry David Thoreau

1. The author states that the simple people
 - A. had little to offer.
 - B. may be superior to the sage.
 - C. confessed to him, as if in a church.
 - D. proved to be no puzzle to him.
 - E. showed great differences between them and other townspeople.
2. The word “inferior” refers to the author’s feelings regarding his visitor’s
 - A. intellect.
 - B. humility.
 - C. poverty.
 - D. honesty.
 - E. curiosity.
3. During the beginning of April, the author
 - A. had many visitors desiring water.
 - B. decided to engage the simple-minded in intellectual games.
 - C. met with various “overseers.”
 - D. learned very little from his visitors.
 - E. looked forward to peace and quiet.
4. The best title for this work might be
 - A. The Lord’s Will.
 - B. With Respect to Wit.
 - C. Intellect vs. Stupidity.
 - D. Unexpected Understandings.
 - E. New England’s Poor.

Lesson Two

1. **arable** (är' ə bəl) *adjective* fit for cultivation (land)
Death Valley and the Badlands are both characterized by their lack of *arable* soil.
syn: fertile *ant: parched*
2. **brigand** (brīg' ənd) *noun* a robber or bandit
The wealthy stagecoach passengers kept a nervous watch for *brigands* when traveling through the dark forest.
3. **carte blanche** (kärt' blānch') *noun* authority with no bounds
The dictator's aide was given *carte blanche* to order the assassination of a well-known protester.
4. **consommé** (kɔn' sə mǎ') *noun* clear soup
The hostess served *consommé* and salad for the first two courses of the dinner.
5. **contemptuous** (kən tɛmp' chōō əs) *adjective* scornful, haughty
The *contemptuous* bank loan officer treated the poorly dressed applicants rudely.
syn: insulting, derisive *ant: humble*
6. **cosmopolitan** (kɔz' mə pɔl' ɪ tn) *adjective* worldly, sophisticated
The vast number and large variety of stickers on his luggage indicated that he was an experienced, *cosmopolitan* traveler.
syn: cultured, urbane *ant: provincial*
7. **discerning** (dɪ sūr' nɪŋ) *adjective* distinguishing differences, detecting
The art critic's *discerning* eye could tell a real Picasso from a forgery in an instant.
syn: perceptive
8. **donnybrook** (dɔn' ē brōōk') *noun* fight, uproar
European soccer games, when the home team loses, are frequently followed by *donnybrooks* involving thousands of fans.
syn: brawl
9. **incantation** (ɪn' kǎn tǎ' shən) *noun* charm; recited magical spell
The sorceress uttered a long *incantation* as she created the magic potion.
10. **interlocutor** (ɪn' tər lōk' yə tər) *noun* questioner; an on-stage speaker
The delusional man wandered down the street, conversing with some invisible *interlocutor*.
11. **metamorphosis** (mɛt' ə mōr' fə sɪs) *noun* transformation or dramatic change
The *metamorphosis* from child to adult was complete as soon as Li became the Emperor of China at age seven.
syn: mutation

12. **nomenclature** (nō' mən klā' chər) *noun* naming system in an art or science
We had to learn the Latin *nomenclature* for the common prescription medicines.
syn: classification
13. **serendipity** (sēr' ən dīp' ɪ tē) *noun* a fortunate discovery made by accident
Karen mused that it was only through much *serendipity* that she found her long-lost wedding ring while mowing the grass.
14. **stentorian** (stĕn tōr' ē n) *adjective* extremely loud
The Civil War general issued a *stentorian* "Charge!" loud enough for everyone to hear.
syn: earsplitting *ant: quiet, silent*
15. **vestige** (vēs' tīj) *noun* trace; evidence
Invading armies destroyed the final *vestiges* of resistance overnight.
syn: fragment, remnant

Exercise I — Words in Context

From the words below, supply the words needed to complete the sentences.

interlocutors brigand nomenclature carte blanche discerning

- A. The young _____ robbed all passengers indiscriminately, as if he had _____ from the government.
- B. The press corps served as _____ during the political debates.
- C. The biology professor was extremely _____ in using the proper Latin _____ for each insect.

From the words below, supply the words needed to complete the sentences.

stentorian donnybrook contemptuous consommé vestiges

- D. An ugly _____ broke out after the football game.
- E. _____ was often served as a first course, but the restaurant reviewer was frequently _____ of new restaurants.
- F. The enraged elephant issued a _____ trumpeting, which removed the last _____ of the hunter's bravery.

From the words below, supply the words needed to complete the sentences.

metamorphosis arable incantation cosmopolitan serendipity

- G. Many _____ socialites have made the _____ from wallflowers to life of the party.
- H. It seemed pure _____ to find the tribal shaman just beginning the _____ to cure an ill villager.
- I. All the _____ land had been seized by the king for his own use.

Exercise II — Inferences

Choose the answer that best suits the situation.

- | | | |
|--|--|---|
| 1. Which would be most likely to cause a <i>donnybrook</i> ? | 2. Who or what is more <i>contemptuous</i> of authority? | 3. An <i>interlocutor</i> would most likely be found in a |
| A. an automobile purchase | A. a career criminal | A. hospital. |
| B. a family reunion | B. birds awakening you from sleep | B. debate. |
| C. a close football game | C. a novel by Melville | C. field. |
| D. a philosophical argument | D. a doctor | D. playground. |

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- | | | |
|---------------------------|----------------------------|--------------------------|
| 1. lineage : genealogy :: | 2. malady : expiration :: | 3. archaic : corset :: |
| A. stream : torrent | A. fallacy : stupidity | A. telegraph : obsolete |
| B. visual : auditory | B. hypothesis : conclusion | B. consensual: agreement |
| C. biology : botany | C. courage : battle | C. punitive : fine |
| D. aegis : sponsorship | D. correlation : finality | D. strident : speech |

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

I heartily accept the motto,— “that government is best which governs least;” and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe,— “That government is best which governs not at all;” and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it.

Governments show thus how successfully men can be imposed on, even impose on themselves, for their own advantage. It is excellent, we must all allow; yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate....

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule, is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience, then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law so much as for the right. The only obligation which I have a right to assume, is to do at any time what I think right.

Henry David Thoreau

1. In your own words, express the main idea of this selection.
2. What are the best meanings for these two words used by the author: *expedient* and *allow*.
 - A. *means* and *permit*
 - B. *advantage* and *permit*
 - C. *suitability* and *acknowledge*
 - D. *resource* and *agree*
 - E. *resource* and *let*
3. According to Thoreau, citizens should
 - A. give up their conscience for the government.
 - B. respect what is right, not laws.
 - C. believe that no government is better than any government.
 - D. both A and B are correct.
 - E. both B and C are correct.
4. A standing army, according to the author,
 - A. is a necessary evil.
 - B. is superior to a bad government.
 - C. can only settle the West and keep the country free.
 - D. reflects the will of the majority.
 - E. exists as a tool of the standing government.

Lesson Three

1. **abstemious** (ăb stē' mē əs) *adjective* eating and drinking moderately
John's doctor suggested he lead a more *abstemious* lifestyle after years of indulging in gourmet food.
syn: temperate *ant: gluttonous*
2. **archaic** (är kā' ĭk) *adjective* no longer current or applicable; antiquated
Her father's *archaic* ideas about curfews often frustrated Jen when she wanted to stay out late.
syn: old fashioned *ant: in vogue*
3. **dulcet** (dül' sīt) *adjective* melodious, pleasant to hear
The opera singer's *dulcet* voice earned her a prominent place in the upcoming production.
syn: sweet-sounding *ant: cacophonous*
4. **expurgate** (ĕk' spər gāt') *verb* to remove objectionable words from
During the early part of the twentieth century, censors felt it was necessary to *expurgate* words from novels because of supposed obscenities.
syn: expunge
5. **idyllic** (ī dīl' ĭk) *adjective* carefree, simple; nearly perfect
Our summer picnic in the country was *idyllic* until a sudden storm ruined the day.
syn: peaceful
6. **iniquity** (ĭ nĭk' wĭ tē) *noun* sin; a wicked or evil act
He heartily repented his *iniquity* when he faced a lifelong prison sentence.
syn: crime
7. **lithe** (līth) *adjective* supple; graceful in motion
The gymnast's *lithe* movements made her difficult routine look easy.
syn: nimble *ant: stiff, awkward*
8. **patronizing** (pā' trə nīz' ĭng) *adj.* to treat in a condescending manner, talk down to
Despite his *patronizing* treatment of his employees, the foreman was still well liked.
9. **pellucid** (pə lōō' sĭd) *adjective* transparent; clear
In order to make the thesis more *pellucid*, I rewrote the confusing paragraph.
ant: obscure, opaque
10. **perspicacious** (pŭr' spĭ kā' shəs) *adjective* keen, mentally sharp
One *perspicacious* comment after another by an expert at blackjack still could not help me win at the casino.
syn: shrewd, astute *ant: dull*

11. **relegate** (rĕl' ĭ gāt') *verb* to assign
Slaves were *relegated* to the worst possible housing and were often abused.
syn: consign, commit
12. **scapegoat** (skāp' gōt') *noun* one who bears the blame for an offense
Since he was often absent, Andy was the perfect candidate for the office *scapegoat*.
13. **talisman** (tāl' ĩs mən) *noun* magical charm for protection
Rabbit's feet, horseshoes, and four-leaf clovers are considered lucky *talismans*.
syn: amulet
14. **usurp** (yōō sŭrp') *verb* to take over; to seize power
While the king was ill, his ministers attempted a coup to *usurp* his power.
syn: seize *ant: abdicate*
15. **vacillate** (vās' ə lāt') *verb* waver; to sway indecisively
For years Bobby *vacillated* between liking one band and then another.
syn: hesitate *ant: to be resolute*

Exercise I — Words in Context

From the words below, supply the words needed to complete the sentences.

pellucid **vacillate** **dulcet** **expurgate** **archaic**

- A. The English professor was hard at work trying to _____ words which were not to be in the new dictionary, beginning with the _____ ones.
- B. The police easily saw through the suspect's _____ alibi when his story started to _____ in minor details.
- C. The sounds of the choir singing during services seemed sweet and _____.

From the words below, supply the words needed to complete the sentences.

relegated **patronizing** **iniquity** **abstemious** **lithe**

- D. Each and every _____ was seized upon by the _____ evangelist as evidence of his congregation's wrongdoings.
- E. The popular athlete, muscular and _____, spoke to the overweight audience in a very _____ manner.
- F. All the lesser-known paintings were _____ to the storeroom.

From the words below, supply the words needed to complete the sentences.

perspicacious **idyllic** **usurp** **scapegoat** **talisman**

- G. Even the young boy was _____ enough to see through the false claims the huckster made about a pretty _____ .
- H. John's relationship was too _____ to continue, especially when his fiancé used him as a _____ for her own failings.
- I. Every officer tried to _____ the captain's power after he fell sick.

Exercise II — Inferences

Choose the answer that best suits the situation.

- Which one needs to be *perspicacious*?
 - a bird building a nest.
 - a student preparing for college.
 - a priest preparing his sermon.
 - a wolf stalking sheep.
- An *idyllic* relationship would contain which group of emotions?
 - revenge and anger
 - deceit and trust
 - love and commitment
 - detachment and distance
- Who would be more likely to be *patronizing*?
 - an athlete being admitted into the hall of fame
 - a secretary addressing her boss
 - a customer in an expensive jewelry store
 - a politician wanting your vote

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- appease : placate ::
 - revile : abhor
 - conquer : retreat
 - bequeath : besmirch
 - provoke : promote
- aloof : gregarious ::
 - avaricious : generous
 - loquacious : voluble
 - boorish : outcast
 - paradoxical : methodical
- animosity : abhorrence ::
 - bookishness : learned
 - antipathy : loathing
 - antithesis : redundance
 - corruption : cowardice

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

For instance, there is a current impression that it is unpleasant to have to run after one's hat. Why should it be unpleasant to the well-ordered and pious mind? Not merely because it is running, and running exhausts one. The same people run much faster in games and sports. The same people run much more eagerly after an uninteresting little leather ball than they will after a nice silk hat. There is an idea that it is humiliating to run after one's hat, and when people say it is humiliating they mean that it is comic. It certainly is comic; but man is a very comic creature, and most of the things he does are comic—eating, for instance. And the most comic things of all are exactly the things that are most worth doing—such as loving one's wife. A man running after a hat is not half so ridiculous as a man running after a wife.

Now a man could, if he felt rightly in the matter, run after his hat with the manliest ardor and the most sacred joy. He might regard himself as a jolly huntsman pursuing a wild animal, for certainly no animal could be wilder. In fact, I am inclined to believe that hat-hunting on windy days will be the sport of the upper classes in the future. When last I saw an old gentleman running after his hat in Hyde Park, I told him that a heart so benevolent as his ought to be filled with peace and thanks at the thought of how much unaffected pleasure his every gesture and bodily attitude were at that moment giving to the crowd.

G. K. Chesterton

1. The author's tone in this essay can be described as
 - A. sarcastic and cynical.
 - B. informative.
 - C. dry and witty.
 - D. egalitarian.
 - E. argumentative and persuasive.

2. Man is most comical when
 - A. he is pursuing victory.
 - B. he is playing games.
 - C. he is doing things most worth doing.
 - D. he is hunting.
 - E. he is in Hyde Park.

3. The author uses running after a hat and running after a leather ball as examples of
 - A. paradox.
 - B. dichotomy.
 - C. dilemma.
 - D. hyperbole.
 - E. incongruity.

Lesson Four

1. **acme** (ăk' mē) *noun* the highest point
After finally achieving a partnership in her law firm, Karen felt her career had reached its *acme*
syn: zenith, pinnacle *ant: nadir*
2. **apocryphal** (ə pŏk' rə fəl) *adjective* of doubtful origin; fictitious
Although Chris claimed that his uncle had, in a previous life, been Napoleon, the dubious evidence indicated that the story was *apocryphal*.
syn: spurious, false, erroneous *ant: truthful*
3. **catharsis** (kə thär' sīs) *noun* an extremely emotional experience
When he learned of his mother's illness, the criminal underwent a *catharsis* and changed his evil ways.
4. **desiccate** (dēs' ĭ kāt') *verb* to dry up completely
They *desiccate* flowers and send them around the world.
5. **dissipate** (dīs' ə pāt') *verb* to waste; exhaust
Before bottled oxygen was available, those who climbed Mt. Everest found that their energy *dissipated* too quickly because of thin air.
syn: squander, expend
6. **efficacious** (ēf' ĭ kāk' shəs) *adjective* effective; producing the desired outcome
The shot of adrenaline was *efficacious* in instantly restarting the victim's heart.
ant: ineffective
7. **ineffable** (ĭn ēf' ə bəl) *adjective* inexpressible; beyond description
The return of our long-lost brother filled us with such *ineffable* joy that all we could do was cry from happiness.
syn: unexplainable
8. **intrinsic** (ĭn trĭn' sĭk) *adjective* of or relating to the basic nature of a thing; inherent
Humans have an *intrinsic* desire to be loved.
syn: native, natural, instinctive *ant: extrinsic*
9. **inundate** (in' ũn dāt') *verb* to cover with; to be overwhelmed with
He was *inundated* with desperate requests for tickets to the sold-out show.
syn: flood
10. **kudos** (kŏŏ' dŏz') *noun* praise, fame, glory
The playwright's successful new production won her *kudos* from the press.
syn: distinction *ant: opprobrium*

11. **maxim** (măk' sĭm) *noun* fundamental principle; rule; familiar statement
Many people feel the best *maxim* for peaceful living is the Golden Rule.
syn: proverb
12. **putrid** (pyōō' trĭd) *adjective* partially decayed or decomposed; having a foul smell
Cold coffee tastes bitter, but unrefrigerated fish can be *putrid* and dangerous.
syn: sickening, malodorous, rotten ant: fresh
13. **revere** (rĭ vĭr') *verb* to regard with respect, awe, and adoration
The cult members were aghast when the man they *revered* as a messiah was accused of embezzling funds.
syn: venerate, honor ant: revile
14. **servile** (sŭr' vəl) *adjective* submissive, slavish
The *servile* wolves showed their lower status to the highest-ranking wolf by cowering before him.
syn: subservient ant: haughty
15. **superfluous** (sōō pŭr' flōō əs) *adjective* unnecessary; excessive
He made many unimportant and *superfluous* remarks to cover his nervousness.
syn: extra, needless ant: essential

Exercise I — Words in Context

From the words below, supply the words needed to complete the sentences.

efficacious superfluous desiccated catharsis intrinsic

- A. Bob's _____ beliefs were so superficial that it appeared as though he experienced a(n) _____ each time he encountered a new philosophy.
- B. When writing short stories, Kafka eliminated _____ words and ideas.
- C. He questioned whether fruit that had been _____ was as _____ for one's health as fresh fruit.

From the words below, supply the words needed to complete the sentences.

kudos maxim acme apocryphal revere

- D. The stories of monsters and sea serpents are most likely _____. The Loch Ness Monster myth sits at the _____ of these legends, but Scotland's residents _____ their "Nessie."

- E. The _____ that all good things come to those who wait was proven when the underdogs won the championship, to the loud, screaming _____ of their fans.

From the words below, supply the words needed to complete the sentences.

servile ineffable inundated putrid dissipate

- F. After the death of his children, Lincoln suffered a(n) _____ sadness which did not _____ until his death.
- G. Guards served the _____ gruel to the prisoners, despite being _____ with invective because of the taste.
- H. The commoner approached the king like a _____ dog.

Exercise II — Inferences

Choose the answer that best suits the situation.

- | | | |
|---|---|--|
| 1. What is not an <i>intrinsic</i> fear?
A. falling from a height
B. losing money
C. snakes
D. the dark | 2. A person who has a <i>cathartic</i> experience,
A. is pleased by it.
B. never forgets it.
C. cannot remember.
D. finds it sad. | 3. an <i>apocryphal</i> headline:
A. Operation Performed on Newborn
B. Man Lives to 120
C. Life Began in Oceans
D. UFO's Stole My Baby |
|---|---|--|

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

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|--|---|--|
| 1. denizen : populace ::
A. group : committee
B. letter : alphabet
C. shark : reef
D. bank : account | 2. enigma : solution ::
A. conundrum : paradox
B. mystery : detective
C. dilemma : problem
D. puzzle : answer | 3. hackneyed : commonplace ::
A. clichéd : everyday
B. trite : rare
C. ridiculous : incredulous
D. dangerous : wearisome |
|--|---|--|

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

The authority of government, even such as I am willing to submit to,—for I will cheerfully obey those who know and can do better than I, and in many things even those who neither know nor can do so well,—is still an impure one: to be strictly just, it must have the sanction and consent of the governed. It can have no pure right over my person and property but what I concede to it. The progress from an absolute to a limited monarchy, from a limited monarchy to a democracy, is a progress toward a true respect for the individual. Is a democracy, such as we know it, the last improvement possible in government? Is it not possible to take a step further towards recognizing and organizing the rights of man? There will never be a really free and enlightened State, until the State comes to recognize the individual as a higher and independent power, from which all its own power and authority are derived, and treats him accordingly. I please myself with imagining a State at last which can afford to be just to all men, and to treat the individual with respect as a neighbor; which even would not think it inconsistent with its own repose, if a few were to live aloof from it, not meddling with it, nor embraced by it, who fulfilled all the duties of neighbors and fellow-men. A state which bore this kind of fruit, and suffered it to drop off as fast as it ripened, would prepare the way for a still more perfect and glorious State, which also I have imagined, but not yet anywhere seen.

Henry David Thoreau

1. The main idea of this passage is
 - A. a man is more important than the State.
 - B. a State with truly free men cannot be found yet.
 - C. democracy follows dictatorship.
 - D. a utopian society is the ultimate goal.
 - E. government is impure.
2. Thoreau states or implies that
 - A. free governments progress toward individual freedom.
 - B. he gives the government its authority.
 - C. he will obey laws made by intelligent individuals.
 - D. governments as he would like them are not in existence.
 - E. all the above are correct.
3. The word “fruit” means
 - A. food we consume.
 - B. governments.
 - C. free individuals and freedom itself.
 - D. respect by the state for individual citizens.
 - E. a law-making government.
4. One might infer from this passage that Thoreau
 - A. would welcome a utopia.
 - B. would serve in the military.
 - C. pays taxes.
 - D. holds commonly held beliefs.
 - E. feels democracy is the best citizens can