

**VOCABULARY**

**FOR THE**

**COLLEGE BOUND**

**BOOK GREEN**



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# Strategies for Completing Activities

## Analogies

While analogies can be a bit confusing when first seen, they 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:

<b>synonyms</b>	calm : peaceful :: anger : ire
<b>opposites</b>	praise : criticize :: hovel : mansion
<b>degree</b>	warm : hot :: grin : laugh
<b>person : object</b>	engineer : train :: pilot : airplane
<b>function</b>	car : garage :: airplane : hangar
<b>order</b>	dusk : night :: dawn : day
<b>action : object</b>	hoe : garden :: bake : cake
<b>part : whole</b>	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 life-long 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."

2. 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. 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 one of the best ways to build a strong, vital vocabulary.

## Reading Comprehension

Reading questions generally fall into several types.

1. *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, especially where 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, or words, are left out). All of these obstacles, however, can be overcome if the 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 needed 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 you 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.

## Lesson One

- abstinence** (ăb' stĕn' nĕns) *n.* the practice of abstaining; doing without  
Although the preacher talked about *abstinence* a great deal, it was well-known that he would have a drink now and then.  
*syn: self-denial* *ant: indulgence*
- ambulatory** (ăm' byōō lə tōr' ē) *adj.* able to walk; up and about  
The *ambulatory* patients were led to basement shelters, but the bedridden patients had to wait for stretcher-bearers to carry them below.
- diatribe** (dī' ə trīb') *n.* a bitter and abusive criticism  
When he began his customary *diatribe* about shiftless and rude teenagers, I just walked out.
- didactic** (dī dăk' tĭk) *adj.* intended to instruct, guide, or teach  
Her poetry was so *didactic* that, although one learned a great deal about the topic, the poetry wasn't very good.
- diffident** (dif' ĭ dĕnt) *adj.* timid, shy; lacking in confidence  
Unlike her sister, who is quite outgoing, Jan was a little *diffident*.  
*syn: reserved* *ant: confident, aggressive*
- garrulous** (găr' ə ləs) *adj.* very talkative  
Susan was so *garrulous* that Steve couldn't get a word in edgewise.  
*syn: verbose, loquacious* *ant: reticent, taciturn*
- mandatory** (măn' də tōr' ē) *adj.* required; obligatory  
In order to protect innocent victims, most states have *mandatory* auto insurance laws.  
*syn: compulsory* *ant: voluntary, optional*
- morbid** (mōr' bid) *adj.* preoccupied with gruesome or gloomy matters; grisly; horrible  
It was such a *morbid* story that it depressed me.  
*syn: morose, glum* *ant: cheerful*
- munificent** (myōō nĭf' ĭ sĕnt) *adj.* very generous in giving; lavish  
While the oil company's offer was *munificent*, the senator could not accept it because the maximum contribution was \$1,000.  
*syn: liberal* *ant: stingy, penurious, parsimonious*
- scoff** (skōf) *v.* to show derision or mocking contempt  
He *scoffed* at the notion of taking a lower-paying job, but eventually he was forced to do so.  
*syn: ridicule, deride* *ant: praise*

## EXERCISE I — Words in Context

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

- diatribe      garrulous      scoffed      diffident      didactic      abstinence
- A. In his health class, Mr. Roberts often spoke of \_\_\_\_\_ as the best prevention against sexually transmitted diseases. John, however, \_\_\_\_\_ at that idea.
- B. When I told her that I thought her son’s poetry was too \_\_\_\_\_, she launched into a blistering \_\_\_\_\_.

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

- mandatory      garrulous      morbid      diffident      ambulatory      munificent
- C. Susan was voted most outgoing by her classmates because she was so \_\_\_\_\_. Meanwhile John, who was somewhat \_\_\_\_\_, hoped that someday he could be as relaxed in public as Susan.
- D. Although distraught as a result of the bus accident, the mobile victims assisted those that were not \_\_\_\_\_. As usually happens, the accident quickly drew a large number of \_\_\_\_\_ curiosity-seekers.
- E. Although he emphasized that a contribution to his election campaign was not \_\_\_\_\_, he let his audience know that the more \_\_\_\_\_ their contribution, the quicker they might expect him to respond to their requests.

## EXERCISE II — Roots, Prefixes, and Suffixes

*Study the entries, and answer the questions that follow.*

The prefix *in* means “not.”

The root *cred* means “to believe.”

The root *port* means “to carry.”

The suffixes *ible*, *able* mean “able to;” “capable of.”

- A. Looking at the prefix, root, and suffix of the word “incredible,” the definition for it must be \_\_\_\_\_.
- Someone or something that is said to be credible is something that is \_\_\_\_\_.

If a story has no credibility, it has no \_\_\_\_\_; if we give credence to a story, we are \_\_\_\_\_. A person who is described as credulous has a tendency to believe too quickly what he is told ; therefore, to describe a skeptical person who expressed disbelief, we would say that he was \_\_\_\_\_.

B. Define the following words.

import      deport      report      export  
portable    porter      transport

### EXERCISE III – Analogies

- |                    |                    |                   |
|--------------------|--------------------|-------------------|
| 1. four : eight :: | 2. small : tiny :: | 3. cold : hot ::  |
| A. three : five    | A. large : big     | A. true : correct |
| B. five : ten      | B. small : cute    | B. in : out       |
| C. night : day     | C. girl : woman    | C. cold : frigid  |
| D. clear : lucid   | D. hard : easy     | D. dusk : evening |

### EXERCISE IV — Reading Comprehension

*Read the selection and answer the questions.*

In a study released last week by the U.S. Department of Education, it reported that nearly half of all adult Americans cannot read, write and calculate well enough to function fully in today's society. It also reported that people in their early 20's did poorer this time than when the same age group was tested in 1985. The study, based on lengthy interviews with more than 26,000 Americans over age 15, found that 47 percent of all adults cannot calculate the difference in price between two items, use a bus schedule correctly, or explain distinctions between two types of employee benefits.

“This report is a wake-up call to the sheer magnitude of illiteracy in this country and underscores literacy's strong connection to economic status,” said a spokesman for the Education Department. “It paints a picture of a society in which the vast majority of Americans do not know that they don't have the skills they need to earn a living in our increasingly technological society and international marketplace.”

The study is the second such survey sponsored by the federal government in two decades. This study, however, probed more deeply than the previous survey to assess how well people understand English. The researchers asked the people to demonstrate what they can do with what they know. Federal officials said they hope to use the study as a baseline for measuring future progress.

The questions and tasks in the survey were assigned a number value from 0 to 500 based on their degree of difficulty. The scores were then grouped into five levels. Adults who scored at the highest level—about one-fifth of those surveyed—could handle such complex, challenging tasks as reading a text and summarizing two ways lawyers could challenge prospective jurors. Those at the bottom of the scale had the rudimentary skills necessary to identify a country in a short article; but they could not handle slightly more complex tasks, such as locating an intersection on a street map.

Of the lowest-scoring group, which includes 40 million to 45 million Americans, one-fourth were immigrants who may have been learning English. A third of the group tested were 65 or older; and 26 percent said they had physical, mental, or health conditions which kept them from fully participating in work, school, or housework. Some members of this group, however, were also high school graduates. Among the adults with high school diplomas who had participated in the survey, between 16 percent and 20 percent scored at the bottom of the scale.

The researchers were surprised to find that most people whose skills were found to be at the two lowest levels said they could read and write English well. Yet that group was also poorer and had lower levels of employment than any other group.

Young adults between ages 21 and 25 generally scored in the middle range on the survey. They could, on average, write a brief letter explaining an error on a credit card bill; but they could not use information from a news article to calculate the amount of money it costs to raise a child.

The average level of literacy—a score of 293 on the scale—represents a decline of 11 to 14 points since 1985, when a similar survey of young adults was conducted. The decline, however, was partly due to immigration patterns, the report says. It points out that the number of young Hispanic adults taking part in the survey more than doubled, from 7 percent in 1985 to 15 percent in 1992. Since many of those individuals were born outside the United States and still learning English, it is expected that in time their scores will go higher.

1. State in your own words the main idea of this selection.
  
2. The article states or implies that
  - A. older people over 65 scored higher than middle-aged people 21 to 45.
  - B. the government will do further testing of this kind.
  - C. the overall scores were higher this year than the scores in 1985.
  - D. both B and C are correct.
  
3. The article states or implies that
  - A. among adults, some who scored highest could not locate an intersection on a street map.
  - B. the scores of Hispanics were affected by the fact that English was not their first language.
  - C. how well you can or cannot read will affect how much money you earn at work.
  - D. both B and C are correct.
  
4. One might infer from this article that the researchers
  - A. expected that people over 65, as a group, would read less well than young adults between the ages of 21 and 25.
  - B. did not expect to find that people with high school diplomas would be in the bottom group.
  - C. found that people generally were aware of the strengths and weaknesses in reading.
  - D. both A and B are correct.





## EXERCISE I — Words in Context

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

magnanimous    disdain    malignant    acquiesce    delirious    acclaimed

- A. Tom Hanks' performance in the movie *Forest Gump* was \_\_\_\_\_ by film critics. Although he found Gump an interesting character, Paul had nothing good to say about the film. His \_\_\_\_\_ for the film extended to telling his friends not to see it.
- B. When they approached the man, they saw that the long days spent in the desert sun had made him \_\_\_\_\_. In his delirium, he refused to \_\_\_\_\_ when they told him to get out of the sun.

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

diminution    malignant    delirious    meander  
assimilated    magnanimous    diffusion

- C. Because of the \_\_\_\_\_ of the English language throughout the world, it is somewhat easier for Americans to be \_\_\_\_\_ into a foreign society than other newcomers.
- D. Although he did not have a \_\_\_\_\_ bone in his body, he was not so generous that you could call him \_\_\_\_\_.
- E. Although the people at one time had warmly welcomed the newcomers, there was a marked \_\_\_\_\_ in good will as homeowners watched hordes of hippies \_\_\_\_\_ in their streets.

## EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root *arch* (pronounced ark) means “rule.”

The root *gamos* means “marriage.”

The prefix *poly* means “many.”

The suffix *ist* means “one who is or one who believes in.”

The prefix *bi* means “two.”

- A. With the prefix *an* meaning against, an anarchist must be someone who is \_\_\_\_\_. If a country is in a state of anarchy, it is \_\_\_\_\_; and anarchism is a belief that \_\_\_\_\_.

Define the following words by studying the roots and prefixes.

monarch    monosyllabic    monarchist    monotone

- B. With *bi* meaning two, a bigamist is a person with two wives or husbands and a polygamist is someone with \_\_\_\_\_. On the other hand, a person who believes in monogamy believes in having \_\_\_\_\_. If a dialogue is two people talking, then a monologue is \_\_\_\_\_. A monoplane is different from a biplane in that \_\_\_\_\_.

### EXERCISE III – Analogies

- |                       |                   |                               |
|-----------------------|-------------------|-------------------------------|
| 4. pit : peak ::      | 5. foot : boot :: | 6. prince : king ::           |
| A. plateau : mountain | A. foot : leg     | A. son: father                |
| B. large : big        | B. nose : mouth   | B. vice president : president |
| C. mother : aunt      | C. shoe : boot    | C. noisy : loud               |
| D. nadir : zenith     | D. hand : glove   | D. cottage : mansion          |

### EXERCISE IV — Reading Comprehension

Read the selection and answer the questions.

Canada, already tough on guns, introduced a bill in Parliament that requires the registration of all firearms and bans many handguns. The proposed bill includes tough sentences for crimes committed with guns, and it establishes a licensing and registration system for all firearms. The bill also bans the import or sale of small-caliber pistols. Critics say the new registration system, which will cost about \$60 million to implement, will do little to reduce crime and predicted widespread noncompliance.

“There is no statistical justification for the registration requirements of the bill,” said Jack Ramsey, a member of the conservative Reform Party. “As people realize that the registration of firearms is not going to make their homes any safer, they are going to also realize the uselessness of this legislation,” he said.

Justice Minister Allan Rock, in defending the proposed bill, disagreed. He maintained, “There is broad public support for these measures. This legislation will get tough with criminals who use firearms in crime, and it will enhance public safety.”

Ever since Marc Lepine used a military assault weapon to kill 14 women in Montreal in 1989, Canada has been traumatized about guns. As a result, many groups have pushed for stricter controls for the last 6 years.

Wendy Cukier, president of the Coalition for Gun Control, a group formed in the aftermath of the 1989 shootings, expressed satisfaction with the new bill. She noted, “I register my car; other people register their dogs.”

Some members of the Liberal Party do oppose the bill, and at least one said he would break party ranks and vote against it. This would be an unusual move that could provoke stiff disciplinary measures, including expulsion from the party. Despite the opposition to the bill, the governing Liberals' majority in the House of Commons virtually guarantees the bill will pass.

The proposed measure has these key elements:

- a mandatory, minimum sentence of 4 years in prison and a lifetime prohibition against possession of restricted firearms upon conviction of any violent crime with a firearm;
- stiff new penalties for illegally importing and selling firearms, and beefed-up border control measures;
- bans on the import and sale of .25-caliber and .32 caliber pistols, as well as handguns with barrels less than 4.14 inches long;
- creation of a national registration system for all firearms that is to be administered by the Royal Canadian Mounted Police.

1. In your own words, state the main idea of this selection.
  
2. One may infer from the context of the article that the word "traumatized" is used here to mean
  - A. to receive an injury inflicted by some physical means.
  - B. to receive an emotional shock that causes serious and lasting psychological damage.
  - C. to be in a state of utter and complete outrage.
  - D. to be saddened to the point of clinical depression.
  - E. to suffer a loss of one's memory.
  
3. The selection states or implies that those who oppose this bill object principally to the
  - A. mandatory minimum sentences.
  - B. new penalties for illegally importing and selling firearms.
  - C. ban on import and sale of .25 caliber and .32 caliber pistols.
  - D. creation of a national registration system for all firearms.
  
4. In her statement Wendy Cukier implies that
  - A. the new bill will reduce crime.
  - B. the sale of automatic weapons is the biggest threat to everyone's safety.
  - C. the registration of firearms should be as routine as the registration of cars, dogs, or anything else.
  - D. both B and C are correct.
  - E. A, B, and C are correct.

## Lesson Three

1. **alleviate** (ə lē' vē āt') *v.* to make more bearable; to ease the pain  
Susan had hoped to *alleviate* her back pain by taking more Tylenol.  
*syn: lessen* *ant: exacerbate, aggravate*
  
2. **analogous** (ə nāl' ə gəs) *adj.* similar or parallel in certain ways  
To many people, the phrase “ethnic cleansing” sounds *analogous* to Hitler’s “Final Solution.”  
*syn: akin* *ant: dissimilar, unlike*
  
3. **dismantle** (dɪs mǎn' tl) *v.* to take apart; disassemble; to strip of furnishing or equipment  
After the young boy was injured, Max *dismantled* the swing set.  
*ant: construct*
  
4. **distraught** (dɪ strɔt') *adj.* extremely troubled or agitated; worried  
The breakup of her relationship left Jenny *distraught*.  
*syn: anxious, frantic* *ant: placid, serene*
  
5. **dormant** (dɔr' mǎnt) *adj.* a sleep-like condition during which life processes slow down; inactive  
Although the volcano is *dormant*, it could still erupt.
  
6. **maim** (mām) *v.* to disable; to cripple  
She was *maimed* in the car accident.
  
7. **meticulous** (mə tɪk' yə ləs) *adj.* extremely or excessively careful about details  
He was very *meticulous* in picking up each tiny piece of glass with tweezers.  
*syn: exact, fastidious* *ant: careless, imprecise, sloppy*
  
8. **murky** (murk' ē) *adj.* not clear; foggy, hazy; dark or gloomy  
Because the details of the plan were *murky*, her mother wouldn't give her permission to go.  
*ant: clear, bright*
  
9. **narcissism** (när' sɪ sɪz' əm) *n.* excessive admiration of one's self; self-love  
While John thinks that Alice's constant need to look at herself in the mirror is a sign of her insecurity, others see it as a sign of Alice's *narcissism*.
  
10. **squabble** (skwɔb' əl) *v.* to engage in a minor quarrel; to argue noisily over a small matter  
The children *squabbled* over who should sit in the front seat.  
*syn: quarrel, bicker* *ant: concur*

## EXERCISE I — Words in Context

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

alleviate    dismantling    distraught    analogous    maim    murky

- A. His sudden death left Mary \_\_\_\_\_. His death was more painful because it was \_\_\_\_\_ to that of her father, who had died only two months earlier under similar circumstances. Later, Mary tried to \_\_\_\_\_ her sorrow by joining a religious cult.
- B. While \_\_\_\_\_ the children's fort in his backyard, he seriously \_\_\_\_\_ his hand when he hit it with a hammer. When asked why he had been working on the fort, he could provide only a \_\_\_\_\_ explanation.

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

meticulous    dormant    narcissism    squabble

- C. Mount Vesuvius, a once \_\_\_\_\_ volcano, erupted suddenly. Although the entire city of Pompeii was destroyed, in recent times archeologists have been able to reconstruct life in Pompeii with \_\_\_\_\_ detail.
- D. After Stephanie said that Jerry suffered from \_\_\_\_\_, a \_\_\_\_\_ ensued that ended only when Stephanie stormed out of the house.

## EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The prefix *tri* means “three.”

The root *ped, pod* means “foot.”

The root *aud* means “to hear.”

The root *mania* means “madness.”

- A. Since *pyro* refers to fire, a pyromaniac must have a \_\_\_\_\_. The problem with a person described as a monomaniac is that \_\_\_\_\_. A person who acts in a \_\_\_\_\_ fashion is said to be a maniac or madman.
- B. The difference between a video tape and an audio tape is that \_\_\_\_\_. A place where we go to listen is an \_\_\_\_\_. Because we are there as a group in order to listen, we are an \_\_\_\_\_. If we are unable to hear something, we say it is \_\_\_\_\_.

C. A pedal is \_\_\_\_\_ and a pedestrian is one who \_\_\_\_\_ while a pedicure is \_\_\_\_\_. The difference between a biped and a quadruped is that \_\_\_\_\_.

D. Define the following words.

trident          tripod          trilogy          triangle          tricentennial

### EXERCISE III – Analogies

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| 7. infant : child :: | 8. ear : hear ::     | 9. chirp : bird :: |
| A. bull : ox         | A. eye : tear        | A. tail : monkey   |
| B. pup : dog         | B. ice : nice        | B. speech : human  |
| C. yearling : calf   | C. nostril : breathe | C. lion : roar     |
| D. read : story      | D. front : back      | D. cheetah : run   |

### EXERCISE IV — Reading Comprehension

*Read the selection and answer the questions.*

In a booklet published by the Family Research Council, a Washington-based conservative advocacy group sets forth its own version of what it thinks students should know about U.S. history. The group, which is critical of the national history standards published last fall, claims the national standards omit key portions of our nation's past.

The national history standards were developed over several years by hundreds of teachers and historians across the country. Upon its publication, some groups objected to its heavy emphasis on multi-culturalism.

The Family Research Council standards, written by a history teacher in Virginia, are published in a booklet entitled *Let Freedom Ring: A Basic Outline of American History*. These standards are based on the 1963 New York State regents' curriculum for American history. The Council's standards are presented in chronological order—from the discovery of the Americas to the 1980's. The Council's standards take a traditional approach to curriculum in emphasizing the political, military, and institutional aspects of U.S. history. Unlike the national standards, which weave the nation's social and cultural history throughout, the Council's booklet tends to treat such topics in discrete fashion.

Earlier this year the director of the national standards project called for an independent panel of experts to review the three volumes of history standards in an attempt to end some of the criticism that has plagued the project. Gary B. Nash, the director of the embattled project, said he wants the panel to recommend changes in the documents, released last fall, that set out what students should know and be able to do in United States and world history. Nash hopes such changes will satisfy many of the critics who contend that the national standards' document bashes the United States and the West, as well denigrating the importance of traditional historic figures.

1. State in your own words the main idea of this selection.
  
2. One might infer from this selection that the Family Research Council
  - A. does not care for the way the national standards' project handled the nation's social and cultural history.
  - B. is among the critics mentioned by Mr. Nash.
  - C. objects to the multi-cultural treatment of the national standards.
  - D. objects to the inclusion of alternative lifestyles.
  - E. A, B, and C are correct.
  
3. A reader might also infer from this selection that
  - A. the national standards' history guidelines are controversial.
  - B. the national standards' guidelines are presented in a chronological fashion.
  - C. Gary Nash, the director of the national standards project, is unwilling to accept changes in the national guidelines.
  - D. the Family Research Council is one of the groups which feels that traditional historic figures have been denigrated in the national standards.
  - E. both A and D are correct.
  
4. One might also infer from this selection that the conservatives desire
  - A. to change radically the way history has been taught in the U.S.
  - B. to phase in changes very gradually.
  - C. to keep basically the same history curriculum that has served the schools well over the past 60 years.
  - D. to have Mr. Nash replaced as director of the national standards project.
  - E. both B and D are correct.





## EXERCISE I — Words in Context

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

animosity    effervescent    solicitude    anonymity    nonchalant    nepotism

- A. After losing the job to Henry, Gary cited \_\_\_\_\_ as the reason for his firing since Henry's father owned the company. Although they were once friends, Gary now showed great \_\_\_\_\_ towards Henry. Henry tried to appear \_\_\_\_\_ about the matter, but it really upset him a great deal.
- B. While others appreciated the \_\_\_\_\_ that Jane showed them, Peter, who craved \_\_\_\_\_, wished that Jane would just leave him alone.

From the words below, supply the words that complete the sentences.

ebbed    solicitude    elusive    effervescent    nemesis    bibliophile

- C. A day at the beach made Jane feel \_\_\_\_\_. Jane always stayed at the beach until the tide \_\_\_\_\_. If Jane saw anyone pollute the beach or ocean, she considered him/her a personal \_\_\_\_\_.
- D. As a \_\_\_\_\_ Edgar spent long hours in the library. Those who spent fruitless hours searching for him in the dormitory thought of him as \_\_\_\_\_, but they just did not know where to look for him.

## EXERCISE II — Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The prefix *quad* means "four."

The suffix *ology* means "the study of."

The root *demos* means "people."

The roots *vis*, *vid*, mean "to see."

- A. If *crat* means "rule by," then democracy is literally a \_\_\_\_\_. One who writes down the births, deaths, and vital statistics of a population is a \_\_\_\_\_.
- B. Write down as many words that come to mind that begin with *quad* and indicate four of something.
- C. If *psyche* means "mind," then psychology is the \_\_\_\_\_ and sociology is the \_\_\_\_\_; demonology is the \_\_\_\_\_ and biology must be the \_\_\_\_\_.

D. Define the following words.

revisit	visor	visitation	visualize
visibility	visionary	vision	

### EXERCISE III – Analogies

- |                        |                       |                    |
|------------------------|-----------------------|--------------------|
| 10. A : Z ::           | 11. branch : tree ::  | 12. pond : lake :: |
| A. girl : mother       | A. flower : garden    | A. man : child     |
| B. weight : pounds     | B. two : three        | B. water : stream  |
| C. truth : lie         | C. tentacle : octopus | C. lake : sea      |
| D. prologue : epilogue | D. near : far         | D. dusk : night    |

### EXERCISE IV — Reading Comprehension

*Read the selection and answer the questions.*

Researchers from the *Center for the Study of Writing and Literacy* concluded that drug-education materials are better at turning off teenagers than turning teenagers off to drugs. The researchers had asked 297 students to review more than 100 brochures and handouts from national and local drug-prevention agencies. In looking at the students' responses, the researchers concluded that students found much of the material ethnically insulting, condescending, and "hokey." One brochure was criticized by all students who read it. Among the criticisms, students said that the pictures made the brochure seem "too kiddy" and the images were out of step with current styles. In addition, a number of students responded that the graphics were insulting to Blacks.

Another pamphlet, which purported to give teenagers "snappy answers" which they might use to respond to offers of alcohol and drugs, was ridiculed by students for suggested comeback answers such as "I'd rather not. I'm too special." The researchers concluded, "A deeper understanding of the audience is crucial if writers are to be effective in anticipating how members of culturally diverse audiences may interpret messages directed at them."

1. In your own words, state the main idea of this selection.
2. The quotations marks around the words "hokey" and "too kiddy" indicate that the words were
  - A. very important.
  - B. slang.
  - C. standard English.
  - D. words of foreign origin.
  - E. those used by the student.

3. The context suggests that the word “purported” means
  - A. unjustly criticized.
  - B. suggested.
  - C. praised profusely.
  - D. claimed.
  - E. incorrectly assumed.
  
4. The article states or implies that the people writing the booklets
  - A. are in it only for the money.
  - B. use ethnic stereotypes in their pictures.
  - C. are not in touch with the people for whom they are writing.
  - D. are inaccurate in a number of their facts.
  - E. both B and C are correct.