

GLENCOE

# VOCABULARY BUILDER

Course 5





GLNCOE

# VOCABULARY BUILDER

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**National-Louis University**



**Course 5**

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New York, New York   Columbus, Ohio   Chicago, Illinois   Peoria, Illinois   Woodland Hills, California



### Acknowledgments

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Printed in the United States of America

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, OH 43240

SE ISBN: 0-07-861668-9  
ATE ISBN: 0-07-861669-7

1 2 3 4 5 6 7 8 9 10 113 10 09 08 07 06 05 04



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Name \_\_\_\_\_

*Master of the Wordless Theater*

Schooled in the **nuances** of gesture and facial expression, mimes encourage audiences to examine body movements with the **keen** attention of a detective searching for clues. The body language of mimes unravels the mysteries of character, motivation, and plot that they **adroitly** crowd into sketches lasting only minutes. The truly skilled, like Marcel Marceau, invite us to share a world that exists only in the imagination.

Born in France, Marcel Marceau developed an early taste for pantomime as he watched the antics of Charlie Chaplin, Buster Keaton, and the Marx Brothers in movies that broke down language barriers and national differences. After serving in the army during World War II, he entered the School of Dramatic Art in Paris. There he created his famous character Bip, who was named after the character Pip in Charles Dickens's *Great Expectations*.

Marceau tells most of his stories through this simple, pathetic, and **irrepressible** clown. In a stovepipe hat decorated with a bobbing red flower, Bip walks against the imaginary wind, nurses a seemingly sore finger, pulls an imaginary rope in a tug-of-war, catches a make-believe butterfly, and climbs an imaginary flight of stairs. His performances are deceptively simple, yet they **embody** the most intricate theatrical techniques. With his body as his primary instrument, he twists, turns, and bends. His eyes and his **stark**, almost shocking, painted-white face further absorb the audience in the action. As Marceau has said, "Pantomime is the art of expressing feelings and attitudes, not a means of expressing words through gestures."

Marcel Marceau's aim is simply to make his audience see, feel, and hear the invisible. Each of the sketches in his **repertoire** offers a glimpse into the amusing **foibles** of human nature. With posture and facial expression alone, he re-creates **fugitive** displays of misery, jealousy, solitude, defeat, frustration, and shame.

Having given some 15,000 performances in more than 100 countries, Marceau now devotes most of his energy to the students enrolled in his mime school and troupe. A great believer in technique, he drills them in classical and modern dance, juggling, fencing, acrobatics, and jazz in addition to the grammar of mime. These young artists are his **legacy**. Through them, he hopes to introduce the magic of mime to a generation shaped by the noise and action of television.

*Words***adroit****embody****foible****fugitive****irrepressible****keen****legacy****nuance****repertoire****stark**

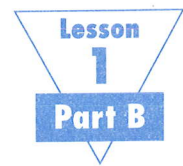
## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which words could best replace *nuances* in line 1?  
(A) embarrassing repetition      (B) loud outcries  
(C) legal obligations      (D) slight variations  
1. \_\_\_\_\_
2. Which word could best replace *keen* in line 2?  
(A) intense      (B) struggling  
(C) broken      (D) voluntary  
2. \_\_\_\_\_
3. Which word or words could best replace *adroitly* in line 4?  
(A) mindlessly      (B) skillfully and cleverly  
(C) authoritatively      (D) foolishly  
3. \_\_\_\_\_
4. Which word or words could best replace *irrepressible* in line 15?  
(A) easily frightened      (B) capable of being provoked  
(C) overpowering      (D) impossible to restrain  
4. \_\_\_\_\_
5. Which word or words could best replace *embody* in line 19?  
(A) give definite form to      (B) slyly manipulate  
(C) discard      (D) authorize  
5. \_\_\_\_\_
6. Which word or words could best replace *stark* in line 21?  
(A) twisted      (B) thin  
(C) harsh      (D) barely noticeable  
6. \_\_\_\_\_
7. A *repertoire* (line 26) can best be explained as \_\_\_\_\_.  
(A) background      (B) forceful devotion to a specific cause  
(C) a formal promise      (D) the pieces or parts a player or group is prepared to perform  
7. \_\_\_\_\_
8. *Foibles* (line 27) can best be explained as \_\_\_\_\_.  
(A) serious errors produced by carelessness      (B) minor, excusable weaknesses in character  
(C) short tales accompanied by morals      (D) disregard of danger  
8. \_\_\_\_\_
9. Which word or words could best replace *fugitive* in line 28?  
(A) difficult to watch      (B) unnecessary  
(C) lasting only a short time      (D) criminally negligent  
9. \_\_\_\_\_
10. A *legacy* (line 34) can best be explained as \_\_\_\_\_.  
(A) a constructive habit      (B) a reassuring declaration  
(C) something handed down from one generation to another      (D) something provided by agreement  
10. \_\_\_\_\_



Name \_\_\_\_\_



### Applying Meaning

Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

- |  |          |
|--|----------|
| 1. Would an <i>irrepressible</i> horse be the appropriate mount for an inexperienced rider?          | 1. _____ |
| 2. Is there a <i>stark</i> contrast between granite cliffs and soft foliage?                         | 2. _____ |
| 3. Can perfume have a <i>fugitive</i> fragrance?   | 3. _____ |
| 4. Is an <i>adroit</i> person awkward and clumsy?  | 4. _____ |
| 5. Does a person who understands the <i>nuances</i> of a subject comprehend only its basic elements? | 5. _____ |

For each question you answered “no,” write a sentence using the vocabulary word correctly.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. Her habit of eating with her fingers was a(n) \_\_\_\_\_ that Jenny worked hard to change. (embodiment; foible)

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7. Dad was disappointed that “Misty” was not part of the jazz pianist’s \_\_\_\_\_. (legacy; repertoire)

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8. For patriotic individuals, the flag is the \_\_\_\_\_ of the spirit and character of their country. (embodiment; nuance)

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9. Arching her back and hissing, the mother cat was \_\_\_\_\_ aware of the new owners who had come to claim her babies. (adroitly; keenly)

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10. Freedom of speech is just one of the \_\_\_\_\_ of the framers of the Constitution. (foibles; legacies)

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### *Mastering Meaning*

Superstars—outstanding actors, musicians, and athletes—are capable of doing things that other people only dream about. Whether they have natural ability, skill cultivated through practice, or both, these people often function as inspirations for others. Select a famous person whose talents you respect and admire and do some research into the person’s background. Then write a report explaining why this person is a superstar. Use some of the words you studied in this lesson.



Name \_\_\_\_\_

Attitude can be defined as a state of mind or feeling with regard to some matter. Your attitude, and how you show it, have a strong impact on everything you do. Being positive or negative will not only affect how you act, but it will also determine how others react to you. The words in this lesson describe ten types of attitudes and outlooks you might have yourself or encounter in others.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

According to the late science fiction writer Isaac Asimov, people are *arrogant* if they believe that they are the only intelligent life in the universe.

1. (A) not in conformity with law  
(B) overly convinced of their own importance  
(C) common in a particular locality  
(D) lacking healthy diets

Commuters may ignore the homeless in bus and train stations. This *cavalier* blindness makes their daily journey more bearable.

2. (A) characterized by confusion  
(B) arousing fear or awe  
(C) lacking validity  
(D) unconcerned with important matters

Having grudgingly agreed to visit the creative writing class, the famous author offered only *condescending* comments about the work of the amateur writers.

3. (A) characterized by a superior manner  
(B) worthy of worship  
(C) devout or religious  
(D) marked by a smooth, lyrical style

At the end of the Trojan War, Achilles was *contemptuous* of his rivals. He illustrated his negative attitude by dragging the body of Hector, his slain enemy, around the walls of Troy.

4. (A) somewhat fearful  
(B) overcome by embarrassment  
(C) earthy and uncomplicated  
(D) filled with scorn

### Words

arrogant  
cavalier  
condescending  
contemptuous  
ebullient  
egocentric  
haughty  
pompous  
unpretentious  
waspyish

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

It had not snowed for nearly nine months, so when the snow finally fell on the mountains, hundreds of *ebullient* skiers headed for the slopes.

5. (A) frightened  
(B) persistent  
(C) enthusiastic  
(D) exhausted

5. \_\_\_\_\_

Rhett Butler left Scarlett O'Hara at the end of *Gone with the Wind*. Among other complaints, he felt he could no longer tolerate her *egocentric* neglect of others' feelings. It seemed she thought only of herself.

6. (A) self-centered  
(B) supportive  
(C) distracted  
(D) bewildered

6. \_\_\_\_\_

*Haughty* and uncooperative, the star performer treated the rest of the actors as if they were amateurs. He eventually was removed from the cast of the play because of his depressing effect on morale.

7. (A) using few words  
(B) overly proud and vain  
(C) resistant to work  
(D) capable of moving with ease

7. \_\_\_\_\_

Mary, Queen of Scots, placed self-interest ahead of her country's needs when she claimed that the throne of England was rightfully hers. As a result of her *pompous* actions, Queen Mary lost her head in addition to her throne.

8. (A) having an evil influence  
(B) clearly apparent  
(C) generous  
(D) too proud of one's importance

8. \_\_\_\_\_

The *unpretentious* bungalow sat amidst impressive mansions. Although their house was small and humble, the family was very proud of it.

9. (A) modest  
(B) desirable  
(C) run-down  
(D) realistic

9. \_\_\_\_\_

Tired and *waspish*, the car salesman made several impatient remarks to browsers. He later regretted these comments when the customers refused to buy a car from him.

10. (A) calm  
(B) off-balance  
(C) bad-tempered  
(D) perplexed

10. \_\_\_\_\_



**Applying Meaning**

Each question below contains a vocabulary word from this lesson.  
Answer each question “yes” or “no” in the space provided.

1. Would an *ebullient* child sit quietly for long periods of time? 1. \_\_\_\_\_
2. Might an *unpretentious* person own two or three expensive cars? 2. \_\_\_\_\_
3. Would a *pompous* individual be quick to tell you that he had been invited to the governor’s inauguration? 3. \_\_\_\_\_
4. Would an *egocentric* sports star want to talk about himself and his success? 4. \_\_\_\_\_
5. Might a *condescending* person believe that those who are less fortunate deserve what they get? 5. \_\_\_\_\_
6. Would a voter support a candidate with a *cavalier* attitude toward unemployment and the economy in his district? 6. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word correctly.

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Write each sentence below. In the space write a form of the word in parentheses. The form of the word in parentheses may be correct.

7. Captain Ahab’s \_\_\_\_\_ was so great that he swore he would strike the sun if it insulted him. (arrogant)

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8. With her nose in the air, the wealthy lawyer obviously could not see the puddle; drenched feet were the reward for her \_\_\_\_\_. (haughty)

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9. "I'll get there when I can," Joanna snarled \_\_\_\_\_. (waspish)

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10. Once viewed with \_\_\_\_\_ by art critics, the paintings of the French impressionists are among the most valuable works of art in the world today. (contemptuous)

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### *Our Living Language*

*Waspish*, which means "easily irritated or annoyed," undoubtedly took its name from the insect that stings anyone who disturbs it. Many other adjectives used to describe people also came from animal names. For example, the word *bovine* can be applied to a person who resembles an ox, a cow, or a similar animal. Bovine individuals tend to be sluggish and dull, like the animals of the genus *Bos*.

**Cooperative Learning:** With a group of classmates, brainstorm a list of animals that have given rise to words describing how people act, such as *crabby* and *slothful*. Make a dictionary of such terms by including a possible word history, a definition, and a short paragraph characterizing the type of person to whom the word applies. You might also consider including animal-based phrases that describe people's actions, such as *to monkey around*.

Name \_\_\_\_\_

The root *-greg-* comes from the Latin word *grex*, meaning “herd” or “flock.” The root *-junct-* comes from the Latin word *jungere*, which means “to join.” When combined with different prefixes and suffixes, these roots give us a number of words that share the idea of coming together. For example, a *conjunction* connects words, phrases, clauses, or sentences, while a *congregation* is a gathering of people or things. In this lesson, you will learn other words with one of these roots.

Root	Meaning	English Word
-greg-	flock, herd	aggregate
-junct-	join	adjunct
-join-		enjoin
-jun-		junta

### Words

adjunct  
aggregate  
congregate  
egregious  
enjoin  
gregarious  
injunction  
juncture  
junta  
segregate

### Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. If you were the president of a country, you would not like seeing these military officers “join” together. They would probably want to replace you.

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2. This four-syllable adjective could describe someone who enjoys being with a “herd” of other people.

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3. This word begins with the Latin prefix *ad-*, meaning “to” or “toward.” Add this meaning to the meaning of the root.

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4. It is difficult to find the “herd” in this adjective. It came into English through the Latin word *egregius*, meaning “outstanding.” You might say that the word now means “outstanding for the wrong reasons.”

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5. This “join” verb begins with the prefix *en-*. You could try to do this to someone who plays loud music in the middle of the night.

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6. This word came from the Latin *segregare*, meaning “to group apart.”

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7. This word begins with *ag-*, a form of the Latin prefix *ad-*. It can be a noun, a verb, or an adjective. The word *total* is one synonym.

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8. You sometimes read of courts issuing one of these to stop something. Unlike the answer to number 5, this noun begins with the prefix *in-*.

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9. This word combines the *con-* prefix, meaning “together,” with the “flock” root. Add the meanings of the two parts.

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10. This noun refers to the place where two things join together.

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**Applying Meaning**

Read each sentence below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

1. The *gregarious* Chin family enjoys having company for dinner and taking group vacations.
2. The *adjunct* of the two highways needed a traffic signal very badly.
3. Members of the ruling *junta* were often seen carrying guns.
4. Her *egregious* piece of writing received a high grade because of its well-defended ideas and its vivid examples.
5. The bus driver *enjoined* the policeman from giving him a ticket.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. Vietnamese food is a subtle \_\_\_\_\_ of French and Asian influences that combines meat or fish with vegetables. (aggregate; congregation)
7. A court \_\_\_\_\_ prohibited the Olympic Committee from holding its disciplinary hearing until after the games. (injunction; juncture)

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8. To prevent others from catching the highly contagious virus, those afflicted were \_\_\_\_\_ in separate hospital wards. (congregated; segregated)

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9. The \_\_\_\_\_ of students in the courtyard was disturbing the classes that were still in session. (aggregation; congregation)

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10. The problem with the rocket occurred at a very important \_\_\_\_\_ during liftoff. (junta; juncture)

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### ***Our Living Language***

*Herd* and *flock* are just two of the many words used to describe groupings of animals. Some other common terms include *pack*, *covey*, *swarm*, *colony*, *school*, and *drove*. Whole books have been devoted to the creation of terms to describe animals and their groupings. For example, the lark's song is so beautiful that it produces an intense feeling of elation in its listeners. This may be why a flight of larks is called an exaltation of larks.

**Cooperative Learning:** Work with a partner to brainstorm some characteristics for the groups of people listed below. Then, based on these characteristics, decide on a suitable term for a group of them. Try to stay away from ordinary or existing terms, such as a gang of teenagers or a league of ballplayers.

teenagers

teachers

business executives

parents

athletes

senior citizens



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 1 through 3?  
Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) enlarge	S. <u>    <b>B</b>    </u>
1. POMPOUS	(A) self-important (C) formal	(B) ceremonious (D) outstanding	1. _____
2. ADJUNCT	(A) wise (C) released	(B) subordinate (D) highly prized	2. _____
3. SEGREGATE	(A) deny (C) separate	(B) insult (D) combine	3. _____
4. KEEN	(A) clever (C) simple	(B) blunt (D) intense	4. _____
5. WASPISH	(A) sensitive (C) protective	(B) easily irritated (D) dangerous	5. _____
6. ADROIT	(A) awkward (C) skillful	(B) uninformed (D) unfamiliar	6. _____
7. FOIBLE	(A) small fault (C) official command	(B) clever trick (D) carefree attitude	7. _____
8. NUANCE	(A) soft noise (C) something fresh or new	(B) subtle quality (D) argument	8. _____
9. EGOCENTRIC	(A) self-centered (C) attractive	(B) circular (D) enclosed	9. _____
10. JUNCTURE	(A) prohibition (C) intersection	(B) worthless items (D) military rulers	10. _____

Go on to next page. ➤

- |                  |   |   |           |
|------------------|---|---|-----------|
| 11. CONTEMPTUOUS | (A) full of disdain<br>(C) skillful     | (B) modern<br>(D) short-tempered                        | 11. _____ |
| 12. STARK        | (A) endangered<br>(C) impulsive         | (B) light and filmy<br>(D) absolute                     | 12. _____ |
| 13. AGGREGATE    | (A) aggravate<br>(C) explain            | (B) gathered together<br>(D) rearrange                  | 13. _____ |
| 14. INJUNCTION   | (A) command<br>(C) foreign interference | (B) crossroads<br>(D) type of injury                    | 14. _____ |
| 15. CONGREGATE   | (A) welcome<br>(C) assemble             | (B) exclude from membership<br>(D) separate into groups | 15. _____ |

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

- | Column A          | Column B   |           |
|-------------------|--|-----------|
| 16. cavalier      | a. something handed down                                 | 16. _____ |
| 17. gregarious    | b. showing offhand disregard                             | 17. _____ |
| 18. enjoin        | c. impossible to hold back                               | 18. _____ |
| 19. unpretentious | d. prohibit  | 19. _____ |
| 20. ebullient     | e. displaying a sense of superiority                     | 20. _____ |
| 21. egregious     | f. enjoying the company of others                        | 21. _____ |
| 22. repertoire    | g. simple and modest                                     | 22. _____ |
| 23. legacy        | h. enthusiastic  | 23. _____ |
| 24. irrepressible | i. extremely bad   | 24. _____ |
| 25. condescending | j. pieces or parts a person or group is ready to perform | 25. _____ |

Name \_\_\_\_\_

*The Code Talkers*

During World War II, an exceptional group of Americans **honed** speech into a precise weapon and went to war for the United States. Despite the fact that they participated in battles from Guadalcanal to Okinawa, their story is at best a footnote in war **archives**. They were the Navajo code talkers, and theirs remains one of the few unbroken codes in military history.

Unknown to the enemy and most Americans, Native Americans had served **covertly** as communication specialists in World War I by sending messages in their tribal languages. Their use was **circumscribed**, however, by their lack of words for such crucial terms as *machine gun* and *grenade*. When World War II broke out, a young man who had grown up on a reservation proposed a guaranteed-unbreakable code to the Marines. The officers at Camp Elliott were **incredulous** at first, but when Philip Johnston and fifteen Navajo friends demonstrated their **facility** with the system, the Marines made a decision that would influence the outcome of the war.

Previous warfare codes had been too easily broken by the enemy. Germans deciphering English codes could tap common linguistic roots. Japanese soldiers eavesdropping on radio broadcasts were often graduates of American universities. Navajo, however, was entirely foreign to the enemy. It is a tonal language, so its vowels rise and fall, changing meaning with pitch. A single Navajo verb can translate into an entire English sentence. The Marines were confident that the **arcane** language would give them the needed edge.

To devise their vocabulary, the Navajo code talkers named planes after birds, and ships after fish. When they ran out of flora and fauna, they constructed word games: *district* became the Navajo words for *deer ice strict* and *belong* became *long bee*. Within days, the Navajo **polyglots** were encoding and decoding sensitive military **dispatches** quickly and almost effortlessly.

More than 3,600 Navajos served in World War II, but only 420 were code talkers. Members of all six Marine Corps divisions in the Asian-Pacific theater, they **surmounted** the difficulties and baffled the Japanese for three years with a hodgepodge of everyday Navajo and some 400 code words of their own creation. Although many of the Navajo code talkers remained in the Marines and served in Korea and Vietnam, the top secret code was never used again. It was declassified in 1968. Only then did the secret come out.

*Words*

arcane

archives

circumscribe

covert

dispatch

facility

hone

incredulous

polyglot

surmount



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *honed* in line 1?  
(A) discarded (B) neutralized  
(C) sharpened (D) domesticated 1. \_\_\_\_\_
2. *Archives* (line 4) can best be explained as \_\_\_\_\_.  
(A) historical records (B) branches of knowledge  
(C) descriptions of battle techniques (D) treaties between enemies 2. \_\_\_\_\_
3. Which word could best replace *covertly* in line 7?  
(A) occasionally (B) reluctantly  
(C) ineffectively (D) secretly 3. \_\_\_\_\_
4. Which word could best replace *circumscribed* in line 8?  
(A) avoided (B) limited  
(C) extended (D) respected 4. \_\_\_\_\_
5. *Incredulous* (line 12) can best be described as \_\_\_\_\_.  
(A) showing doubt or disbelief (B) pulled in opposite directions  
(C) agitated with anxiety (D) showing good judgment 5. \_\_\_\_\_
6. Which word or words could best replace *facility* in line 13?  
(A) lack of logical sequence (B) inconsistency  
(C) aptitude or skill (D) lack of familiarity 6. \_\_\_\_\_
7. Something that is *arcane* (line 21) can best be explained as \_\_\_\_\_.  
(A) old before its time (B) passing quickly  
(C) understood by only a few (D) unrealistic 7. \_\_\_\_\_
8. Which words could best replace *polyglots* in line 26?  
(A) fortune tellers (B) people with knowledge of several languages  
(C) people with little education (D) people who move from place to place 8. \_\_\_\_\_
9. *Dispatches* (line 27) can best be explained as \_\_\_\_\_.  
(A) official communications (B) sources of irritation  
(C) newspapers (D) equipment 9. \_\_\_\_\_
10. Which word could best replace *surmounted* in line 30?  
(A) proclaimed (B) withheld  
(C) removed (D) overcame 10. \_\_\_\_\_

Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe the effect that not knowing how to read or write might have on a person. Use the word *circumscribe* or one of its related forms.

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2. Describe a specialized subject that few people are familiar with. Use the word *arcane*.

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3. Describe someone who tries to disguise or hide his or her boredom. Use the word *covert* or one of its related forms.

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4. Describe a famous person who has faced some difficult challenges. Use the word *surmount* or one of its related forms.

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5. Describe a city or nation where people of many nationalities live. Use the word *polyglot*.

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6. Describe how a foreign correspondent for a newspaper might handle some important news. Use the word *dispatch*.

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Write each sentence below. In the space write a form of the word in parentheses. The form of the word in parentheses may be correct.

7. Gilda blinked \_\_\_\_\_ behind her diving mask as she gazed at the wreckage of a fifteenth-century Spanish galleon. (incredulous)

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8. I wonder if Ann Landers has an \_\_\_\_\_ who organizes letters by subject matter. Any time a reader asks for a reprint of a letter, the advice columnist seems to be able to provide it. (archives)

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9. \_\_\_\_\_ the stick by patiently rubbing it against a boulder, the hungry camper tried to make a spear so he could catch a mountain trout for lunch. (hone)

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10. After she injured her hand, physical therapy improved Ingrid's \_\_\_\_\_ in manipulating small objects. (facility)

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### *Mastering Meaning*

Imagine that you are a television producer who wants to make history come alive for young children. Choose a conflict from a particular historic period, such as the Trojan War, the Crusades, or the French Revolution, and write a memo to network executives. In your memo explain how you propose to dramatize the conflict so that elementary school students can understand it. Use some of the words you studied in this lesson.



Name \_\_\_\_\_

One of the great challenges to people in a civilized world is learning to get along with each other. Language plays a key role in this challenge. Through language we convey our position on issues, signal hostility or friendship, and attempt to get others to come around to our way of thinking. Diplomacy, the ability to deal skillfully and tactfully with others, is vital to survival. In this lesson you will learn ten words associated with diplomacy.

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

1. The besieged townspeople hoped to *appease* the invading army by offering them huge quantities of food and supplies. Perhaps then the army would move on without inflicting further destruction on the community.

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2. Both the workers and the managers wanted to avoid a strike, but neither group was willing to change its demands. *Arbitration* seemed the only answer, but finding an impartial mediator whom both sides could accept would not be easy.

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3. As a gesture of friendship, the president appointed a highly respected Polish American artist to the post of cultural *attaché*. His arrival at our Warsaw embassy was greeted by an enthusiastic crowd.

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4. As a *conciliatory* gesture, Marie asked her defeated opponent to join her onstage during the awards ceremony. However, her offer was declined and the two remained bitter opponents.

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### Words

appease

arbitration

attaché

conciliatory

consulate

entente

placate

propitious

protocol

proxy

5. The United States opened a *consulate* in the new nation immediately after the results of the disputed election were announced. This clearly signaled American approval of the new president.

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6. After months of negotiations, England and France reached an economic *entente*. In return for England's shipments of North Sea oil, France would reduce its tariffs on other English imports.

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7. Ernest felt he should have been given the leading role in the play. So in an attempt to *placate* him, the director offered to make him her special assistant.

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8. It would not be easy asking the coach to resign. It might be wise to wait for a *propitious* moment, such as after the next humiliating loss.

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9. Attempting to shake hands with Queen Elizabeth is a serious violation of *protocol*. No one is permitted to touch the British monarch.

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10. Unable to attend the ceremonial signing of the agreement, the president sent the secretary of state as his official *proxy*.

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Name \_\_\_\_\_

*Applying Meaning*

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. When the school bully threatened to take Josh's lunch money, Josh tried to \_\_\_\_\_ him by offering to share the lunch with him. (appease; arbitrate)

\_\_\_\_\_

\_\_\_\_\_

2. According to the \_\_\_\_\_ of the Olympic Games, athletes lower their country's flag as they parade before the reviewing stand of the host country. (protocol; proxy)

\_\_\_\_\_

\_\_\_\_\_

3. Hard as I tried, I could not reach a(n) \_\_\_\_\_ with the members of the committee who opposed my suggestion. (attaché; conciliation)

\_\_\_\_\_

\_\_\_\_\_

4. After finally reaching an \_\_\_\_\_ on the question of economic assistance, their ambassador asked for military equipment to put down an expected rebellion. (appeasement; entente)

\_\_\_\_\_

\_\_\_\_\_

5. Members who are unable to attend the meeting may send a(n) \_\_\_\_\_ to vote on their behalf. (attaché; proxy)

\_\_\_\_\_

\_\_\_\_\_

6. The annual banquet offered a \_\_\_\_\_ opportunity to remind members to renew their membership and to send in their dues. (conciliatory; propitious)

\_\_\_\_\_

\_\_\_\_\_



Each question below contains at least one vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

7. Would you expect to find an *attaché* in a *consulate*? 7. \_\_\_\_\_
8. Would your sister’s best friend be the best person to *arbitrate* an argument you are having with your sister? 8. \_\_\_\_\_
9. Could you *placate* an angry dog by poking it with a stick? 9. \_\_\_\_\_
10. Should a diplomat honor his host’s *protocol* when paying an official visit to the Japanese *consulate*? 10. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary words correctly.

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	<b><i>Bonus Words</i></b>
	<b>gunboat diplomacy</b>
	President Theodore Roosevelt often quoted the proverb, “Speak softly and carry a big stick.” It suggested that in international relations, it was wise to be cautious but to be prepared to use force if necessary. More recently this philosophy has been labeled <i>gunboat diplomacy</i> . In reality, gunboat diplomacy is no diplomacy at all. It simply means enforcing a foreign policy through military threats or actions.
	<b>Write a Paragraph:</b> Can you think of an example of gunboat diplomacy in daily life? For example, are there things you or others do only because there is an expressed or implied threat of force? Explain your example in a paragraph.

Name \_\_\_\_\_

The Latin word *judicare* means “to judge.” It appears as *-jud-* in a number of modern English words. A similar Latin word, *jurare*, means “to swear” in the sense of making a solemn pledge. The *-jur-* root you see in words like *perjury* comes from this Latin word. The Greek word for “people” is *demos*. It appears as part of many English words such as *democracy*. Look for these roots and word parts in this lesson’s words.

Root	Meaning	English Word
-jud-	to judge	judicious
-jur-	to swear	conjure perjure
-demo-	people	demographics
-dem-		demagogue

### Words

abjure  
adjudicate  
conjure  
demagogue  
demographics  
endemic  
judicious  
jurisdiction  
jurisprudence  
perjure

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in each vocabulary word and choose the letter for the correct definition. Write the letter for your choice on the answer line.

- The doctors urged the people of the island to *abjure* their belief in witchcraft and evil curses and take the shots they needed to avoid an epidemic.  
(A) advertise (B) explain carefully  
(C) solemnly renounce (D) practice
- The dispute between Missouri and Illinois over the ownership of an island in the Mississippi River had to be *adjudicated* in a federal court.  
(A) settled through judicial procedure (B) repeatedly ignored  
(C) put on display (D) sold
- It is interesting how names affect us. Iceland *conjures* up the image of a frozen wasteland, while Greenland makes one think of lush landscapes. In reality, neither image is accurate.  
(A) humiliates (B) brings to mind  
(C) argues persuasively (D) turns away
- After years of poverty and international disapproval, the country was ripe for a *demagogue* to seek power by blaming all the nation’s problems on some religious or ethnic minority.  
(A) leader who appeals to emotion or prejudice (B) outlawed political party  
(C) religious person (D) great leader

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. The *demographics* indicated that Middletown was a perfect place to test the new product. Its diverse population was a cross-section of the entire country. \_\_\_\_\_
- (A) local politicians (B) newspaper article  
(C) strange pictures (D) characteristics of a population
6. Certain diseases such as hemophilia are *endemic* to the royal families of Europe, probably the result of generations of intermarriage. \_\_\_\_\_
- (A) desirable (B) rare; unusual  
(C) sole possession (D) peculiar to certain people or places
7. With so many things to do during final exam week, Paul had to make *judicious* decisions about how he used his time. \_\_\_\_\_
- (A) legal (B) controversial  
(C) wise (D) simple
8. The lawyer argued that the judge had no right to try the case because the alleged crime took place outside the *jurisdiction* of the local court. \_\_\_\_\_
- (A) area of legal authority (B) vision or view  
(C) land owned by the government (D) knowledge or influence
9. She was always fascinated by *jurisprudence*. It is little wonder that she finished law school at the top of the class. \_\_\_\_\_
- (A) young people (B) the science of law  
(C) virtuous behavior (D) common sense
10. Rather than *perjure* himself by contradicting his earlier statement, the witness refused to answer any questions when the lawyer cross-examined him. \_\_\_\_\_
- (A) boast (B) tell a lie under oath  
(C) honor (D) amuse



Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Write about a decision you or someone you know made. Use any form of the word *judicious*.

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2. Recall a place you visited or an event you attended. Write about the associations you have with that place or event. Use the word *conjure*.

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3. Describe the people of a community or nation. Use any form of the word *demographics*.

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4. Use the word *endemic* to tell about a disease or illness that affects people living in certain places.

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5. Write about a belief or practice you or someone you know once held but have since given up. Use any form of the word *abjure*.

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6. Describe the responsibilities of a judge or law enforcement official. Use the word *jurisdiction*.

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Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly..

7. In our world history class we learned about the many gods and *dema-*  
*gogues* of the early religions. 7. \_\_\_\_\_
8. The court refused to *adjudicate* the case because the accused had not 8. \_\_\_\_\_  
been advised of his rights.
9. The British system of *jurisprudence* is based largely on a tradition of 9. \_\_\_\_\_  
common laws. The United States, however, has the Constitution as the  
basis of its laws.
10. After gaining control of the government, the dictator attempted to 10. \_\_\_\_\_  
*perjure* his opposition by having them secretly tried and imprisoned.

For each word used incorrectly, write a sentence using the word properly.

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### ***Bonus Word***

#### **Machiavellian**

Niccolo Machiavelli (1469-1527) was an Italian political philosopher. His most famous book, *The Prince*, advised rulers to rely on fear, not love, as the strategy for gaining and holding power. He even went so far as to advise lying, deceit, and other forms of treachery if necessary. Using this practical but unethical tactic is now referred to as *Machiavellian*, a term sometimes applied to corrupt or unscrupulous politicians or authorities.

**Complete the Statement:** What kinds of activities might a Machiavellian engage in? See how many ways you can complete this statement: “You know a politician is a Machiavellian when . . . .”

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 4 through 6?  
Take the following test covering the words from the last three lessons.

### Part 1 Antonyms

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

#### Sample

S. SLOW	(A) lazy (C) fast	(B) simple (D) common	S. <b>C</b>
1. JUDICIOUS	(A) legal (C) foolish	(B) pious (D) complicated	1. _____
2. SURMOUNT	(A) overcome (C) trample	(B) surrender (D) betray	2. _____
3. INCREDULOUS	(A) convinced (C) ordinary	(B) incredible (D) hateful	3. _____
4. COVERT	(A) silent (C) unnecessary	(B) covered (D) obvious	4. _____
5. ARCANE	(A) well-known (C) modern	(B) old-fashioned (D) useless	5. _____
6. CONCILIATORY	(A) pleasant (C) individual	(B) hostile (D) forgotten	6. _____
7. ENTENTE	(A) intentional (C) argument	(B) narrow (D) exit	7. _____
8. ABJURE	(A) judge (C) delay	(B) discard (D) accept	8. _____
9. CIRCUMSCRIBE	(A) erase completely (C) remove limitations	(B) mark permanently (D) record	9. _____
10. CONJURE	(A) trick (C) act illegally	(B) suppress (D) soothe	10. _____

Go on to next page. ➤



11. PROPITIOUS	(A) unfortunate (C) thrifty	(B) obvious (D) dishonored	11. _____
12. ENDEMIC	(A) easily understood (C) serious	(B) universal (D) pleasant	12. _____
13. APPEASE	(A) satisfy (C) misbehave	(B) embrace (D) anger	13. _____
14. FACILITY	(A) dishonesty (C) lack of ability	(B) excitement (D) ease	14. _____
15. HONE	(A) cast out (C) blunt	(B) plead (D) resign	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. archives	a. to lie under oath	16. _____
17. protocol	b. to settle in court	17. _____
18. jurisdiction	c. the etiquette of diplomacy	18. _____
19. attaché	d. made of many languages	19. _____
20. perjure	e. substitute	20. _____
21. dispatch	f. range of authority	21. _____
22. polyglot	g. type of diplomat	22. _____
23. adjudicate	h. to calm	23. _____
24. placate	i. place for storing historic papers	24. _____
25. proxy	j. official message or report	25. _____

Name \_\_\_\_\_

*The Free Spirits of the Molecular World*

Matter comes in three forms—solid, liquid, and gas. Of the three, gas has been the most useful to scientists. In fact, it was Robert Boyle’s work with gases around 1660 that **augured** the science of chemistry some two hundred years later. Boyle found that the volume of a gas decreases as pressure is applied to it, provided that temperature and other factors remain constant. In other words, if you squeeze a gas harder, it gets smaller. Moreover, the relationship between pressure and volume can be predicted quite exactly. If you double the pressure, the volume is reduced by half. Gases, it seems, are the free spirits of the molecular world, wandering around as they please unless confined.

About one hundred years later, French chemist Jacques Charles proposed that the volume of a gas is directly related to its temperature, provided the pressure remains the same. In this case, however, the volume of a gas increases as the temperature is increased.

In the early 1800s John Dalton, an English chemist, used the work of Boyle, Charles, and a **bevy** of others to propose a theory that all matter is made up of atoms and molecules. This theory signaled the beginning of the science of chemistry. Dalton defined an atom as the smallest particle of an element. An atom of oxygen, for example, is represented by the letter O in  $H_2O$ , the formula for water. It is the smallest particle that has all the characteristics of oxygen. However, oxygen does not exist naturally as a single atom. In the atmosphere, two such atoms are linked one behind the other as a **tandem** molecule, symbolized by the formula  $O_2$ .

Evidence that gases are free-moving molecules, **careening** around us, becomes apparent whenever something spicy is cooking, as odor is the most common method for detecting many gases. Baking bread, for example, releases millions of gaseous molecules into the air. Because these gases tend to move from areas of high concentration, say the kitchen, to areas of low concentration, like the living room, the odor spreads like a **gossamer** fog. Before long, the entire neighborhood knows that a **palatable** treat is being prepared in your kitchen.

While advertising your choice of **cuisine** may not appeal to you, several industries depend on this property of gases. The effectiveness of perfume or air fresheners in combating **noxious** odors depends on these wandering gas molecules. Gas also plays a role in the generation of light. Travel down any main street after dark and your eyes are **assaulted** by numerous, **iridescent** signs. These colorful displays are the result of a gas, usually neon, being energized by an electrical current.

*Words*

assault

augur

bevy

careen

cuisine

gossamer

iridescent

noxious

palatable

tandem

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *augured* in line 3? 1. \_\_\_\_\_  
(A) confused (B) replaced  
(C) foreshadowed (D) demanded
2. Which word or words could best replace *bevy* in line 16? 2. \_\_\_\_\_  
(A) group (B) misunderstanding  
(C) ancestor (D) military unit
3. In line 23, *tandem* means \_\_\_\_\_. 3. \_\_\_\_\_  
(A) two together (B) bitter  
(C) lightly colored (D) invisible
4. Which word could best replace *careening* in line 24? 4. \_\_\_\_\_  
(A) fighting (B) whistling  
(C) crawling (D) lurching
5. In line 29, *gossamer* means \_\_\_\_\_. 5. \_\_\_\_\_  
(A) surprising (B) light and filmy  
(C) demanding (D) heavenly
6. Which word could best replace *palatable* in line 30? 6. \_\_\_\_\_  
(A) awful (B) friendly  
(C) tasty (D) sour
7. In line 32, *cuisine* means \_\_\_\_\_. 7. \_\_\_\_\_  
(A) relatives (B) pleasure  
(C) type of food (D) travel plans
8. In line 34, *noxious* means \_\_\_\_\_. 8. \_\_\_\_\_  
(A) distasteful (B) beautiful  
(C) noisy (D) warm
9. In line 36, *assaulted* means \_\_\_\_\_. 9. \_\_\_\_\_  
(A) destroyed (B) deceived  
(C) reversed (D) attacked
10. Which word or words could best replace *iridescent* in line 37? 10. \_\_\_\_\_  
(A) dull (B) rainbow-colored  
(C) simple (D) confusing



**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Make a prediction about the weather based on something you notice. Use any form of the word *augur*.

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2. Describe the scene outside a theater before a sold-out performance by a popular rock musician or band. Use the word *bevy*.

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3. Describe any appropriate object using the word *gossamer*.

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4. Describe any appropriate object or sensation using the word *noxious*.

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5. Describe an ice skater. Use any form of the word *careen*.

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Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

6. The new restaurant features several varieties of Mexican *cuisine*.

6. \_\_\_\_\_

7. Her *iridescent* behavior was an embarrassment to everyone who knew her.

7. \_\_\_\_\_



Name \_\_\_\_\_

Some English words look or sound alike or have similar meanings. They are easy to confuse in reading or writing situations. Consequently, special attention needs to be devoted to their meaning and use. The words in this lesson consist of word pairs that are easily confused. By studying these word pairs, you can eliminate this confusion.

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

1. The manufacturers claimed the plane could fly under even the most *adverse* weather conditions. It had proven itself in snow, sleet, and hurricane-force winds.

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2. The candidate was *averse* to debating her opponent on television. Since she already held a huge lead according to the opinion polls, she felt she had nothing to gain and everything to lose.

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3. As we moved through the drifting snow, Buster and I *floundered* along as best we could. I slid into a fence and held on to it tightly until I could regain my balance. Buster's claws scratched helplessly on the ice before all four legs slid out from under him.

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4. As the water rushed through the gash in the hull, the passengers scrambled for the lifeboats. It was only a matter of time before the ship *founded* in the icy water.

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### Words

**adverse**

**averse**

**flounder**

**founder**

**ingenious**

**ingenuous**

**persecute**

**prosecute**

**precede**

**proceed**



5. My mechanic had an *ingenious* solution to the problem. Instead of discarding the worn tire, he suggested we make it the spare tire and use it briefly and only in emergencies.

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6. We all had to smile at his *ingenuous* behavior at the party. He actually asked the hostess how much she paid for her gown and how much money she earned last year.

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7. The Nazi efforts to *persecute* the Jews have been well documented, from the time Jewish shops were closed down to the eventual imprisonment and execution of millions of Jews in forced labor camps.

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8. The decision to *prosecute* the suspect was delayed until witnesses were found, evidence was evaluated, and conviction seemed certain.

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9. A thorough study of existing laws and past court decisions must *precede* any effort to amend the Constitution. If we fail to perform this first step, all other efforts might be wasted.

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10. The dentist had to wait for the painkillers to numb the affected area before she could *proceed* to work on the tooth.

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**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. The architect is known for his \_\_\_\_ skyscrapers. His recent work features colorful windows scattered throughout each floor. (ingenious; ingenuous)

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2. The noisy party in the next apartment created an \_\_\_\_ environment for completing my mathematics homework. (adverse; averse)

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3. Tradition requires that cabinet officers \_\_\_\_ diplomats when entering the legislative chambers. (precede; proceed)

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4. Thanks to a system of pumps and watertight chambers, the designer insisted that the ship could not possibly \_\_\_\_ regardless of the damage a collision might cause. (flounder; founder)

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5. Since the exam was scheduled for early the next morning, I was \_\_\_\_ to staying up late in order to watch television. (adverse; averse)

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6. As an outspoken critic of the mayor, Ms. Inez felt she was being \_\_\_\_ when her car was ticketed, her property taxes were raised, and her street was left unrepaired. (persecuted; prosecuted)

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7. With sand underfoot and a heavy load on his back, the soldier \_\_\_\_\_ across the island in search of his regiment. (floundered; founded)

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8. Jeff may have appeared foolish when he asked the head waiter to bring him a hot dog, but there was something about his \_\_\_\_\_ nature that made everyone like him. (ingenious; ingenuous)

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9. At the border the customs agent searched our automobile and luggage. After a few minutes, he told us to \_\_\_\_\_. (precede; proceed)

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10. The newspaper's editorial urged the attorney general to \_\_\_\_\_ anyone involved in the demonstration. The editorial claimed that the entire event was just an excuse for vandalism. (persecute; prosecute)

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### *Our Living Language*

#### **flounder<sup>1</sup>, flounder<sup>2</sup>**

In the dictionary there are two entries for *flounder*. They have two distinct meanings and two separate histories, but they are pronounced and spelled the same way. These words are called *homographs*. (The second meaning of *flounder* is a type of fish.) Most dictionaries provide separate entries for homographs and number each entry with a small raised number. This distinguishes them from words with multiple definitions.

**Use an Unabridged Dictionary:** Check the meaning and history of these homographs: date<sup>1</sup>, date<sup>2</sup>; lie<sup>1</sup>, lie<sup>2</sup>; pry<sup>1</sup>, pry<sup>2</sup>; graft<sup>1</sup>, graft<sup>2</sup>; fry<sup>1</sup>, fry<sup>2</sup>.



Name \_\_\_\_\_

The Latin word *similis* means “like.” It came into English as the root *-sim-* or *-sem-* through the French word *similaire*. These roots still carry part of the original Latin meaning as well as a more general meaning of “sameness” or “togetherness.” One of the most interesting roots in modern English is *-spire-*. It comes from the Latin word *spirare*, meaning “to breathe.” However, because of the belief that ideas, and even life itself, were “breathed” into one, this root has a variety of meanings in English words.

Root	Meaning	English Word
-sim-	like, same	simulate
-sem-		ensemble
-spire-	to breathe	inspiration
-spir-		aspirant
-pir-		expiration

## Unlocking Meaning

A vocabulary word appears in italics in each sentence or short passage below. Find the root or word part in the vocabulary word and choose the letter for the correct definition. Write the letter for your choice on the answer line.

- Several eager, young *aspirants* tried out for the leading role in the film. Each wanted desperately to become a Hollywood star.  
 (A) immigrants (B) people trying to achieve a position or goal  
 (C) distant relatives (D) converts to a particular religion
- Because of its location between North America and the Far East, Hawaii has had to *assimilate* many different cultures.  
 (A) reject; discard (B) absorb; make similar  
 (C) examine (D) ignore
- In addition to her fashionable new dress, her *ensemble* included a red leather belt, a matching pair of boots, and a wide-brimmed hat with a red band.  
 (A) something made up of harmonious parts (B) hostile or proud attitude  
 (C) social position (D) useless or cheap possessions
- Unfortunately, the accident occurred after the *expiration* of the insurance policy. As a result, Beth must pay for the damage to the automobile.  
 (A) destruction (B) evaluation  
 (C) beginning or start of something (D) close or end of something

## Words

aspirant  
 assimilate  
 ensemble  
 expiration  
 inspiration  
 semblance  
 simile  
 simulate  
 transpire  
 verisimilitude

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. The athlete's ability to overcome her physical limitations served as an *inspiration* to the children in the physical therapy group. 5. \_\_\_\_\_  
(A) humorous entertainment (B) sense of hopelessness  
(C) source of strong feelings or desires (D) temporary change of daily activity
6. The graduating seniors threw their caps wildly into the air and cheered loudly after every announcement. Meanwhile, on the stage, the speaker tried to maintain some *semblance* of order by reading his speech in a serious tone of voice. 6. \_\_\_\_\_  
(A) ability to withstand punishment (B) outward appearance  
(C) impossible assignment or mission (D) loving and caring attitude
7. The writer's work is full of tired, old *similes*. It does not take a genius to come up with the expressions "crazy like a fox" and "smooth as silk." 7. \_\_\_\_\_  
(A) comparisons using the words *like* or *as* (B) punctuation marks  
(C) animal characters that speak and act like humans (D) simple rhymes and rhythms
8. In order to *simulate* the feeling of weightlessness they would experience in space, the astronauts practiced performing their activities underwater. 8. \_\_\_\_\_  
(A) overcome through repeated efforts (B) trick or deceive  
(C) arouse (D) imitate
9. Because we had left for the evening, we knew nothing of what had *transpired* in our living room, but it appeared that our cats had had a fierce disagreement. 9. \_\_\_\_\_  
(A) put in rigid order (B) occurred  
(C) became transparent (D) sought comfort and refreshment
10. Some students find Shakespeare's plays difficult because the dialogue lacks *verisimilitude*. Real people do not go around saying "hark" and "forsooth." 10. \_\_\_\_\_  
(A) appearance of being genuine or real (B) attractive appearance  
(C) ruthless tactics (D) religious value

Name \_\_\_\_\_

## Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe how you got an idea. Use any form of the word *inspiration*.

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2. Complete the sentence: One *simile* I often hear or read is “\_\_\_\_\_.”

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3. Write a sentence about a contest. Use any form of the word *aspirant*.

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4. Describe something that happened involving a license of some kind.  
Use any form of the word *expiration*.

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5. Write about something a coach might have players do to prepare for a game. Use any form of the word *simulate*.

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Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

6. When three schools closed, the fourth school had to *assimilate* several hundred students with different backgrounds and interests.

6. \_\_\_\_\_

7. The model airplane came with many parts to *ensemble*. It would take days to put it together.

7. \_\_\_\_\_



8. Many innings had *transpired* before our team even got a hit. It was little wonder that few spectators were around for the end of the game.

8. \_\_\_\_\_

9. The painting did not have enough *verisimilitude* to be called realistic.

9. \_\_\_\_\_

10. A *semblance* was held in the gym to commemorate Earth Day.

10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### Test-Taking Strategies

Some standardized tests ask you to choose the best word or words to complete a sentence. These tests are designed to check your ability to comprehend the slight differences in meaning among several words and their appropriateness for a particular context.

#### Sample

S. Able to sing, dance, and play piano, Fred Astaire was a \_\_\_\_\_ performer.

S. **A** \_\_\_\_\_

(A) versatile

(B) popular

(C) valuable

(D) demanding

Before answering, read the sentence carefully. Eliminate any answers that are clearly wrong. Then read the sentence to yourself, inserting your answer in the space to see if it is sensible and consistent with the entire sentence.

*Practice:* Choose the word or set of words that, when inserted in the sentence, *best* fits the meaning of the sentence as a whole.

1. Certain species of adult birds have been known to \_\_\_\_\_ an injury in order to lure predators away from their young.

1. \_\_\_\_\_

(A) inflict

(B) feign

(C) cause

(D) inspire

2. The sudden warming caused a \_\_\_\_\_ melting of the accumulated snow and brought about \_\_\_\_\_ flooding in certain areas.

2. \_\_\_\_\_

(A) rapid . . severe

(B) welcome . . mysterious

(C) gradual . . expected

(D) necessary . . monotonous

3. The advertisement for home security alarms brazenly attempted to \_\_\_\_\_ homeowners into \_\_\_\_\_ an expensive burglar alarm.

3. \_\_\_\_\_

(A) inspire . . building

(B) provoke . . stealing

(C) frighten . . purchasing

(D) deceive . . operating

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 7 through 9?  
Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) enlarge	S. <u>    B    </u>
1. SEMBLANCE	(A) musical group (C) familiar surroundings	(B) appearance (D) argument	1. _____
2. ASPIRANT	(A) someone seeking a goal (C) foolish person	(B) type of medicine (D) evil plot	2. _____
3. PROSECUTE	(A) pursue (C) take legal action	(B) hurt repeatedly (D) delay	3. _____
4. AUGUR	(A) drill (C) argue	(B) forecast (D) mythical beast	4. _____
5. FOUNDER	(A) stagger (C) sink	(B) type of fish (D) pioneer	5. _____
6. SIMULATE	(A) excite (C) exaggerate	(B) rearrange (D) imitate	6. _____
7. PRECEDE	(A) go before (C) overcome	(B) continue (D) anticipate	7. _____
8. INGENUOUS	(A) brilliant (C) counterfeit	(B) unsophisticated (D) easily injured	8. _____
9. BEVY	(A) shelter (C) group	(B) vigorous denial (D) bewitched	9. _____
10. PALATABLE	(A) portable (C) suitable for a palace	(B) agreeable to the taste (D) permissible	10. _____

Go on to next page. ➤

11. SIMILE	(A) comparison (C) duplicate	(B) friendly gesture (D) simple	11. _____
12. CUISINE	(A) foreign diplomat (C) type of food	(B) curiosity (D) pleasing aroma	12. _____
13. VERISIMILITUDE	(A) high altitude (C) very similar in appearance	(B) appearance of being real (D) peculiar	13. _____
14. GOSSAMER	(A) device used in manufacturing (C) loud noises	(B) type of bird (D) light; filmy	14. _____
15. AVERSE	(A) having a strong dislike (C) greedy	(B) change direction (D) absent	15. _____

Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A. Write the letter of the correct definition on the line provided.

Column A	Column B	
16. noxious	a. absorb; take in	16. _____
17. flounder	b. good idea or impulse	17. _____
18. persecute	c. come to pass; occur	18. _____
19. iridescent	d. mistreat	19. _____
20. careen	e. foul or harmful	20. _____
21. assimilate	f. clever	21. _____
22. transpire	g. lurch out of control	22. _____
23. proceed	h. move clumsily	23. _____
24. inspiration	i. continue; carry on	24. _____
25. ingenious	j. lustrous; rainbow-colored	25. _____



Name \_\_\_\_\_

*Architecture in the Prairie Style*

Among the arts, architecture is unique. Unlike the painter or the writer, the architect must first have a buyer and then satisfy the wishes of that client. In designing a building, the architect must **reconcile** his or her personal sense of art not only with the client's artistic sense, but with the client's practical needs.

Perhaps because of this client-artist bond, architecture seems **inextricably** linked to the values and ideals of the culture that produced it. The ancient Greek emphasis on discipline and harmony is clearly visible in the balance and symmetry of the stately columns that have been **emulated** in so many of our courthouses and government buildings.

Great architectural achievements have been historically associated with the huge and impressive structures in the midst of large, **densely** populated cities. However, Frank Lloyd Wright made his mark on the architectural world in the prairies of the Midwest. In fact, Wright **railed** against the urban architectural environment.

As a young man, Wright traveled to Chicago in search of a position as an apprentice architect. In the late 1800s there could have been no better place for an **aspiring** architect. The great Chicago Fire of 1871 afforded architects the opportunity to rebuild a city, and they were doing it with **unprecedented** creativity and ingenuity.

After spending some six years as a drafter, Wright set up his own practice in 1893. By 1910 he had received international recognition for his Prairie Style, which emphasized the harmonious relationship that must exist between a building's form and its function. This strong sense of the **intrinsic** relationship between form, function, and environment can be seen in all of the houses he designed. A Frank Lloyd Wright house typically had a low, horizontal shape, which blended naturally with the open prairie. This sense of natural harmony also found **overt** expression in Wright's use of earth colors and wood.

Wright's most controversial structure is the Guggenheim Museum in New York City. This museum has been both criticized as a **grotesque** insult to the city and praised as one of the most remarkable feats of modern architecture. Whatever the judgment on Frank Lloyd Wright's work, he stands unequalled in his influence on modern architecture.

*Words*

aspire

dense

emulate

grotesque

inextricably

intrinsic

overt

rail

reconcile

unprecedented

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. In line 3, *reconcile* means \_\_\_\_\_.  
(A) argue vigorously (B) compare  
(C) make consistent (D) eliminate 1. \_\_\_\_\_
2. Which word could best replace *inextricably* in line 6?  
(A) inescapably (B) invisibly  
(C) slightly (D) foolishly 2. \_\_\_\_\_
3. Which word could best replace *emulated* in line 9?  
(A) ridiculed (B) imitated  
(C) ignored (D) reversed 3. \_\_\_\_\_
4. Which word could best replace *densely* in line 12?  
(A) thickly (B) sparsely  
(C) happily (D) beautifully 4. \_\_\_\_\_
5. Which word or words could best replace *railed* in line 14?  
(A) leaned (B) contrasted  
(C) borrowed (D) complained bitterly 5. \_\_\_\_\_
6. Which word could best replace *aspiring* in line 18?  
(A) ambitious (B) untalented  
(C) aging (D) unimaginative 6. \_\_\_\_\_
7. If something is *unprecedented* (line 20), it is \_\_\_\_\_.  
(A) unable to be understood (B) unacceptable  
(C) without previous examples (D) commonplace 7. \_\_\_\_\_
8. An *intrinsic* (line 24) relationship is one that is \_\_\_\_\_.  
(A) confusing (B) essential  
(C) embarrassing (D) amusing 8. \_\_\_\_\_
9. Which word could best replace *overt* in line 28?  
(A) open (B) hidden  
(C) peculiar (D) unappreciated 9. \_\_\_\_\_
10. Which word or words could best replace *grotesque* in line 31?  
(A) strange and ugly (B) modern and stylish  
(C) historic (D) sensational 10. \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a jungle or forest. Use any form of the word *dense*.

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2. Describe someone's goals or ambitions. Use any form of the word *aspire*.

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3. Describe a political speech about a proposed tax increase. Use any form of the word *rail*.

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4. Write a sentence giving some advice to a younger person about a role model. Use any form of the word *emulate*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

5. Gloria's dislike for Enrique was \_\_\_\_\_. She constantly criticized him in front of others and refused to be seen with him. (dense; overt)

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6. The record-breaking snowfall last winter created an \_\_\_\_\_ demand for road salt. (inextricable; unprecedented)

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7. The clerk rechecked his calculations but still could not \_\_\_\_ the receipts with the money in the cash register. (emulate; reconcile)

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8. Gold seems to have a certain \_\_\_\_ value. Throughout history it has been a symbol of wealth and power. (grotesque; intrinsic)

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9. The hostages posed an \_\_\_\_ problem for the president. Attacking the captors might harm the hostages; giving in to the demands would encourage the taking of more hostages. (inextricable; overt)

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10. After the disastrous attack on the Confederate entrenchments at Fredericksburg, the battlefield was a(n) \_\_\_\_ combination of mangled corpses and desperate cries for help. (grotesque; intrinsic)

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### *Mastering Meaning*

In an encyclopedia or other source, find a picture of one of Frank Lloyd Wright's structures. It can be a house, an office building, or a public facility of some kind. Write a description of the structure, pointing out the elements that distinguish it from other structures. Note any elements that are part of Wright's Prairie Style.

Name \_\_\_\_\_

In *Through the Looking-Glass*, one of Lewis Carroll's characters says, "Speak in French when you can't think of the English for a thing...." Over the centuries, speakers of English have done just that—borrowed words from French. This lesson focuses on ten words English has taken from French. In each case, no English word has quite the same meaning.

### Unlocking Meaning

A vocabulary word appears in italics in each short passage below. Think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

- During the early part of the nineteenth century, the Democrats took a *laissez faire* approach to the economy and social issues. They felt that the problems of unemployment and poverty should be left to the natural laws of supply and demand. Creating new government programs would only delay the solution.

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- When a member of the committee began his response to the proposal by saying "*Au contraire*," we knew we were about to hear another opinion. In fact, the two points of view on the problem were precisely opposite.

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- No one cooks better than my grandfather. His training in the great culinary schools of Paris have made him a chef *par excellence*.

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- Both gymnasts showed exceptional talent, but Jin's energy and style appealed to the judges. It was this *élan* that eventually won her the gold medal.

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### Words

au contraire

coup d'état

élan

esprit de corps

faux pas

laissez faire

nouveau riche

par excellence

savoir-faire

tête-à-tête

5. Ingrid always knows the right thing to say or do in awkward situations. Such *savoir-faire* will come in handy when she is interviewed by the scholarship committee.

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6. After the military staged a *coup d'état* and banished the elected president, the United States cut off all aid to the island country. Congress wanted to send a strong message of disapproval to those who had overthrown the government.

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7. Salvador and Dwayne talked privately for over two hours. None of us knew what they discussed in their *tête-à-tête*.

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8. Having trained and fought together for so long, the crew of the destroyer had developed a strong *esprit de corps*. Such loyalty and devotion allowed them to overcome difficulties that other crews would have been unable to handle.

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9. When Yori realized she was the only one wearing jeans at the party, she knew she had committed a *faux pas*. No one had told her that it was a formal affair.

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10. After winning the lottery, Jess bought an expensive new car and applied for membership at the exclusive country club. His application was turned down, however. The club's directors apparently disapprove of the *nouveau riche*. They prefer members who are accustomed to being wealthy.

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**Applying Meaning**

Decide which vocabulary word best completes each short passage below. Then write the last sentence in each passage, adding the missing word.

1. What a master of color and technique she is! No one else can paint like that! She is the best, truly an artist \_\_\_\_\_!

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2. Our team has not played together very long. But with time and a lot of hard work we will develop the \_\_\_\_\_ needed to win games.

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3. "But these are the facts! There is just one conclusion to be drawn," exclaimed Pedro.

Alma just smiled and said, "\_\_\_\_\_, my friend—I see things a bit differently."

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4. Look at the huge tip that man wearing the expensive leather coat left me! I have never been fond of the \_\_\_\_\_, but I can certainly use the money.

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5. The couple would never resolve their problems by screaming at each other in public. I suggested instead that they have a(n) \_\_\_\_\_ at home.

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6. The conspirators were so disorganized that they were soon captured by the president's security guards. Their feeble attempt at a(n) \_\_\_\_\_ failed before it ever got started.

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7. Cesar's parents decided not to interfere with his decision to let his hair grow. They were confident that their \_\_\_\_\_ approach would work when Cesar realized no one cared about his hair.
- \_\_\_\_\_
- \_\_\_\_\_
8. The president appointed veteran legislator Amanda Rosen to the post of ambassador. He was sure her \_\_\_\_\_ would help overcome the prime minister's hostility.
- \_\_\_\_\_
- \_\_\_\_\_
9. First Adam tucked the napkin in the top of his shirt. Then he slurped his soup so loudly that everyone stared at him. He made one \_\_\_\_\_ after another.
- \_\_\_\_\_
- \_\_\_\_\_
10. The figure skaters demonstrated incredible energy and flair. It was certain that such \_\_\_\_\_ would not go unnoticed by the judges.
- \_\_\_\_\_
- \_\_\_\_\_

### *Our Living Language*

#### **noblesse oblige**

The concepts of democracy and equality were almost unknown in the Middle Ages. Instead of authority rising from the consent of the people, it was thought to flow down from God through the king and the nobility. Being born to high rank, however, did carry with it a certain "obligation" to look after the commoners and peasants. This was not so much from a sense of goodwill or charity as it was from a feeling of superiority and "knowing what's best for them." This attitude became known by the French words *noblesse oblige*, meaning "nobility obligates."

**Cooperative Learning:** Do you think the attitude of *noblesse oblige* is alive today? Work with a partner to list some current examples of *noblesse oblige*. Do you sense it in certain government programs? Do certain school policies reflect this attitude?

Name \_\_\_\_\_

One of the more familiar Latin roots is *-flu-*, which comes from the Latin word *fluere*, meaning “to flow.” This root also appears in English words as *-flux-* and *-fluct-*. Another Latin word, *flectere*, means “to bend” and usually appears as *-flect-* and *-flex-*. The vocabulary words in this lesson all have one of these roots.

Root	Meaning	English Word
-flu-	to flow	fluent
-flux-		influx
-fluct-		fluctuate
-flect-	to bend	genuflect
-flex-		reflex

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in each vocabulary word and choose the letter for the correct definition. Write the letter for your choice on the answer line.

- Thea gave several valid reasons about why she should be allowed to attend the concert. However, her parents remained *inflexible* about their decision, and Thea couldn't go.  
 (A) silent (B) unwilling to change or bend  
 (C) cooperative and helpful (D) willing to listen to reason
- The temperature in April in New England often *fluctuates*. One day, the weather is warm; the next day the temperature drops below zero. Not even meteorologists seem able to predict what will happen.  
 (A) rises and falls with no clear pattern (B) remains the same  
 (C) defies established laws (D) imitates previous patterns
- Felipe wrote a two-page response to the first test question. The first sentence gave all the information necessary to answer the question correctly. The rest of Felipe's lengthy response was *superfluous*.  
 (A) necessary but incorrect (B) written out in longhand  
 (C) well organized (D) more than is required
- Between 1860 and 1890, there was an *influx* of immigrants into the United States. More than 10 million people from Ireland, England, Germany, and Scandinavia came to America during that time.  
 (A) large-scale arrival or flowing in (B) exclusion or shutting out  
 (C) widespread leaving (D) illegal prohibition

### Words

confluence  
 effluent  
 fluctuate  
 fluent  
 genuflect  
 inflexible  
 influx  
 mellifluous  
 reflex  
 superfluous

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. The map shows where Guggins Stream and Boxmill Stream come together. It is at this *confluence* that the town proposes to build a bridge.  
(A) impressive structure (B) historic location  
(C) meeting place (D) rise in the water level 5. \_\_\_\_\_
6. The girl scowled when the director called her onstage, and she looked anything but sweet. Everyone was shocked when she opened her mouth and a rich, *mellifluous* voice floated out.  
(A) cackling (B) smooth and sweet  
(C) rough and irritating (D) loud 6. \_\_\_\_\_
7. As was the custom, each visitor to the castle bowed before the king and knelt on one knee to show respect. The members of the court gasped in horror when the bold young woman refused to bow her head or *genuflect*.  
(A) depart on schedule (B) stand straight and tall  
(C) speak insultingly (D) touch a knee to the floor 7. \_\_\_\_\_
8. When the people in the town discovered that the river had been polluted by the *effluent* from factory pipes, they staged a protest and forced the company to find an environmentally safe way to dispose of its waste.  
(A) manufactured goods (B) blockage  
(C) something that flows out (D) excess material 8. \_\_\_\_\_
9. If a light is suddenly flashed in your face, the normal *reflex* is to blink. Another example of this kind of reaction is the sneeze.  
(A) difficulty (B) automatic response  
(C) voluntary action (D) willingness 9. \_\_\_\_\_
10. Debra speaks English, French, and Italian as if each of those were her first language. I wish I were *fluent* in more than one language.  
(A) able to speak with ease (B) unable to speak easily  
(C) easily impressed (D) talkative 10. \_\_\_\_\_

**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. To become a good baseball player, you must overcome the normal \_\_\_\_\_ of ducking when the ball is hit toward you. (influx; reflex)

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2. The ceremony requires that worshipers \_\_\_\_\_ as they enter the shrine. (fluctuate; genuflect)

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3. Keep your essay brief and do not include any \_\_\_\_\_ information. (mellifluous; superfluous)

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4. I knew Tranh was stubborn, but I didn't think he would be so \_\_\_\_\_ about changing his plans. (inflexible; mellifluous)

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5. The Granite River has turned a murky brown as a result of the industrial \_\_\_\_\_ that flows into it. (effluent; fluent)

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6. During the summer, there is a great \_\_\_\_\_ of tourists to the tiny island. (influx; reflex)

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Follow the directions below to write a sentence using a vocabulary word.

7. Describe an exchange student from a South American country.  
Use the word *fluent*.

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8. Use *fluctuate* in a sentence to describe the behavior of someone you know or might meet.

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9. Describe something you feel is *mellifluous*.

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10. Write a sentence about fishing. Use the word *confluence*.

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### ***Bonus Word***

#### **docudrama**

Television has had a tremendous influence on language, adding many new words to our vocabulary. One word coined through television is *docudrama*. *Docudrama* is actually a combination of the word *documentary*, which comes from the Latin word *docere* meaning “to teach,” and *drama* from the Greek root *-dran-* meaning “to perform.” A docudrama is a dramatization of an event that actually happened.

**Write a Paragraph:** Think of an event in history that would make a good television docudrama. Write a paragraph explaining why you chose this event. Use some of the words you studied in this lesson.



**Name** \_\_\_\_\_

How well do you remember the words you studied in Lessons 10 through 12? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your choice on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) enlarge	S. <b>B</b>
1. AU CONTRAIRE	(A) on the contrary (C) please leave	(B) I agree (D) good-bye	1. _____
2. INFLUX	(A) flexibility (C) flow	(B) doubt (D) insult	2. _____
3. RECONCILE	(A) understand (C) exaggerate	(B) make consistent (D) discover	3. _____
4. RAIL	(A) complain bitterly (C) raid	(B) guide (D) inform	4. _____
5. OVERT	(A) reversible (C) bottomless	(B) completed (D) obvious	5. _____
6. ÉLAN	(A) courage (C) inspiration	(B) vigor (D) awkward behavior	6. _____
7. GROTESQUE	(A) admirable (C) strange and ugly	(B) enlarged (D) highly prized	7. _____
8. COUP D'ÉTAT	(A) sudden overthrow of authority (C) container for important papers	(B) diplomatic mission (D) senseless violence	8. _____
9. GENUFLECT	(A) raise up (C) touch one knee to the floor	(B) verify as true (D) deflect	9. _____
10. EFFLUENT	(A) great wealth (C) effective argument	(B) ability to speak well (D) something that flows out	10. _____
11. ASPIRE	(A) to have ambition (C) to promote vigorously	(B) to dismiss casually (D) to die	11. _____

*Go on to next page. ➤*

- |                   |   |  |           |
|-------------------|---|--|-----------|
| 12. LAISSEZ FAIRE | (A) laziness                              | (B) policy of noninterference                  | 12. _____ |
|                   | (C) possessing great beauty               | (D) ability to settle matters fairly           |           |
| 13. CONFLUENCE    | (A) person with important influence       | (B) convincing arguments                       | 13. _____ |
|                   | (C) point where two streams flow together | (D) legal action against a government official |           |
| 14. MELLIFLUOUS   | (A) flowing sweetly and smoothly          | (B) superstitious                              | 14. _____ |
|                   | (C) easily melted                         | (D) able to speak many languages               |           |
| 15. INTRINSIC     | (A) essential                             | (B) visible                                    | 15. _____ |
|                   | (C) hostile                               | (D) oddly shaped                               |           |

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

- | Column A            | Column B                      |           |
|---------------------|-------------------------------|-----------|
| 16. par excellence  | a. automatic reaction         | 16. _____ |
| 17. superfluous     | b. unnecessary                | 17. _____ |
| 18. inflexible      | c. social skill               | 18. _____ |
| 19. faux pas        | d. being the best of a kind   | 19. _____ |
| 20. emulate         | e. minor blunder              | 20. _____ |
| 21. esprit de corps | f. having no previous example | 21. _____ |
| 22. unprecedented   | g. rigid                      | 22. _____ |
| 23. reflex          | h. common spirit of devotion  | 23. _____ |
| 24. savoir-faire    | i. imitate                    | 24. _____ |
| 25. fluctuate       | j. vary irregularly           | 25. _____ |

Name \_\_\_\_\_

*The Spirit of 1215*

The English barons who met at St. Albans outside London in 1213 cared little for the rights of the commoner. They only sought some **redress** from the excessive taxation, military service, and other demands King John was making on them. However, the articles they drafted in 1213 and were

5 approved by King John two years later eventually formed the foundation of our constitutional government. The revolutionary notions that all people are equal and that they possess certain **inviolable** rights beyond the power of ruler or church were born at this meeting.

The feudal society of thirteenth-century England demanded a baron's

10 loyalty to the king in return for land and a large share of the country's wealth. When King John came to power in 1199, however, he began making what the barons felt were excessive demands for military service and taxes. Perhaps an even more serious **provocation** was King John's refusal to consult his barons before altering accepted feudal laws and customs.

15 Such behavior might have been allowable in other circumstances, but English war losses to France had weakened the king's position and therefore **emboldened** the barons to draft 63 articles guaranteeing them certain rights. Once the articles were drafted, the barons **accosted** the king, demanding that he issue the articles as a royal charter to be distributed

20 throughout the kingdom. Under the **duress** of a faltering war abroad and civil strife at home, King John had little choice but to **acquiesce** to the barons' demands. So to **mollify** his nobility and keep his throne, King John approved the charter, known as the Magna Carta, in June 1215.

One article stated that the church should be free from royal interference.

25 Another stated that the king could not demand additional money from the barons without first consulting them. Yet another said that no one could be denied his property except by the lawful judgment of his equals. So in his effort to **obviate** a civil war, King John established democratic principles that the colonists carried to America several hundred years

30 later. In a very real sense, the spirit of 1776 got its start in 1215.

Only four original copies of the Magna Carta are **extant** today, all in England. Two are in the British Library, one is in Salisbury Cathedral, and one is in Lincoln Cathedral.

*Words*

accost

acquiesce

duress

embolden

extant

inviolable

mollify

obviate

provocation

redress



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *redress* in line 2?  
(A) punishment (B) increased interest  
(C) satisfaction for some wrong (D) amusement  
1. \_\_\_\_\_
2. An *inviolable* right (line 7) is one that \_\_\_\_\_.  
(A) is rarely exercised (B) cannot be taken away  
(C) is not supported by law (D) is granted by the courts  
2. \_\_\_\_\_
3. Which words could best replace *provocation* in line 13?  
(A) source of anger (B) religious belief  
(C) idle thought (D) military action  
3. \_\_\_\_\_
4. Which word or words could best replace *emboldened* in line 17?  
(A) tricked (B) forced  
(C) strongly encouraged (D) frightened  
4. \_\_\_\_\_
5. If you *accost* an individual (line 18), you \_\_\_\_\_.  
(A) confuse him or her (B) punish him or her severely  
(C) entertain him or her (D) approach him or her angrily  
5. \_\_\_\_\_
6. Which word or words could best replace *duress* in line 20?  
(A) supervision (B) threat  
(C) pleasant surroundings (D) sense of duty  
6. \_\_\_\_\_
7. If you *acquiesce* (line 21) to something, you \_\_\_\_\_.  
(A) ignore it completely (B) boast about it  
(C) gaze at it lovingly (D) quietly agree to it  
7. \_\_\_\_\_
8. Which word or words could best replace *mollify* in line 22?  
(A) soothe or comfort (B) make angry  
(C) insult (D) confuse or bewilder  
8. \_\_\_\_\_
9. If you *obviate* a risk (line 28), you \_\_\_\_\_.  
(A) increase it (B) prevent it  
(C) defeat it (D) embrace it  
9. \_\_\_\_\_
10. If something is *extant* (line 31), it is \_\_\_\_\_.  
(A) misplaced (B) illegible  
(C) still in existence (D) worshiped  
10. \_\_\_\_\_

**Applying Meaning**

Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

1. After the thunderstorm passed, the kindergarten teacher tried to *mollify* the frightened children by playing the piano and singing a happy song. 1. \_\_\_\_\_
2. One theory suggests that a meteor struck the earth and the resulting smoke caused the dinosaur to become *extant*. 2. \_\_\_\_\_
3. The disgruntled worker *accosted* the supervisor at the factory gate and attempted to engage him in a fight, but the supervisor simply walked away and fired the worker the following morning. 3. \_\_\_\_\_
4. The students felt a great sense of *duress* when they learned everyone had passed the test. 4. \_\_\_\_\_
5. The owner insisted that Brutus was a kind and gentle dog who would never attack someone without some *provocation*. 5. \_\_\_\_\_
6. The dwindling number of police officers patrolling the streets only *emboldened* the thieves. Now stores were being robbed in broad daylight. 6. \_\_\_\_\_
7. In order to *obviate* the “no hunting” signs on his property, the farmer painted them a brilliant orange and placed them around his farm at ten-foot intervals. 7. \_\_\_\_\_
8. Before the mayor would *acquiesce* to the city council’s plan, she insisted that the citizens have an opportunity to voice their opinions in a town meeting. 8. \_\_\_\_\_
9. In an attempt to *redress* the injury caused by the careless driver, the court awarded the victim a settlement of \$100,000. 9. \_\_\_\_\_
10. The ring was not worth a great deal of money to someone else, but its sentimental value to the family made it *inviolable*. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Each question below contains at least one vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

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|--|-----------|
| 11. If someone with a club <i>accosted</i> you, would you be under some <i>duress</i> ?  | 11. _____ |
| 12. If someone destroyed the only <i>extant</i> copy of George Washington’s diary, could the owner seek <i>redress</i> ?         | 12. _____ |
| 13. After hundreds of years will dead trees and animals turn hard and <i>mollify</i> ?   | 13. _____ |
| 14. Does the Declaration of Independence indicate that life, liberty, and the pursuit of happiness are <i>inviolable</i> rights? | 14. _____ |

For each question you answered “no,” write a sentence using the vocabulary word(s) correctly.

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	<b><i>Mastering Meaning</i></b>
	Look up some information on feudal laws and customs. Then compare feudal society to our own democratic society. Draw a line down the middle of a page. Label one column “feudal society” and the other “democratic society” and list as many points of comparison as possible. For example, in the feudal world, the king held all authority. In a democracy, authority lies with the individual and is expressed through a vote. When you have finished, use your notes to write an essay using some of the words you studied in this lesson.



Name \_\_\_\_\_

Human experience consists largely of finding, making, and remaking connections among ideas, observations, and objects. The variety and number of those connections are seemingly endless. In this lesson you will study ten words, each of which stands for one of the many ways to combine and connect the things around us.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

You see it on television, billboards, buses, magazines, and blimps. Advertising is so *pervasive* in our society it would be a mistake to underestimate its influence.

1. (A) offensive to good taste  
(B) thoroughly present  
(C) rare and unusual  
(D) often misunderstood

The ability to get and keep a good job seems to *correlate* with the education one has received. This is just one more reason to stay in school.

2. (A) compete  
(B) eliminate; do away  
(C) have a relationship  
(D) have a corrupting influence

Thanks to the strong tide and surface winds, the oil spill was quickly *diffused* over a larger area of the ocean. Had the oil slick blown ashore, much wildlife would have been destroyed.

3. (A) spread out  
(B) reported  
(C) confined to specified limits  
(D) mistakenly observed

To our surprise, the orange juice we bought had been *adulterated* with water and sugar. In addition to tasting bad, the juice lacked vitamins and other nutrients.

4. (A) improved substantially by combining with other substances  
(B) spoiled through lack of refrigeration  
(C) mislabeled or confused  
(D) made impure by low-quality ingredients

### Words

adulterate  
amalgamate  
coalesce  
correlate  
diffuse  
disseminate  
ligature  
periphery  
permeate  
pervasive

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

In order to protect the park from the noise and pollution that accompany large numbers of automobiles, visitors were required to park their cars in one of the lots located on the park's *periphery* and hike to the interior.

5. (A) center  
(B) surrounding area  
(C) carefully landscaped environment  
(D) recreational and picnic area

5. \_\_\_\_\_

Several small school districts *coalesced* to form one large unified district.

6. (A) come together; unite  
(B) scatter  
(C) disappear  
(D) face one another

6. \_\_\_\_\_

The two small school districts decided to *amalgamate*. It was more efficient to operate a single, large school system than two smaller systems.

7. (A) compete in an open market  
(B) disintegrate entirely  
(C) mix or combine  
(D) subdivide into smaller units

7. \_\_\_\_\_

Finding a treatment for the new strain of flu was not enough. Information about the treatment had to be *disseminated* to doctors throughout the world before another outbreak occurred.

8. (A) denied  
(B) sold  
(C) spread  
(D) translated

8. \_\_\_\_\_

Before the recycling truck would pick up our old newspapers, we had to secure them with a *ligature* to make them easier to handle and to keep them from blowing all over the neighborhood.

9. (A) strong or forceful lecture  
(B) illegal substance  
(C) quiet or comforting remark  
(D) something used to tie or bind

9. \_\_\_\_\_

After the game, a mood of gloom and frustration *permeated* the locker room. All of the team members wondered quietly how they could have blown a 20-point halftime lead and lost the most important game of the year.

10. (A) disappeared from  
(B) spread throughout  
(C) avoided  
(D) enthusiastically embraced

10. \_\_\_\_\_

Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe the role a newspaper might play in an emergency. Use any form of the word *disseminate*.

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2. Use the word *periphery* to describe one feature of an imaginary garden.

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3. Write a sentence about the role of some type of diet in maintaining good health. Use any form of the word *correlate*.

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4. Tell about the influence of some well-known person or event on people. Use any form of the word *pervasive*.

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5. Describe one way to reorganize the classes in a school. Use any form of the word *amalgamate*.

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6. Describe how to package something. Use the word *ligature*.

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Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

7. Would a dictator want rebellious citizens to *coalesce* into an army?

7. \_\_\_\_\_
8. If someone cooked several cloves of garlic, would the smell of garlic *permeate* the house?

8. \_\_\_\_\_
9. Is it possible for a child to *adulterate* a beverage?

9. \_\_\_\_\_
10. Is the town square usually located on the *periphery* of a town?

10. \_\_\_\_\_
11. Could a strong wind *diffuse* a group of sailboats attempting to cross a large body of water?

11. \_\_\_\_\_
12. Must you have a driver’s license before you can *correlate*?

12. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word correctly.

	<b><i>Bonus Words</i></b>
	<b>aboveboard      undermine</b>
	Gamblers first used the term <i>aboveboard</i> to refer to the placement of the
	players’ hands in a card game. When the hands were aboveboard and in
	plain view, they could not engage in some trick such as pulling cards from
	a sleeve. Now the term refers to any straightforward or honest manner.
	The word <i>undermine</i> was first used in warfare to describe a secret tunnel
	dug beneath the walls of a fort or castle in order to weaken or collapse it.
	Now it refers to weakening or harming something by some secret process.
	<b>Write a Paragraph:</b> Describe how something was undermined or give an
	example of how something can be kept aboveboard.

Name \_\_\_\_\_

The Greek root *-ec-*, which appears at the beginning of several familiar words, comes from the Greek word *ektos*, meaning “out.” Words for surgical procedures that “take out” something also contain this root. Another Greek root that you often see at the beginning of words is *-eu-*, which means “good.” The vocabulary words in this lesson all have one of these roots.

Root	Meaning	English Word
-ec-	out	ecstatic appendectomy
-eu-	good, well	euphoria

**Unlocking Meaning**

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

- This adjective is a combination of two Greek elements. One is the Greek word *legein*, which means “to gather” or “to collect.” The other is the *-ec-* root. A literal translation of this word would be “select out.”

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- The Greek word *euphoros*, meaning “healthy,” can be seen in this word. It is reasonable to assume that a healthy person would feel “good.”

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- The noun form of this word is “ecstasy.” Synonyms include “enraptured” and “blissful.”

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- This noun names a surgical procedure. It contains the Greek root for “out” and the Latin word *appendere*, from which we get the word *appendix*, an organ in the body.

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**Words**

appendectomy

eccentric

eclectic

eclipse

ecstatic

eulogize

euphemism

euphoria

euthanasia

mastectomy

5. This word, which can be a verb or a noun, came into the English language from the Greek word *ekleipein*, meaning “to fail to appear.”

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6. This word also names a surgical procedure. The word begins with the Greek word *mastos*, meaning “breast.”

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7. This word contains a form of the Greek word *thanatos*, which means “death.” It literally means “good death” because some people believe death is better than suffering with an incurable disease.

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8. This verb came into English through the Greek word *eulogia*, meaning “praise.” It is usually associated with praise afforded someone who has died.

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9. This adjective comes from a combination of the Greek root *-ec-* and the Greek word *kentrom*, meaning “center,” so it implies that something is out of balance or off-center. It is often used to describe the behavior of some millionaires who prefer to appear impoverished.

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10. This word’s Greek roots literally translate as “good speech.” An example of one is saying a loved one has “passed on” when in reality she has died.

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**Applying Meaning**

Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

1. The surgeon explained to Ms. Asari that the results of her breast biopsy were negative. She would not need a *mastectomy*. 1. \_\_\_\_\_
2. Just as predicted, there was a total *eulogy* of the moon on Thursday night. 2. \_\_\_\_\_
3. Hester seemed embarrassed to tell people that she was a funeral director. She preferred the *euphemism* “final arrangements counselor.” 3. \_\_\_\_\_
4. The doctor insisted that it was her job to save and extend lives. She would never engage in *euthanasia*. 4. \_\_\_\_\_
5. The television picture was *ecstatic* whenever a plane flew over the house. It was impossible to watch TV at such times. 5. \_\_\_\_\_
6. As he grew older, the scientist grew more and more *eccentric*. He let his hair grow down to his waist and ate nothing but rice and fish. 6. \_\_\_\_\_
7. The old castle was decorated in an *eclectic* style, with pieces of furniture representing every major period in European history. 7. \_\_\_\_\_
8. If you are not sure of the answer, go to the library and look up the topic in an *appendectomy*. 8. \_\_\_\_\_
9. The man was in a state of *euphoria*. Who wouldn’t be after winning \$30 million? 9. \_\_\_\_\_
10. The *eclipse* started at 10:30 at night. By 1:00 A.M., the moon was totally obscured by the shadow of the earth. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

11. The critic claimed to have \_\_\_\_ tastes in music. Some rock groups, he felt, were as talented as classical artists. (eclectic; ecstatic)

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12. The president himself offered to deliver the \_\_\_\_ at the war hero's funeral. (eulogy; euphemism)

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	<i>Our Living Language</i>
	Euphemisms are usually an honest attempt to avoid hurting someone's feelings with a harsh word. Sometimes, however, euphemisms can mis-
	lead or attempt to conceal the true meaning of something. For example,
	a senator may claim he supports "revenue enhancements" instead of
	saying he favors new taxes. See if you can figure out what these
	euphemisms really mean:
	involuntary, permanent downsizing
	total, permanent incapacitation
	reality augmentation
	ethnic cleansing
	nuclear device

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 13 through 15? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. EUPHEMISM	(A) merciful death (C) loud argument	(B) kind or gentle word (D) religious belief	1. _____
2. ADULTERATE	(A) grow older (C) misbehave	(B) add inferior ingredients to something (D) purify by applying heat	2. _____
3. EULOGIZE	(A) praise highly (C) energize	(B) simplify and improve (D) hypnotize	3. _____
4. DURESS	(A) doubt (C) intelligence	(B) threat (D) convincing arguments	4. _____
5. ECCENTRIC	(A) conspicuous (C) ordinary	(B) stressed or accented (D) strange or unusual	5. _____
6. PERIPHERY	(A) outer region (C) patience	(B) pleasant outlook (D) exact information	6. _____
7. ACCOST	(A) charge illegally high fees (C) rearrange	(B) approach angrily (D) refuse to recognize	7. _____
8. EUPHORIA	(A) harmonious musical sounds (C) feeling of well-being	(B) unnecessary words (D) harmless curiosity	8. _____
9. MOLLIFY	(A) to insult (C) to decide quickly	(B) to calm and comfort (D) to betray	9. _____

Go on to next page. ➤

10. PERVASIVE	(A) frequently imitated (C) easily persuaded	(B) present throughout (D) misleading	10. _____
11. LIGATURE	(A) person involved in legal action (C) written message	(B) part of the leg (D) item used to tie or bind	11. _____
12. ACQUIESCE	(A) to intermingle (C) to agree to	(B) to come to know (D) to submit for approval	12. _____
13. AMALGAMATE	(A) intermix (C) agree to compromise	(B) comfort (D) insist	13. _____
14. APPENDECTOMY	(A) lengthy speech (C) serious criminal action	(B) part of a book (D) surgical removal of the appendix	14. _____
15. EXTANT	(A) in existence (C) old-fashioned	(B) extinct (D) placed out of sight	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct answer on the line provided.

Column A	Column B	
16. correlate	a. source of irritation or anger	16. _____
17. redress	b. to spread throughout	17. _____
18. obviate	c. mercy killing	18. _____
19. eclectic	d. remedy for a wrong	19. _____
20. euthanasia	e. to block out or cover	20. _____
21. ecstatic	f. untouchable	21. _____
22. provocation	g. prevent	22. _____
23. diffuse	h. to relate one thing to another	23. _____
24. eclipse	i. overjoyed	24. _____
25. inviolable	j. taken from several sources	25. _____



Name \_\_\_\_\_

*Too Many Deer*

The deer were beautiful, with big, soft eyes and **tawny** brown coats. Every evening they emerged from the forest preserve to feed on the **succulent** plants in the yards of neighboring homes. In the spring, each doe was faithfully followed by a pair of young. Protected by the camouflage of their coat and total lack of scent, they were rarely detected by most predators.

For a few years this picturesque scene persisted as deer **gamboled** playfully among suburban yards, to the delight of fascinated onlookers. Every year the audience observed more and more deer. With the increased population, the search for food intensified. Soon the deer began treating the trees and plants as a kind of **commissary** offering a variety of foods. In addition, the deer did not frolic playfully anymore. Their eyes were not clear, and their coats were scraggly. What had happened and why?

If left unchecked, any living population multiplies until it meets or exceeds the ability of the environment to support it. This is especially true when all natural enemies have been eliminated. People, in general, have been good to the deer, **excising** the thick undergrowth from forests and eliminating predators such as the wolf. Deer thrive under these conditions and soon reach a state of overpopulation. However, with **rigorous** management, the excess population can be controlled by harvesting a specified number of deer or by introducing predators.

But this is not just a story about deer. Human beings are subject to the same rules as every other living population. More than 150 years ago, Thomas Malthus, a British scholar, was alarmed by what he saw happening to human populations. To his **consternation**, his projections suggested that human populations would soon exceed the food supply, which could result in war, disease, and starvation. Fortunately, Malthus's projections did not come to pass, because technology has allowed us to produce food more efficiently than he projected. However, he may not have been wrong—just ahead of his time. Recently Worldwatch, an environmental organization, released a study that showed we may be reaching the limit of what technology can do to increase the food supply. Despite high-yield grains, the per capita amount of rice and wheat is falling, and we are already taking about as many fish from the sea as we should if we wish to avoid damaging the breeding stock. In addition, as farmland is destroyed by erosion and industrialization, the earth is losing its **agrarian** potential.

To **ameliorate** this problem, we must begin to produce food as efficiently as possible and to avoid waste. If we are not **prudent** about our choices, nature will take steps to adjust the imbalance.

*Words*

agrarian

ameliorate

commissary

consternation

excise

gambol

prudent

rigorous

succulent

tawny

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *tawny* in line 1?  
(A) ugly (B) invisible  
(C) golden (D) happy 1. \_\_\_\_\_
2. Which word could best replace *succulent* in line 2?  
(A) inedible (B) thorny  
(C) poisonous (D) juicy 2. \_\_\_\_\_
3. Which word could best replace *gamboled* in line 6?  
(A) frolicked (B) collapsed  
(C) argued (D) hid 3. \_\_\_\_\_
4. Which word or words could best replace *commissary* in line 10?  
(A) nursery (B) meeting room  
(C) source of food (D) burial ground 4. \_\_\_\_\_
5. Which word or words could best replace *excising* in line 16?  
(A) adding (B) exercising  
(C) organizing (D) cutting out 5. \_\_\_\_\_
6. In line 18, the word *rigorous* means \_\_\_\_\_.  
(A) expensive (B) strict  
(C) disorganized (D) sloppy 6. \_\_\_\_\_
7. In line 24, the word *consternation* means \_\_\_\_\_.  
(A) relief (B) alarm  
(C) amusement (D) excitement 7. \_\_\_\_\_
8. Which word or words could best replace *agrarian* in line 35?  
(A) agricultural (B) possibility for happiness  
(C) criminal (D) architectural 8. \_\_\_\_\_
9. Which word could best replace *ameliorate* in line 36?  
(A) disguise (B) relieve  
(C) exaggerate (D) highlight 9. \_\_\_\_\_
10. In line 37, the word *prudent* means \_\_\_\_\_.  
(A) wasteful (B) wise  
(C) reckless (D) careless 10. \_\_\_\_\_

Name \_\_\_\_\_

*Applying Meaning*

Follow the directions below to write a sentence using a vocabulary word.

1. Tell about the aftermath of a disaster. Use any form of the word *ameliorate* in your answer.

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2. Use the word *commissary* in a sentence about a place you visit or pass regularly.

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3. Tell about waiting in a long line. Use any form of the word *consternation* in your answer.

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4. Give advice to a classmate about an essay you have been asked to critique. Use any form of the word *excise*.

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5. Describe children playing in the park. Use any form of the word *gambol*.

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6. Tell about a dangerous situation you or someone else avoided. Use the word *prudent* in your answer.

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7. Describe a beautiful animal. Use the word *tawny* in your sentence.

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Read each sentence below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

- |  |           |
|--|-----------|
| 8. The new president promised <i>agrarian</i> reforms that would give land to anyone who promised to farm it.                    | 8. _____  |
| 9. A balanced diet and <i>excise</i> are good ways to build a healthy body.  | 9. _____  |
| 10. After the enemy began to fire on their position, the soldiers were forced to <i>gambol</i> into their trenches.              | 10. _____ |
| 11. Taking a <i>rigorous</i> course in mathematics is excellent preparation for the difficult courses one encounters in college. | 11. _____ |
| 12. Dan’s favorite part of a peach is the <i>succulent</i> center near the seed.   | 12. _____ |

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

In some forest preserves and other areas, the deer population has grown so great that many deer face starvation. One proposed solution to this overpopulation problem is to allow occasional hunting in these areas. What do you think of this solution? Can you think of a better one? Write a short essay explaining your position on this issue. Use some of the words you studied in this lesson.



Name \_\_\_\_\_

Criticism comes in many varieties. Some criticism is purposeful and helpful, while some is offensive and resented. The English language is full of words to describe how people criticize others and the types of criticism they offer. In this lesson you will learn ten words having to do with criticism.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

Although his heartbroken father *remonstrated* with Vladimir for hours, the boy held fast to his decision. In spite of his father's arguments, he was going to join the army rather than go to college.

1. (A) praised and complimented a course of action  
(B) supported financially  
(C) presented strong reasons in objection to something  
(D) failed to carry out a promise or obligation

The judge would not allow cameras at the trial. She felt that they would distract the jury and *impeach* the integrity of the court itself.

2. (A) enhance  
(B) bring discredit upon  
(C) ignore and embarrass  
(D) publicize

The dispute over Grandmother's will grew *acrimonious* when Leo accused Luis of taking advantage of Grandmother when she was ill. Leo even said that Luis convinced Grandmother to invest in Luis's failing business.

3. (A) bitter, sharp  
(B) marked by moderation and restraint  
(C) sentimental  
(D) humorous

"Look at this article!" the actor yelled, waving the tabloid in the air. "It says that I was fired from a movie for being nasty and uncooperative. Why, that's totally false! I should sue this paper for *defaming* my character!"

4. (A) praising faintly or halfheartedly  
(B) saying the opposite of what is really intended  
(C) expressing remorse or contrition  
(D) attacking the good name of someone by slander or libel

### Words

acrimonious

aspersion

censure

critique

defame

deride

impeach

innuendo

remonstrate

upbraid

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

The other members of the school board could no longer tolerate the slanderous remarks of the chairperson. A formal resolution that was introduced to *censure* his behavior passed overwhelmingly.

5. (A) praise publicly  
(B) officially disapprove of  
(C) recognize through an award  
(D) imitate

5. \_\_\_\_\_

After the first performance of the play, the cast waited anxiously to read the *critiques* in the press. If they were favorable, the play would have a long run. If they were not, the cast could begin packing.

6. (A) critical reviews or comments  
(B) advertisements  
(C) explanations of confusing events  
(D) formal apologies

6. \_\_\_\_\_

The mother was so relieved to recover her lost child that she found it difficult to *upbraid* the youngster for running off, even though she knew he clearly deserved it.

7. (A) scold  
(B) congratulate  
(C) speak words of comfort  
(D) turn away from

7. \_\_\_\_\_

Amit's career as a medical researcher was almost ruined when a jealous colleague cast *aspersions* about the honesty of Amit's methods and results. However, an investigation showed that Amit's work was faultless.

8. (A) compliments  
(B) comparisons to accepted experts  
(C) weak threats  
(D) injurious or damaging remarks

8. \_\_\_\_\_

The day before the election, Senator Barker's opponent asked how the senator could afford a new home and fancy automobile on a state senator's salary. Senator Barker deeply resented such an *innuendo*, claiming he earned the money honestly.

9. (A) profitable activity  
(B) bombastic oratory or rhetoric  
(C) indirect, often damaging suggestion  
(D) silly remark

9. \_\_\_\_\_

Yan *derided* the training he had received at the survival camp. He made fun of the songs and ceremonies and claimed that most campers ate at the nearby hamburger stand.

10. (A) spoke in defense of  
(B) showed disdain through ridicule and humor  
(C) recommended strongly  
(D) pretended to enjoy

10. \_\_\_\_\_

Read each sentence below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

1. The party deteriorated into an *acrimonious* debate over curfews. 1. \_\_\_\_\_
2. At the soldier's funeral, his friends *upbraided* him for his courage. 2. \_\_\_\_\_
3. Several students *remonstrated* their support for the teacher by writing letters of praise to the school board. 3. \_\_\_\_\_
4. The applicant had an *unimpeachable* record with his previous employer, so I recommended we hire him. 4. \_\_\_\_\_
5. The lawyer was quite unhappy about the *aspersions* the newspaper made about her client before the trial even began. 5. \_\_\_\_\_
6. A good public relations agency will be sure that newspaper articles and television reports *defame* its clients on a regular basis. 6. \_\_\_\_\_
7. At her going-away party, the woman's many friends *derided* her as someone they could always turn to in time of need. 7. \_\_\_\_\_
8. After hearing one *innuendo* after another, the politician demanded that the prosecutor either charge him with a crime or keep quiet. 8. \_\_\_\_\_
9. As part of the final exam, we had to write a *critique* of *Macbeth*. 9. \_\_\_\_\_
10. The profanity should be *censured* before the book is assigned. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Write each sentence below. In the space write a form of the word in parentheses. The form of the word in parentheses may be correct.

11. In all my years in politics, I have never witnessed such \_\_\_\_ in a debate. (acrimonious)

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12. The president of the company sued the newspaper for the \_\_\_\_ of his reputation. (defame)

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13. The mayor thought appointing his brother to the commission could \_\_\_\_ the integrity of his entire administration. (impeach)

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14. Jasper could hear the \_\_\_\_ in his mother's voice as the conversation turned to his report card. (deride)

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	<b><i>Bonus Word</i></b>
	<b>muckraker</b>
	A character with a muck-rake in John Bunyan's <i>The Pilgrim's Progress</i> is so busy raking the muck and filth of the world that he is unable to raise his eyes to heaven. When certain American writers in the early 1900s exposed unsafe working conditions and political corruption, President Theodore Roosevelt denounced these journalists as <i>muckrakers</i> concerned only with finding "filth." Some politicians today still refer to anyone exposing corruption and social ills as a muckraker.
	<b>Cooperative Learning:</b> Draft a letter to your local or school paper exposing some situation you feel needs to be changed. Share your draft with a partner and critique each other's drafts. Then revise your letter as your partner suggests.



Name \_\_\_\_\_

Mark Antony begins his famous speech in *Julius Caesar* with the words “Friends, Romans, countrymen, lend me your ears.” The citizens of Rome loved a good speech, even on an unhappy occasion such as the death of Caesar. Many of our English words about speech and speaking come from two Latin words: the word *loqui*, meaning “to speak,” and the word *dicere*, meaning “to say.” The vocabulary words in this lesson come from one of these two words.

Root	Meaning	English Word
-loqu-	to speak	loquacious
-locu-		elocution
-dict-	to say	dictum

## Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This noun begins with the Latin root *-mal-*, meaning “bad,” so a literal translation of its roots would be “bad say.”

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2. Someone with authority must issue this kind of announcement, which combines the prefix *e-*, meaning “out,” with the root meaning “to say.”

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3. A person with this quality can talk around a topic without really addressing it. You see the same root in this word as you see in the word “circle.”

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4. This adjective might be used to describe someone whom you would like to be quiet.

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## Words

circumlocution

colloquium

contradict

dictate

dictum

edict

elocution

interdict

loquacious

malediction

5. This noun comes to us unchanged from the past participle of the Latin verb *dicere*. An example of one is “If it sounds too good to be true, it probably is.”

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6. This noun is usually associated with an academic or scholarly group. The *col-* prefix, meaning “with” or “together,” makes the word translate literally as “speaking together.”

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7. This word comes to us from the Latin through the Old French word *entredit*, meaning “to forbid.” Today this verb is usually used by legal authorities.

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8. This noun also has the *e-* prefix you see in “edict.” In fact, a mastery of this art would be very helpful to a person who has to deliver edicts.

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9. This word, related to *dictum*, can be a noun or a verb.

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10. This word is formed by adding the Latin prefix *contra-*, meaning “against,” to the root meaning “to say.”

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**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Use the word *malediction* in a sentence about a character in a story or a fairy tale.

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2. Describe the behavior of an irritating salesperson. Use the word *loquacious*.

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3. Use the word *circumlocution* to describe how someone responded to a question.

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4. Complete the following sentence: I stated that the meeting was scheduled for Tuesday evening, but Klaus *contradicted* me by saying . . .

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

5. The university is sponsoring a \_\_\_\_ on American foreign policy in Asia. (colloquium; dictum)

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6. I will \_\_\_\_\_ the words, and you will write them in your notebook. (dictate, interdict)

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7. The king issued a(n) \_\_\_\_\_ honoring Robin Hood and all his followers. (edict; malediction)

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8. Lincoln was not known for his \_\_\_\_\_, so Edward Everett was asked to give the main speech at Gettysburg. (colloquium; elocution)

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9. The drug enforcement agencies play an important role in \_\_\_\_ the entry of illegal drugs into the country. (dictating; interdicting)

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10. My boss is so pompous that he doesn't write a memo, he issues a \_\_\_\_\_. (circumlocution; dictum)

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### Test-Taking Strategies

An antonym test asks you to choose the word that is most nearly opposite in meaning to another word.

#### Sample

S. SWEET	(A) simple (C) sour	(B) angry (D) large	S. _____ <b>C</b> _____
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Because this test asks you to distinguish between words with slightly different meanings, it is good to look at all the choices before answering. Also, be careful not to choose a synonym as your answer.

*Practice:* Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters.

- |                |                                |  |          |
|----------------|--------------------------------|--|----------|
| 1. MALEDICTION | (A) curse<br>(C) blessing      | (B) quiet reflection<br>(D) friendliness | 1. _____ |
| 2. CONSUME     | (A) release<br>(C) admire      | (B) conserve<br>(D) refuse               | 2. _____ |
| 3. APATHY      | (A) morality<br>(C) enthusiasm | (B) luxury<br>(D) danger                 | 3. _____ |



**Name** \_\_\_\_\_

How well do you remember the words you studied in Lessons 16 through 18? Take the following test covering the words from the last three lessons.

**Part 1 Antonyms**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

<b>S. HIGH</b>	(A) cold (C) low	(B) simple (D) foolish	<b>S. <u>C</u></b>
<b>1. RIGOROUS</b>	(A) disciplined (C) ordinary	(B) casual (D) pleasant	<b>1. _____</b>
<b>2. MALEDICTION</b>	(A) compliment (C) perfume	(B) summary (D) awkwardness	<b>2. _____</b>
<b>3. CIRCUMLOCUTION</b>	(A) circular arrangement (C) triangular	(B) direct statement (D) confusing message	<b>3. _____</b>
<b>4. DERIDE</b>	(A) to climb upon (C) to fasten firmly	(B) to ridicule (D) to praise	<b>4. _____</b>
<b>5. UPBRAID</b>	(A) to denounce (C) to approve	(B) to decorate (D) to clarify	<b>5. _____</b>
<b>6. SUCCULENT</b>	(A) edible (C) generous	(B) parched (D) mature	<b>6. _____</b>
<b>7. CONTRADICT</b>	(A) to revise (C) to accept willingly	(B) to allow easy passage (D) to provoke	<b>7. _____</b>
<b>8. AMELIORATE</b>	(A) to make worse (C) to change one's mind frequently	(B) to forgive (D) to study in depth	<b>8. _____</b>
<b>9. INTERDICT</b>	(A) to interrupt (C) to cause great sorrow	(B) to judge harshly (D) to permit passage	<b>9. _____</b>

Go on to next page. ➤

10. ASPERSION

(A) flattery

(B) secret opinion

(C) important event

(D) lack of ambition

10. \_\_\_\_\_

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A. Write the letter of the correct definition on the line provided

### Column A

### Column B

- |                 |  |           |
|-----------------|--|-----------|
| 11. censure     | a. the art of public speaking                  | 11. _____ |
| 12. prudent     | b. place to get food and supplies              | 12. _____ |
| 13. innuendo    | c. wise and careful                            | 13. _____ |
| 14. critique    | d. type of conference or meeting               | 14. _____ |
| 15. tawny       | e. an order or command                         | 15. _____ |
| 16. acrimonious | f. golden brown                                | 16. _____ |
| 17. dictate     | g. agricultural                                | 17. _____ |
| 18. defame      | h. formal act of disapproval                   | 18. _____ |
| 19. elocution   | i. to cut out                                  | 19. _____ |
| 20. colloquium  | j. to slander                                  | 20. _____ |
| 21. gambol      | k. to discredit                                | 21. _____ |
| 22. commissary  | l. indirect or subtle suggestion of wrongdoing | 22. _____ |
| 23. impeach     | m. bitterly hostile                            | 23. _____ |
| 24. excise      | n. an analysis                                 | 24. _____ |
| 25. agrarian    | o. to frolic playfully                         | 25. _____ |

Name \_\_\_\_\_

*The Language of Sign*

When American Sign Language (ASL) was introduced in the early 1800s, it was regarded as no more than a form of **pidgin** English. However, it differed from other forms of pidgin English in that it consisted of a combination of gestures that looked like the ideas or words the gestures were supposed to represent. Assuming that language must be based on speech or modulations of sound, **linguists** regarded as **heresy** the notion that signed languages are natural languages like English, French, and Chinese. In the past twenty years, however, linguists have acknowledged that signed languages like ASL are as powerful and intricately structured as spoken ones, and that they are capable of expressing the **subtle** shades of meaning possible with spoken languages.

Just as speakers combine meaningless bits of sound into meaningful words, signers unite individually meaningless hand and body movements into words. They choose from a **palette** of assorted hand shapes, such as a fist or a pointed index finger. They also choose where to make a sign and how to **orient** the hand and the arm. Each shape and position provides context clues to the intended meaning. Furthermore, ASL has a key language ingredient: a grammar to regulate its flow. For example, a signer might make the sign for “Jane” at some point in space. By pointing to that spot later, the signer creates the pronoun *she* or *her*, meaning Jane. A sign moving toward the spot means something done *to* her; a sign moving away from the spot means an action done *by* her. Facial expressions and head movements also function as grammatical markers, providing **crucial** linguistic information. A head tilted forward and raised eyebrows, for instance, turn a statement into a question.

This complex system of gestures sheds new light on the old scientific controversy over whether language is an **innate** human instinct or learned behavior. Linguists have reasoned that if ASL is a true language, unconnected to speech, then our **proclivity** for language must be built in at birth, whether we express it with our tongue or with our hands. The work of research psychologists supports this belief; deaf babies of deaf parents babble in sign. Just as hearing infants create nonsense sounds as their first attempts at language, so, too, do deaf babies, but they do so with their hands. Their systematic hand and finger movements, totally unlike those of hearing children, are a way of exploring the linguistic units that will be the building blocks of their language.

Like any living language, ASL is **dynamic** and continues to evolve. For example, terms that were visual representations of ethnic stereotypes have been replaced by finely tuned, sensitized signs. The language of sign is hardly silent; instead, it is alive with unique patterns that communicate meaning.

*Words***crucial****dynamic****heresy****innate****linguist****orient****palette****pidgin****proclivity****subtle**



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. In line 2 *pidgin* means \_\_\_\_\_.  
 (A) modern (B) a tendency to spread  
 (C) a simplified blend of languages (D) dependent on birds  
 1. \_\_\_\_\_
2. *Linguists* (line 6) can best be described as \_\_\_\_\_.  
 (A) people who study language (B) historians  
 (C) diplomats (D) computer operators  
 2. \_\_\_\_\_
3. Which words could best replace *heresy* in line 6?  
 (A) a brilliant discovery (B) an opinion opposed to established views  
 (C) scientifically accurate (D) a logical conclusion  
 3. \_\_\_\_\_
4. *Subtle* (line 10) shades of meaning \_\_\_\_\_.  
 (A) are difficult to detect (B) have a smooth surface  
 (C) deviate from the normal (D) are immediately obvious  
 4. \_\_\_\_\_
5. A *palette* (line 14) can best be explained as a \_\_\_\_\_.  
 (A) mysterious arrangement (B) short essay  
 (C) style of writing (D) range of choices  
 5. \_\_\_\_\_
6. Which words could best replace *orient* in line 16?  
 (A) mold with precision (B) distribute widely  
 (C) align or position (D) bear the weight of  
 6. \_\_\_\_\_
7. Which word or words could best replace *crucial* in line 23?  
 (A) unimportant (B) extremely significant  
 (C) low in rank (D) lacking energy  
 7. \_\_\_\_\_
8. In line 26, *innate* means \_\_\_\_\_.  
 (A) connected by links (B) possessed at birth  
 (C) unnoticed (D) repetitive  
 8. \_\_\_\_\_
9. A *proclivity* (line 28) can best be explained as \_\_\_\_\_.  
 (A) a natural tendency (B) a dislike  
 (C) an inability to master (D) a deficiency  
 9. \_\_\_\_\_
10. Which word or words could best replace *dynamic* in line 36?  
 (A) peculiar (B) extremely loud  
 (C) tending to hold persistently to something (D) characterized by continuous change or activity  
 10. \_\_\_\_\_



**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. A \_\_\_\_\_ for fainting at the sight of blood would not be desirable for someone interested in a medical career. (heresy; proclivity)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The Grimm brothers were not only collectors of fairy tales, they were also pioneers of modern \_\_\_\_\_ with their *German Dictionary*. (linguistics; palettes)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. The copies of the famous painting easily fooled the uninformed buyers, but the art expert found some \_\_\_\_\_ differences between the copies and the original. (dynamic; subtle)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Combining English, Portuguese, German, Bengali, French, and Malayan, the \_\_\_\_\_ English developed by British traders in China takes its name from the way the Chinese pronounced *business*—"bijin." (innate; pidgin)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Katharine Hepburn's \_\_\_\_\_ personality coupled with her colorful stories about those she worked with make the actress a fascinating subject for an interview. (crucial; dynamic)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read each sentence below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

6. Hector is my pal, and Judy is my *palette*. 6. \_\_\_\_\_
7. When you are attempting to find your way with a map and compass, the first step is to *orient* yourself to a recognizable point on the map and determine which way is north. 7. \_\_\_\_\_
8. Because of his rejection of the established beliefs of the Roman Catholic church, Martin Luther was charged with *heresy*. 8. \_\_\_\_\_
9. All of us were embarrassed by Roger's *innate* remarks during the meeting. 9. \_\_\_\_\_
10. The polka is a *crucial* and lively dance that originated in eastern Europe and was introduced in the United States by immigrants. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

Look for information on a type of pidgin English used somewhere in the world. Write a report on some element of its vocabulary or grammar and on how pidgin English is useful in helping certain people communicate. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

People who are interested in a particular subject, whether it be carpentry, nuclear physics, or gardening, use a specialized vocabulary to discuss that subject with others. While a casual observer might call any boat with a sail a sailboat, an experienced sailor will refer to sloops, yawls, and ketches. Art and music are similar specialties, each with its own vocabulary. In this lesson you will study ten words from the fields of art and music.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

In the quiet of the summer evening, we enjoyed the *dulcet* tones of the church choir as it practiced several hymns.

1. (A) harsh and grating
- (B) sweet and melodious
- (C) distressing
- (D) unwelcome

The story of a man who sells his soul to the devil for worldly gain is a common *motif* in the literature of many nations. In American literature, it occurs in Washington Irving's "The Devil and Tom Walker." In German literature, it is found in Goethe's *Faust*.

2. (A) song
- (B) surprise ending
- (C) historical event
- (D) recurring idea or theme

The realistic landscapes and portraits exhibited in the art museum stood in sharp contrast to the *abstract* paintings being sold on the street corner. Looking at those blobs of paint and geometric figures, I was tempted to ask the artist, "What is it?"

3. (A) not tied to anything practical or concrete
- (B) meaningful
- (C) literal
- (D) easily understood

Members of the *avant-garde* in any field always run the risk of being ridiculed or ignored. Not many years ago, Paul Gauguin's colorful paintings of Polynesian scenes were thought to be shocking and repulsive. Now, he is considered one of the most important influences on modern art.

4. (A) experts
- (B) immoral influences
- (C) people who try out new ideas
- (D) scholars

### Words

a cappella  
abstract  
aesthetic  
avant-garde  
cacophony  
dissonance  
dulcet  
libretto  
motif  
surrealistic

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

The choir preferred to sing the selections *a cappella*. The singers felt that the addition of instruments would overwhelm their subtle vocal sounds.

5. (A) electronically enhanced  
(B) without instrumental accompaniment  
(C) in a slow, serious manner  
(D) with little rehearsal

5. \_\_\_\_\_

Before orchestra practice begins, each musician tunes his or her instrument by playing a random series of notes. The result is a *cacophony* of horns, drums, and stringed instruments that makes you want to cover your ears.

6. (A) melodious blend  
(B) sudden, quiet pause  
(C) musical composition  
(D) harsh, jarring sound

6. \_\_\_\_\_

The director began the meeting by giving a copy of the *libretto* to each member of the cast. The performers would spend days studying every element of this complex opera before attempting to rehearse it onstage.

7. (A) text of a dramatic musical work  
(B) seating chart for a theater  
(C) list of complaints  
(D) rules for behavior

7. \_\_\_\_\_

With its clever use of glass and steel, the office building was an *aesthetic* masterpiece. Unfortunately, however, there was little available parking space and no public transportation. Without these more practical requirements, the building would never be used to its capacity.

8. (A) frequently imitated  
(B) artistic  
(C) profitable  
(D) inexpensive

8. \_\_\_\_\_

Melting clocks, fantastic animals, nightmarish phantoms, and similar *surrealistic* images are found in the works of several modern artists.

9. (A) illogical, dreamlike  
(B) humorous  
(C) highly detailed  
(D) pleasingly colorful

9. \_\_\_\_\_

The conductor of the orchestra possessed an exceptionally keen ear. She could detect the slightest *dissonance* and identify the musician responsible for the problem.

10. (A) lack of attention  
(B) misbehavior  
(C) lack of harmony  
(D) improved performance

10. \_\_\_\_\_



### Applying Meaning

Decide which word(s) in parentheses best complete(s) the sentence. Then write the sentence, adding the missing word(s).

1. Since everyone claimed to see something different in each painting, the exhibit of \_\_\_\_ art generated a great deal of controversy. (a cappella; abstract)

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2. The professor felt Amal lacked the \_\_\_\_ appreciation needed to be successful and suggested that Amal consider dropping out of art school. (aesthetic; surrealistic)

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3. Most critics disliked the work of the new artist intensely, but a few felt she was in the \_\_\_\_ of a new and important style. (avant-garde; motif)

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4. After seeing the band receive a standing ovation for its performance, I found it unlikely that just six months ago the only sound it could produce was a \_\_\_\_ of confusion. (cacophony; dulcet)

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5. The Bible is the source of many literary \_\_\_\_, such as the story of Cain and Abel. (librettos; motifs)

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. If you wanted to be reminded of the exact appearance of a dear friend, would you ask a *surrealistic* artist to paint a picture of him?

6. \_\_\_\_\_

7. Would a skillful violinist want to produce *dulcet* music for an audience?

7. \_\_\_\_\_



Name \_\_\_\_\_

The Latin word for “to call” is *vocare*. It usually appears as *-voc-* in English words, but occasionally it appears as *-vok-* or even *-vouc-*. Most English words with this root still keep some element of “call” in their meaning. The Latin word *clamare* means “to cry out.” English words with this root usually keep some part of this original Latin meaning. This root appears as *-clam-* or *-claim-*. Each vocabulary word in this lesson has one of these two roots.

Root	Meaning	English Word
-voc-	to call	avocation
-vok-		revoke
-vouc-		vouch
-clam-	to cry out	proclamation
-claim-		claimant

### Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This word is the adjective form of “evoke.” It combines the prefix *e-*, meaning “out,” with the root we get from the Latin word *vocare*.

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2. This word is the noun form for “proclaim.” It combines the prefix *pro-*, meaning “forward,” with the root we get from the Latin word *clamare*. Abraham Lincoln issued one of these to free the slaves.

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3. This word has the *-ant* ending, meaning “one who does something.” What this person might do is cry out, “That belongs to me!”

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### Words

avocation

claimant

clamorous

declaim

equivocate

evocative

irrevocable

proclamation

reclamation

vouch

4. The “call” root is joined with the *a-* prefix, meaning “away.” In a sense, this word calls you away from work and other required duties.

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5. This verb has an unusual spelling for the “call” root. It is something you might do for a friend who needs to prove his or her honesty.

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6. You will find the *-equi-* root, meaning “fair” or “equal,” in this verb. It might apply to someone who cannot make up his or her mind.

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7. This adjective comes from the noun *clamor*, a loud, continuous noise. It suggests that the noise is a crying out of some kind.

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8. This adjective begins with two prefixes: the *ir-* prefix, meaning “not,” and the *re-* prefix, meaning “again” or “back.”

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9. This word is the verb form of *declamation*, meaning “a strong, forceful speech.” It came from the Middle English word *declamen*.

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10. This noun combines the *re-* prefix, meaning “again,” with the call root. You might recognize this as a form of the word “reclaim.”

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Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Tell about something you do on weekends. Use the word *avocation*.

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2. Tell about a situation in which people have been misled. Use any form of the word *equivocate*.

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3. Describe the welcome a rock star might receive. Use the word *clamorous*.

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4. Write a sentence that would help a friend get a job. Use the word *vouch*.

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5. Write a one-sentence announcement to tell the winner of a contest how to go about getting his or her prize. Use the word *claimant*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

6. The smell of freshly baked bread was \_\_\_\_ of the happy days I spent at Grandmother's house years ago. (evocative; irrevocable)

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7. We pleaded with Ms. Jarvis to give us an extra day to complete the assigned work, but her decision was \_\_\_\_\_. (evocative; irrevocable)

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8. The city began a huge \_\_\_\_\_ project designed to collect and recycle newspapers and glass bottles. (proclamation; reclamation)

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9. The angry citizen spent twenty minutes at the meeting of the city council \_\_\_\_\_ about the poor garbage collection. (declaiming; equivocating)

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10. In honor of the high school football team's great season, the superintendent issued a formal \_\_\_\_\_ naming Friday Panther Pride Day. (avocation; proclamation)

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### *Cultural Literacy Note*

#### **red herring**

Red herring are fish that have a strong odor when they are cured by salting. The odor is so strong, in fact, that if a red herring is dragged across the trail of an animal being chased by hunting dogs, the dogs will become confused and begin following the trail of the herring. Consequently, *red herring* has come to refer to any deliberate distraction, especially in an argument. Calling someone a socialist in a debate over taxes might be considered a red herring.

**Cooperative Learning:** Work with a partner to prepare a short debate or discussion on a subject of interest to the class. In your prepared remarks include a few red herrings. Read your remarks to the class to see if anyone can catch the red herrings.

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 19 through 21? Take the following test covering the words from the last three lessons.

**Part 1 Antonyms**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

**Sample**

S. GOOD	(A) simple (C) able	(B) bad (D) fast	S. <u>B</u>
1. IRREVOCABLE	(A) simple (C) unchangeable	(B) revisable (D) serious	1. _____
2. ABSTRACT	(A) concrete (C) combined	(B) invisible (D) absent-minded	2. _____
3. INNATE	(A) imprisoned (C) acquired	(B) knowledgeable (D) joyful	3. _____
4. SUBTLE	(A) superior (C) unknown	(B) obvious (D) bland	4. _____
5. AVANT-GARDE	(A) guardian (C) threatening gesture	(B) harsh noises (D) conservatives	5. _____
6. CRUCIAL	(A) unplanned (C) unimportant	(B) temporary (D) desirable	6. _____
7. EQUIVOCATE	(A) penalize (C) resolve	(B) remove (D) destroy	7. _____
8. DULCET	(A) brilliant (C) angry	(B) admired (D) grating	8. _____
9. DYNAMIC	(A) changeless (C) unnecessary	(B) mechanical (D) frequent	9. _____

Go on to next page. ➤

10. AVOCATION	(A) pleasure trip (C) solemn promise	(B) reversal (D) unpleasant chore	10. _____
11. VOUCH	(A) promise (C) dismiss	(B) harm (D) deny	11. _____
12. CACOPHONY	(A) harmonious sound (C) poor imitation	(B) complex musical composition (D) artistic success	12. _____
13. HERESY	(A) foolish remark (C) convincing argument	(B) accepted belief (D) unpopular idea	13. _____
14. CLAMOROUS	(A) lovable (C) peaceful	(B) confusing (D) unclaimed	14. _____
15. DISSONANCE	(A) melodious sounds (C) legal acceptance	(B) source of support (D) careful plan	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the answer line.

Column A	Column B	
16. orient	a. without instrumental accompaniment	16. _____
17. motif	b. to position or place	17. _____
18. declaim	c. speak loudly and forcefully	18. _____
19. proclamation	d. dreamlike	19. _____
20. pidgin	e. able to call forth	20. _____
21. proclivity	f. repeated theme	21. _____
22. a cappella	g. official announcement	22. _____
23. evocative	h. expert on language	23. _____
24. surrealistic	i. mixture of languages	24. _____
25. linguist	j. tendency	25. _____



Name \_\_\_\_\_

*Playing Your Cards Right*

It's a peaceful summer afternoon in the late 1950s, and sounds of Elvis Presley and Buddy Holly wail from almost-new portable radios. In yards and on street corners, young boys—and maybe a few girls—take packs of rubber-banded cards from their pockets. Flipping thin cardboard in regular competitions, they maintain a **steadfast** hope of winning a Willie Mays or a Mickey Mantle from an **unwary** friend. Today, those same boys and girls have grown up, and they **plumb** attics and basements for the shoeboxes that housed their baseball cards. Once the pastime of grade-school kids, collecting baseball cards has become big business, and glee-  
 5 ful hobbyists have been **transfigured** into serious-minded investors.

The first mass-produced baseball cards were issued in the 1880s. They were sold with everything from gum to dog food. The publishers' **inchoate** notions of what the cards should contain seem rather peculiar today. These early cards bore little resemblance to current laser-printed col-  
 10 lectibles. Lacking biography or statistics on the back, they sported only a studio photograph of a player swinging at a ball suspended on a string.

These earliest cards are not as valuable as most people think. With only a few exceptions, yesterday's players fall short of both the flashiness and the records of more current stars. Furthermore, although the early cards meet  
 15 the demands of age and rarity, they usually lack an important **variable** in determining worth—condition. **Pristine** cards are straight-out-of-the-package perfect: sharp corners, crisp edges, and brilliant colors. Even the tiniest defect **indelibly** labels a card as damaged goods. A card handled but not abused commands only 20 to 30 percent of the price of one in  
 20 mint condition. Shoeboxes have given way to specially designed holders that offer protection from the elements.

Although governed by laws of supply and demand, the business of collect-  
 25 ing is very complicated. The star quality of the player has to be factored in. As collectors and dealers **vie** for choice merchandise, they speculate on players' futures. Rookie cards of players who were later elected to the Hall of Fame are thus among the most valuable. The cards of power hitters do better than those of other players. Pitchers are the biggest risk of all, because they are always in danger of career-threatening arm injuries. Originally a simple hobby with few rules, baseball-card collecting and investing today de-  
 30 pend on monthly price guides, computer programs, and dealer shows.

Putting money into baseball cards is **akin** to speculating on the stock market. There is no guarantee that the investment will maintain even a faint reflection of the cost. Baseball-card enthusiasts agree, however, that it is better to be stuck with a collection of their favorite heroes than with a  
 35 bunch of equally worthless stock certificates.

*Words*

akin

inchoate

indelible

plumb

pristine

steadfast

transfigure

unwary

variable

vie

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *steadfast* in line 5?  
(A) halfhearted (B) unnecessary  
(C) steady (D) disorderly 1. \_\_\_\_\_
2. Someone who is *unwary* (line 6) could best be described as \_\_\_\_\_.  
(A) lacking caution (B) forgetful  
(C) careful (D) disorganized 2. \_\_\_\_\_
3. Which word or words could best replace *plumb* in line 7?  
(A) escape from (B) measure  
(C) treat thoughtlessly (D) examine closely 3. \_\_\_\_\_
4. Which word or words could best replace *transfigured* in line 10?  
(A) changed (B) consumed carelessly  
(C) affected negatively (D) separated 4. \_\_\_\_\_
5. If something is *inchoate* (line 12), it can best be described as \_\_\_\_\_.  
(A) easily irritated (B) in an early stage  
(C) geographically close (D) random 5. \_\_\_\_\_
6. A *variable* (line 20) can best be described as \_\_\_\_\_.  
(A) a pattern of markings (B) a member of a group  
(C) something likely to change (D) one of a series 6. \_\_\_\_\_
7. Which word could best replace *Pristine* in line 21?  
(A) Modest (B) Incidental  
(C) Remarkable (D) Unspoiled 7. \_\_\_\_\_
8. Which word could best replace *indelibly* in line 23?  
(A) privately (B) permanently  
(C) without equal (D) unfairly 8. \_\_\_\_\_
9. Which words could best replace *vie* in line 29?  
(A) live lavishly (B) cause to appear greater  
(C) make note of (D) strive for superiority 9. \_\_\_\_\_
10. *Akin* (line 36) can best be explained as \_\_\_\_\_.  
(A) having a similar character (B) not openly practiced  
(C) winning approval (D) excessively sentimental 10. \_\_\_\_\_

Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a tourist who is not used to crowded city streets. Use a form of the word *unwary*.

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2. Explain how someone might go about memorizing the words to a song or a poem. Use a form of the word *indelible*.

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3. Describe something that has been kept in a safe place for a long time. Use a form of the word *pristine*.

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4. Make a comparison between two difficult tasks. Use the word *akin*.

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5. Describe someone's behavior or attitude toward an environmental issue. Use a form of the word *steadfast*.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. Can someone *plumb* his or her memory for a familiar name or face?

6. \_\_\_\_\_

7. Is an *inchoate* plan nearly finished?

7. \_\_\_\_\_

8. Is a *variable* a statement or plan suggested for acceptance?

8. \_\_\_\_\_







Name \_\_\_\_\_

People often have a way of going too far with something, so it is not surprising that the English language has a number of words to reflect the concepts of greed and excess. In this lesson you will study ten words associated with this human habit of going too far.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

Captain Ahab was *obsessed* with killing the white whale Moby Dick. He abandoned all other interests in this blind pursuit that eventually cost many lives.

1. (A) excessively preoccupied
- (B) mildly interested
- (C) disgusted
- (D) entertained

Joseph Conrad's *Heart of Darkness* tells of the unchecked *rapacity* of European ivory traders in Africa. Traders who originally entered the jungle with good intentions ended up enslaving or murdering the native population for the sake of stealing more and more ivory.

2. (A) humanity
- (B) religious feelings
- (C) willingness to take what one wants by force
- (D) tendency to commit small injustices

First Sean shoved an entire sandwich in his mouth. Then he washed it down with a quart of milk and a pint of ice cream. Such *gluttonous* behavior might be acceptable for someone who has not eaten for days, but Sean had eaten breakfast just an hour before.

3. (A) lovable
- (B) greedy about food and drink
- (C) childish
- (D) dangerous

After the radio station offered free rock-concert tickets to the first one hundred callers, the switchboard was *inundated* with calls. Even after the station announced that all the tickets were gone, the calls continued for hours.

4. (A) annoyed
- (B) deceived
- (C) embarrassed
- (D) flooded

### Words

avarice  
gluttonous  
intemperate  
inundate  
obsess  
parsimony  
prodigal  
profligate  
rapacity  
replete

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

When the owner's *profligate* son took over the business, he bought a new office building, put all his friends on the payroll, hired a chauffeur to drive him around in a limousine, and took several long vacations. The business went bankrupt in six months.

- 5. (A) recklessly wasteful
- (B) clever
- (C) excessively careful
- (D) popular

5. \_\_\_\_\_

The landlord, motivated by pure *avarice* in dealing with tenants, constantly raised the rents and absolutely refused to make any repairs on the shabby apartments.

- 6. (A) strict morality
- (B) secret desires
- (C) strong desire for wealth
- (D) concern for the less fortunate

6. \_\_\_\_\_

In Charles Dickens's *A Christmas Carol*, Mr. Scrooge is portrayed as the embodiment of *parsimony*. He pays his employees as little as possible and resents giving them time off, even for Christmas.

- 7. (A) generosity
- (B) holiday spirit
- (C) ignorance about money matters
- (D) stinginess

7. \_\_\_\_\_

From a distance the swamp looked quiet enough, but in reality it was *replete* with mosquitoes, alligators, and every imaginable kind of snake.

- 8. (A) filled to abundance
- (B) decorated
- (C) designed
- (D) enlarged

8. \_\_\_\_\_

Jake regretted the *intemperate* words he had spoken to his mother that morning. There was simply no excuse for yelling such things at someone who was only trying to help.

- 9. (A) confusing
- (B) strong and unrestrained
- (C) kind and gentle
- (D) wise and intelligent

9. \_\_\_\_\_

The remorse of a *prodigal* child is a favorite theme in literature. In such stories, a parent welcomes home a long-lost son or daughter who has spent his or her inheritance foolishly. Meanwhile, the other children, who have faithfully remained at home, feel they are being slighted.

- 10. (A) industrious
- (B) curious
- (C) elderly
- (D) recklessly extravagant

10. \_\_\_\_\_

Name \_\_\_\_\_

### Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Write a sentence telling about an important goal you or someone you know would like to achieve. Use any form of the word *obsess*.

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2. Use the word *intemperate* to describe something you or someone you know said or did.

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3. Describe the behavior of someone at a picnic. Use any form of the word *gluttonous*.

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4. Use the word *avarice* or *avaricious* to describe something that someone you have read about has done.

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5. Describe what might happen to a sports hero who offered a free autographed picture to anyone who made a donation to his favorite charity. Use any form of the word *inundate*.

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6. Write a sentence about someone who changed from behaving in an evil or wicked way to always doing good. Use the word *profligate*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

7. Thanks to a vigorous conservation program, the once-dead lake is now \_\_\_\_\_ with trout and other game fish. (gluttonous; replete)

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8. The \_\_\_\_\_ owner planned to charge his employees for the water they drank from the company drinking fountain. (parsimonious; profligate)

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9. Thanks to the \_\_\_\_\_ policies of the treasurer over the past four years, the city is now out of money and must again raise taxes. (parsimonious; prodigal)

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10. After rioting soldiers took the cultural treasures from the museum, the United Nations condemned the \_\_\_\_\_ actions of the conquering country. (obsessive; rapacious)

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	<b><i>Cultural Literacy Note</i></b>
	<b>A Wolf in Sheep's Clothing</b>
	One of Aesop's many fables tells of a wolf's attempt to steal sheep by disguising itself in a sheepskin and slipping into a pasture among the other animals. That night the shepherd unknowingly pens the wolf in with his sheep. Later, the shepherd decides to slaughter one of the sheep for dinner, and you can guess which one he selects. Because of this popular story, the expression "wolf in sheep's clothing" has come to refer to someone threatening disguised as someone kind.
	<b>Write a Paragraph:</b> Explain something someone did that you feel qualifies that person to be called a wolf in sheep's clothing.



Name \_\_\_\_\_

Whether we like it or not, death, pain, and disease are part of life. Three Latin words have provided us with a number of roots for words in this rather unhappy area of experience. The Latin word *mort*, meaning “death,” can be seen easily in an English word like *immortalize*, but it is not so apparent in *mortgage*. The Latin *mordere*, meaning “to bite,” occurs in English words related to painful experiences, such as *remorse*. The Latin *morbus* means “disease,” and can be found in the English word *morbid*. Each of the vocabulary words in this lesson has one of these Latin roots.

Root	Meaning	English Word
-mort-	death	immortalize
-mord-	bite	mordant
-mor-		remorse
-morb-	disease	morbid

### Words

amortize  
immortalize  
morbid  
mordant  
moribund  
mortgage  
mortify  
mortuary  
postmortem  
remorse

### Unlocking Meaning

A vocabulary word appears in *italics* in each sentence or short passage below. Find the root in the vocabulary word and think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

1. Traffic was backed up for miles because people were slowing down to watch the injured being removed from cars involved in an accident. Such *morbid* curiosity seems to be growing in our culture.

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2. The homebuyer had a good job and a steady income, so the bank agreed to lend her the money. However, if this *mortgage* was not paid regularly for the next twenty years, the bank would take the house.

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3. The homebuyer decided to *amortize* the debt on her house over a thirty-year period. This way the monthly payments would be within her budget.

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4. At his trial the accused admitted his guilt and shed tears of *remorse* for the suffering he had caused his victims.

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5. As September turned to October, the vines on my *moribund* tomato plants turned color and began to droop to the ground.

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6. Our new stadium was named in honor of our retired principal. The school board felt it was an appropriate way to *immortalize* his efforts to raise money for this important addition to our campus.

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7. Because of the mysterious circumstances surrounding the death, the authorities asked for a *postmortem* examination of the body.

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8. No one thought that Pablo's *mordant* comments about Bev's pimples were very funny. Why would he want to hurt her so?

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9. If you think it is cool to drink and drive, visit the bodies in the *mortuary*. It is full of some very "cool" people who thought the same way.

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10. Rolanda was quite *mortified* when Sam was caught stealing copies of the exam. After all, he had been an honors student for two years.

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### Applying Meaning

Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

1. The committee decorated the dance floor with colorful balloons, put a noisemaker on every table, and hired a lively musical group. This year they wanted a *morbid* atmosphere for the prom. 1. \_\_\_\_\_
2. The charge for my surgery was too much to pay all at once. Fortunately, the hospital agreed to *amortize* the debt over a five-year period. 2. \_\_\_\_\_
3. It took three days to restore electricity after the storm. By that time most of the food in the refrigerator was too *mortified* to be eaten. 3. \_\_\_\_\_
4. After decades of pollution by factories, the lake’s *moribund* condition would not be easy to reverse. 4. \_\_\_\_\_
5. Before the bank would lend us the money for the business, we had to obtain a *mortgage* on our home. 5. \_\_\_\_\_
6. Nadine is one of the most popular people in school. Her broad smile and *mordant* remarks always put everyone in a good mood. 6. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Follow the directions below to write a sentence using a vocabulary word.

7. Write an inscription for a monument or similar memorial. Use any form of the word *immortalize*.

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8. Tell about something that someone you know wishes he or she had not done. Use any form of the word *remorse*.

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9. Write a sentence that might appear in a murder mystery. Use the word *postmortem*.

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10. Complete the following sentence: The medical students visited the *mortuary* in order to . . .

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### ***Bonus Word***

#### **post-**

The prefix *post-* comes from the Latin word *post*, meaning “behind” or “after.” In English this prefix is used with words or roots to add this Latin meaning, as is the case with *postmortem*.

**Build Your Vocabulary:** Use the *post-* prefix to write words with the following meanings:

to date something (a check, for example) later than the actual date

studies taken up after graduation

games played after the season is over

occurring after one’s death (Hint: The prefix combines with a root from the Latin word *humare*, meaning “to bury.” The prefix is pronounced differently in this word.)



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 22 through 24? Take the following test covering the words from the last three lessons.

### Choose the Correct Meaning

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

#### Sample

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <u>    B    </u>
1. MORBID	(A) unhappy (C) calm	(B) filled completely (D) unhealthy	1. _____
2. INUNDATE	(A) imitate (C) flood	(B) mark permanently (D) undated	2. _____
3. AVARICE	(A) greed (C) generosity	(B) good advice (D) patience	3. _____
4. INCHOATE	(A) physically weak (C) easily digested	(B) in an early stage (D) interesting	4. _____
5. POSTMORTEM	(A) sturdy (C) delayed	(B) shocking (D) done after death	5. _____
6. INTEMPERATE	(A) temporary (C) calm and relaxed	(B) excessive (D) greatly reduced	6. _____
7. IMMORTALIZE	(A) make unforgettable (C) cut in equal parts	(B) protect (D) push under	7. _____
8. STEADFAST	(A) without nourishment (C) loyal and steady	(B) unable to be replaced (D) doubtful	8. _____
9. MORDANT	(A) bitingly painful (C) morally corrupt	(B) ignorant (D) magical	9. _____
10. VARIABLE	(A) listless (C) changeable	(B) concealed (D) admirable	10. _____
11. VIE	(A) deceive (C) secretly destroy	(B) observe from a distance (D) compete for superiority	11. _____

Go on to next page. ➤

12. MORTIFY	(A) set in concrete	(B) cause shock or humiliation	12. _____
	(C) use as security for a loan	(D) commit a serious sin	
13. RAPACITY	(A) willingness to take by force	(B) remarkable speed	13. _____
	(C) mischievous rascal	(D) desire to learn	
14. OBSESS	(A) reverse the direction	(B) preoccupy one's mind	14. _____
	(C) infect	(D) injure wrongfully	
15. MORIBUND	(A) delicious	(B) memorable	15. _____
	(C) plentiful	(D) near death	
16. REplete	(A) repeated regularly	(B) overflowing	16. _____
	(C) lacking	(D) dangerous	
17. PROFLIGATE	(A) wasteful	(B) profitable	17. _____
	(C) wealthy	(D) insecure	
18. MORTUARY	(A) type of sculpture	(B) place to keep dead bodies	18. _____
	(C) moneylender	(D) monument	
19. UNWARY	(A) unused	(B) straight	19. _____
	(C) inspired	(D) careless	
20. INDELIBLE	(A) unproven	(B) easily bent	20. _____
	(C) permanent	(D) unintentional	
21. REMORSE	(A) sorrow	(B) serious crime	21. _____
	(C) joy	(D) doubt	
22. AMORTIZE	(A) destroy	(B) deceive	22. _____
	(C) pay a debt in installments	(D) purify with heat	
23. PLUMB	(A) drain	(B) examine closely	23. _____
	(C) throw into place	(D) type of fruit	
24. PRISTINE	(A) prison system	(B) pure	24. _____
	(C) private	(D) corrupt	
25. PARSIMONY	(A) religious belief	(B) marriage	25. _____
	(C) stinginess	(D) official residence	

Name \_\_\_\_\_

*Swamp Features and Creatures*

Swamps, marshes, and bogs live in legend as dark, damp, and mysterious places. Many a fictitious monster got its start in the ooze of a swamp on a dark, misty night. In reality, swamps can be **intimidating** places. They often house creatures that sting, bite, and, in extreme circumstances, kill.

5 Swamps, or wetlands as they are currently called, have been a source of interest for centuries. One of the first recorded public works projects was the draining of the Pontine Marshes near Rome, nearly two thousand years ago. The Pontine Marshes were a **notorious** breeding ground for insects, and the Roman authorities wanted to remove this source of danger.

10 Seventeen hundred years later, this **predilection** to eliminate wetlands continued in the newly created United States Congress. Those who **advocated** such a policy convinced Congress to give 64 million acres of federal swamp-land to the states on the condition that the swamps be drained. One of George Washington's early jobs was to survey the Dismal Swamp in Virginia so it could  
15 be drained.

Now scientists have begun to reexamine the role of swamps and the **obsolete** policies of the past. Recent research shows that marshes and swamps play a vital part in **perpetuating** a healthy ecosystem. For example, the coastal marshes along our shores help to purify water before it enters the water table.

20 In addition, these marshes absorb pollutants from water as it flows to the sea. But you don't have to live near a coast to enjoy the benefits of a swamp.

Read any of Mark Twain's stories of life during the **heyday** of the Mississippi River and you get a feel for what the river used to be like. Stretching back from the banks were huge swamps. When the river flooded, these swamps absorbed  
25 much of the extra water. Then people started to drain the swamps and build embankments to hold back the river. This allowed farmers and developers to uncover rich, **arable** land and create space to build new **edifices** for growing cities. But although the embankments prevented many smaller floods, the bigger floods overwhelmed the feeble earthen embankments.

30 Specialized swamps called bogs harbor some of the most interesting plants in North America. Situated on acid-tainted water, bogs are usually covered by a floating mat of moss. But more interesting are the unique plants that live on the surface of a bog. Three of these — the pitcher plant, sundew, and Venus's-flytrap — get essential **nutriments** by eating insects. The most interesting  
35 method is employed by the Venus's-flytrap. When an insect is attracted to one of the V-shaped leaves, it brushes against triggerlike hairs, causing the leaf to clamp shut and trap the bug. After the insect is digested, the leaf reopens to await its next victim.

40 As the modern science of ecology begins to shed new light on swamps, a new respect for their value to the environment is developing.

*Words*

advocate

arable

edifice

heyday

intimidate

notorious

nutriment

obsolete

perpetuate

predilection



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. In line 3, the word *intimidating* means \_\_\_\_\_.  
(A) friendly (B) encouraging  
(C) inspiring (D) frightening 1. \_\_\_\_\_
2. In line 8, the word *notorious* means \_\_\_\_\_.  
(A) valued for their medical uses (B) respected  
(C) disguised or hidden (D) well-known for unfavorable reasons 2. \_\_\_\_\_
3. In line 10, the word *predilection* means \_\_\_\_\_.  
(A) opposition (B) preference  
(C) dislike (D) lack of interest 3. \_\_\_\_\_
4. Which word could best replace *advocated* in line 11?  
(A) opposed (B) ridiculed  
(C) supported (D) attacked 4. \_\_\_\_\_
5. In line 16, *obsolete* means \_\_\_\_\_.  
(A) outdated; old (B) scientifically proven  
(C) expensive (D) successful 5. \_\_\_\_\_
6. Which word could best replace *perpetuating* in line 18?  
(A) eliminating (B) destroying  
(C) preserving (D) forgetting 6. \_\_\_\_\_
7. In line 22, *heyday* means \_\_\_\_\_.  
(A) dry season (B) period of greatest popularity  
(C) harvest season (D) valley 7. \_\_\_\_\_
8. Which word could best replace *arable* in line 27?  
(A) farmable (B) unproductive  
(C) desert (D) useless 8. \_\_\_\_\_
9. Which word or words could best replace *edifices* in line 27?  
(A) things to eat (B) buildings  
(C) farmlands (D) lakes 9. \_\_\_\_\_
10. Which word could best replace *nutriments* in line 34?  
(A) nourishments (B) poisons  
(C) seeds (D) rocks 10. \_\_\_\_\_



**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe something you no longer use. Use any form of the word *obsolete*.

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2. Tell about something you believe in strongly. Use any form of the word *advocate* in your answer.

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3. Think of a piece of land you have seen and tell about it. Use the word *arable* in your sentence.

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4. Describe the skyline of a city. Use any form of the word *edifice* in your answer.

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5. Describe a person from United States history. Use any form of the word *notorious*.

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6. Describe any method of transportation, past or present. Use the word *heyday*.

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7. Describe someone, using any form of the word *intimidate*.

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8. Tell about a favorite food. Use any form of the word *predilection*.

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Read each sentence below. Write "correct" on the answer line if the vocabulary word has been used correctly. Write "incorrect" on the answer line if the vocabulary word has been used incorrectly.

9. The United States is one of the world's leading *advocates* of democracy.

9. \_\_\_\_\_

10. Mike is so *arable* the coach rarely lets him play.

10. \_\_\_\_\_

11. The car eventually broke down because nobody ever changed its *nutriments*.

11. \_\_\_\_\_

12. I refused to discuss what I had heard because I did not want to be accused of *perpetuating* rumors.

12. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

Pick a feature of the landscape in your community. It can be a natural feature of the earth or something that was built. Write a short position paper proposing that this feature be preserved in its present state, destroyed or dismantled, or changed in some way. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

Open the newspaper or turn on the news, and you will surely see and hear about decline and destruction. People have found many ways to harm and destroy themselves and the things around them. Also, Mother Nature contributes to the devastation with earthquakes, hurricanes, tornadoes, and other natural disasters. In this lesson, you will learn ten words associated with decline and destruction.

### Unlocking Meaning

Read the short passages below. Write the letter for the correct definition of the italicized vocabulary word.

As the plane flew over the marshy land, it released a cloud of deadly insecticide. The health department hoped to *decimate* the mosquito population and reduce the risk of disease.

1. (A) identify the location of
- (B) move to another area
- (C) increase the size of
- (D) destroy a large part of

The pool's pumping system removes dirt and other particles from the water. It also keeps the water in the pool moving so that the water does not *stagnate* and become foul.

2. (A) remain motionless
- (B) evaporate too rapidly
- (C) separate
- (D) detach from its surroundings

Your speech is informative and interesting; however, some people in the audience may be offended by that last remark. Since it's not essential to your main idea, I would *expunge* it.

3. (A) memorize
- (B) emphasize
- (C) erase
- (D) intentionally insult

The French Revolution proved to be a *cataclysm* for aristocrats. Some lost their lives; others were forced to flee the country, leaving behind all they owned.

4. (A) violent upheaval
- (B) temporary and annoying inconvenience
- (C) royal pardon
- (D) profitable event

### Words

cataclysm  
decadence  
decimate  
depredate  
expunge  
interpolate  
obliterate  
putrefaction  
stagnate  
wane

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

When the agent from the humane society opened the door, she was almost overcome by the smell of rotting flesh. The animals had been dead for days, and *putrefaction* was well under way.

- 5. (A) reconstruction
- (B) burial
- (C) legal process
- (D) decay of organic matter

5. \_\_\_\_\_

Without the leadership of responsible officers, the soldiers began to *depredate* the villagers. By the time they finished, all articles of value had been taken from the town.

- 6. (A) take charge of
- (B) interrogate
- (C) rob by force
- (D) cause confusion

6. \_\_\_\_\_

After Tom stormed around the office for five minutes, his anger began to *wane*. A few minutes later, he was his usual calm self.

- 7. (A) get worse; increase
- (B) become amusing
- (C) become uncontrollable
- (D) lessen; decrease

7. \_\_\_\_\_

You will confuse your readers if you *interpolate* that paragraph into the conclusion. I suggest you leave it out.

- 8. (A) remove
- (B) insert
- (C) eliminate
- (D) divide

8. \_\_\_\_\_

Winning the lottery eventually led Frieda to live a life of *decadence*. She used to be one of the best students at the academy. Now she spends her time eating, drinking, and gambling.

- 9. (A) improved sense of values
- (B) decline in morals
- (C) wealth and prosperity
- (D) poverty

9. \_\_\_\_\_

By setting fire to the house, the criminal hoped to *obliterate* all signs of the theft. The police would assume the missing items were destroyed in the fire.

- 10. (A) leave behind
- (B) advertise
- (C) eliminate completely
- (D) change the form of

10. \_\_\_\_\_



Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

- |   |           |
|---|-----------|
| 1. Fierce hurricane winds battered the coast all night and into the morning. Around noon, the winds began to <i>wane</i> as the hurricane moved out to sea. | 1. _____  |
| 2. Since the two businesspeople did not speak the same language, someone was called in to <i>interpolate</i> for them.                                      | 2. _____  |
| 3. Carrie says she reads constantly to keep her brain from <i>stagnating</i> .  | 3. _____  |
| 4. As editor of the school paper, Serena must read each article and <i>expunge</i> any facts that cannot be verified.                                       | 4. _____  |
| 5. The doctor assured Ms. Morales that it wasn't unusual for a child to suffer from <i>decadence</i> after the loss of a grandparent.                       | 5. _____  |
| 6. After the town's water supply was contaminated by the chemicals, residents were told to <i>putrefy</i> all drinking water.                               | 6. _____  |
| 7. The president said he would not allow the spirit of the country to <i>depredate</i> because of the pessimistic attitudes of a few.                       | 7. _____  |
| 8. The once beautiful landscape was completely <i>obliterated</i> . No wildlife could be seen and only a few sickly bushes could grow in the ravaged soil.  | 8. _____  |
| 9. After the <i>cataclysmic</i> earthquake of 1994, a number of families decided to move out of California.   | 9. _____  |
| 10. The mayor said he felt honored to be asked to <i>decimate</i> the memorial to the heroic police officer.  | 10. _____ |

For each word used incorrectly, write a sentence using the word properly.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

11. A group of parents picketed the adult movie theater and demanded that such \_\_\_\_ establishments be shut down. (decadent; obliterate)

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12. By the end of World War II, Berlin had been \_\_\_\_ by continual bombing. (decimated; depredated)

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13. Because the boy was only twelve years old at the time of his crime, the judge agreed to \_\_\_\_ his conviction from the records. (expunge; interpolate)

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### ***Our Living Language***

#### **decimate**

In the days of the Roman empire, the punishment for a rebellion in a Roman military unit was the execution of every tenth person in the unit. The term *decimare*, which meant to punish or kill every tenth person, was derived from the Latin word *decem*, meaning “ten.” The ranks of such a rebellious faction were thus decimated. Now, of course, *decimate* is used to refer to any large-scale destruction or killing.

**Write a Paragraph:** Research a historical event in which people were decimated, either by war, disease, or some natural disaster. Explain what happened and tell why you feel the term *decimate* is appropriately applied to this event. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

A number of English words contain a root taken from the Latin word *carnem*, meaning “flesh.” It is easy to see because it almost always appears as *-carn-* in English words and usually keeps some of the original Latin meaning. The Latin word *videre*, meaning “to see,” however, may take more than one form in English, such as *-vid-*, *-vis-*, and *-voy-*. It is a root you need to recognize because it appears in so many English words.

Root	Meaning	English Word
-carn-	flesh	carnivore
-vid-	see	providence
-vis-		visage
-voy-		clairvoyant

### Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. An herbivore feeds on plants; this word is the opposite.

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2. After death, only these fleshy remains are left in the world.

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3. This word combines the “see” root with the French word *clair*, meaning “clear.” People sometimes consult one to help them find missing persons or things.

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4. Everyone has one of these. You can see your own in a mirror.

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### Words

carnage  
carnal  
carnivore  
clairvoyant  
improvise  
incarnate  
invidious  
providence  
reincarnation  
visage

5. This word begins with the prefix *in-* and could be used to complete the sentence, “Some feel that Adolf Hitler was evil . . . .”

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6. This noun might be applied to a disaster where there was so much bloodshed that flesh was piled upon flesh.

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7. This adjective came into English through the Latin *invidere*, meaning “to look at with envy.” It can describe a remark or a look.

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8. In this word the Latin prefix *pro-*, meaning “forward,” combines with the “see” root. It can mean “the care and protection of God or nature.” When it refers to God, it is capitalized.

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9. This word begins with the *re-* prefix, meaning “again.” It could be applied to a kind of recycling process.

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10. This word begins with a form of the *in-* prefix and literally means “unable to see ahead.” If you could not see ahead of time that you were going to be asked to give a speech, you might stand up and do this.

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**Applying Meaning**

Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

- |  |          |
|--|----------|
| 1. At a banquet honoring a foreign guest, would it be appropriate to ask someone to introduce him with a few <i>invidious</i> remarks? | 1. _____ |
| 2. Would someone move to an isolated cave in a faraway place to get away from the <i>carnal</i> temptations of modern civilization?    | 2. _____ |
| 3. Would you buy carrots, lettuce, and cereal for a <i>carnivorous</i> pet?  | 3. _____ |
| 4. Is it often possible to determine someone’s state of mind by studying his or her <i>visage</i> ?                                    | 4. _____ |
| 5. Would the words to an <i>improvised</i> song be written down beforehand?  | 5. _____ |
| 6. Could recycled newspaper be <i>reincarnated</i> as a greeting card?   | 6. _____ |

For each question you answered “no,” write a sentence using the vocabulary word correctly.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

7. The general wanted to avoid the \_\_\_\_ that would result from a prolonged battle, so he proposed a truce to discuss a peace treaty.  
(carnage; providence)

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8. None of us believed that Madame Zeno possessed \_\_\_\_\_ powers, but when she predicted an earthquake we could not help being a little frightened. (carnal; clairvoyant)

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9. The principal gives an annual award to the student she feels is the \_\_\_\_\_ of the values and academic achievements our school tries to represent. (incarnation; visage)

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10. After repeated rescue attempts failed to reach the stranded hiker, her parents felt there was little to do but to put her fate in the hands of \_\_\_\_\_. (carnage; Providence)

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### Test-Taking Strategies

The Scholastic Aptitude Test (SAT) includes a section on reading comprehension. These tests ask you to read one or two selections and then answer some questions to see how well you understand what you read. The questions do not simply ask you to recall the details—they ask you to draw inferences from the information. For example, if the selection says something about the sound of boots squeaking through snowdrifts, you would be expected to infer that it is winter.

*Practice:* Reread the selection *Playing Your Cards Right* on page 99. Write an X next to the statements that might be inferred from this essay.

- |  |          |
|--|----------|
| 1. Elvis Presley and Buddy Holly were popular in the 1950s.                                  | 1. _____ |
| 2. Collecting baseball cards is an easy way to make money.                                   | 2. _____ |
| 3. Before throwing out any baseball cards, you would be wise to see if they are worth money. | 3. _____ |
| 4. Collecting baseball cards in the 1950s was more popular with boys than with girls.        | 4. _____ |

**Name** \_\_\_\_\_

How well do you remember the words you studied in Lessons 25 through 27? Take the following test covering the words from the last three lessons.

**Part 1 Choose the Correct Meaning**

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

**Sample**

<b>S. FINISH</b>	(A) complete (C) destroy	(B) enjoy (D) enlarge	<b>S. <u>A</u></b>
<b>1. ADVOCATE</b>	(A) annoy (C) promote	(B) empty (D) warn	<b>1. _____</b>
<b>2. INVIDIOUS</b>	(A) disagreeable (C) charming	(B) transparent (D) amazing	<b>2. _____</b>
<b>3. STAGNATE</b>	(A) accuse (C) praise	(B) instruct (D) become motionless	<b>3. _____</b>
<b>4. CATAclysm</b>	(A) loud noises (C) animal sanctuary	(B) catastrophe (D) steep cliff	<b>4. _____</b>
<b>5. INTIMIDATE</b>	(A) frighten (C) become very close with another person	(B) suggest (D) deliver	<b>5. _____</b>
<b>6. NUTRIMENT</b>	(A) nourishment (C) seed	(B) rock formation (D) improvement	<b>6. _____</b>
<b>7. NOTORIOUS</b>	(A) saintly (C) famous for unfavorable reasons	(B) decayed (D) secret	<b>7. _____</b>
<b>8. IMPROVISE</b>	(A) improve greatly (C) promise	(B) move cautiously (D) perform without preparation	<b>8. _____</b>
<b>9. HEYDAY</b>	(A) period of greatest success (C) time of pain or disappointment	(B) harvest time (D) source of riches	<b>9. _____</b>

Go on to next page. ➤

10. EXPUNGE	(A) soak up (C) release	(B) erase (D) bounce	10. _____
11. PREDILECTION	(A) type of election (C) tendency	(B) rumor (D) taste for adventure	11. _____
12. WANE	(A) decrease (C) move without purpose	(B) trick (D) seek passionately	12. _____
13. ARABLE	(A) likely to make mistakes (C) open or uncovered	(B) foreign (D) fertile	13. _____
14. PROVIDENCE	(A) divine control (C) area of land	(B) storage area for food (D) lengthy explanation	14. _____
15. VISAGE	(A) home for a religious person (C) invitation	(B) facial expression (D) official visit	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. edifice	a. dead and decaying organic material	16. _____
17. carnage	b. insert in text	17. _____
18. obliterate	c. meat eater	18. _____
19. perpetuate	d. building	19. _____
20. putrefaction	e. erase without a trace	20. _____
21. decimate	f. embodied in human form	21. _____
22. depredate	g. cause to continue	22. _____
23. carnivore	h. bloody slaughter	23. _____
24. interpolate	i. ransack or rob	24. _____
25. incarnate	j. kill or destroy large numbers	25. _____



Name \_\_\_\_\_

*The Art of Horace Pippin**Words*

apogee

confrontation

cull

exalt

implausible

primitive

scrupulous

suffuse

transient

vignette

During the 1930s, it was unlikely that a middle-aged African American from a small town in Pennsylvania would achieve success as a painter. Add to this the fact that the man had never studied art, had earned his living as a hotel porter and used-clothes peddler, and had all but lost the use of his right arm. Horace Pippin had one of the most **implausible** careers in the history of twentieth-century art.

Born into a family just one generation removed from slavery, Pippin joined the army in 1917 at the age of twenty-nine. While fighting with the celebrated 369th Colored Infantry Regiment in France, he was shot by a sniper. As therapy for his injured arm, he started decorating discarded cigar boxes, whittling picture frames, and burning images on wood panels with a hot poker. It wasn't until 1930 that he tried oil painting for the first time, propping up his right arm with his left hand.

The subject of Horace Pippin's earliest paintings is World War I. The somber palette and emphasis on weapons and **confrontation** suggest that he was summarizing his response to the devastation of modern warfare rather than evoking specific memories of combat. What is most interesting about these early efforts is the three-dimensional effect of hundreds of layers of paint. Although Pippin subsequently abandoned such heavy layering, he continued to rely on **scrupulously** textured pigment, especially for foliage, textiles, and atmospheric effects.

Pippin's representations of African American life are considered to be the **apogee** of his achievements as a painter who was attentive to popular culture. **Culling** images from magazines, films, and illustrated calendars, he committed **vignettes** of family life and seasonal activities to wood panels from doors, tables, or furniture cases. Often the varnish on the original surface provided the principal coloring. A humble charm **suffuses** these memorable scenes, alive with detail down to each lacy edge of a doily and every braid of a rag rug.

In 1937, Horace Pippin's paintings came to the attention of an art critic, who encouraged him to contribute several works to an art show outside of Philadelphia. His paintings were so well received that he was asked to participate in the Museum of Modern Art's traveling exhibition of so-called naive, or **primitive**, art. For a time, Pippin was more famous than Grandma Moses, with tributes from coast to coast and works reproduced in all the major magazines. Unfortunately, his fame was **transient**. He died in 1946, having completed 140 paintings, drawings, and wood panels. In his short but extraordinary career, this self-taught painter **exalted** the commonplace and commemorated his unique vision of history, nature, and people.

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word or words could best replace *implausible* in line 5? 1. \_\_\_\_\_  
(A) not noticeable                      (B) difficult to believe  
(C) unwise                                  (D) irritating
2. A *confrontation* (line 15) can best be described as a(n) \_\_\_\_\_. 2. \_\_\_\_\_  
(A) moral obligation                      (B) amendment to a contract  
(C) conflict                                  (D) hopeless maneuver
3. Which word or words could best replace *scrupulously* in line 20? 3. \_\_\_\_\_  
(A) conscientiously and                      (B) dutifully  
      exactly  
(C) temporarily                                  (D) physically
4. An *apogee* (line 23) can best be described as a(n) \_\_\_\_\_. 4. \_\_\_\_\_  
(A) unrealistic expectation                      (B) crucial circumstance  
(C) high point                                  (D) lifelike portrayal
5. Which word could best replace *culling* in line 24? 5. \_\_\_\_\_  
(A) selecting                                  (B) discarding  
(C) building                                  (D) ignoring
6. A *vignette* (line 25) can best be described as a(n) \_\_\_\_\_. 6. \_\_\_\_\_  
(A) insult    (B) alternative to painting  
(C) formal portrait                                  (D) short scene or incident
7. Which word or words could best replace *suffuses* in line 27? 7. \_\_\_\_\_  
(A) ruins    (B) reverses  
(C) spreads through                                  (D) reduces in intensity
8. Which word or words could best replace *primitive* in line 34? 8. \_\_\_\_\_  
(A) happening regularly                      (B) suitable  
(C) simple and                                  (D) complex and sophisticated  
      unsophisticated
9. Something that is *transient* (line 36) can best be described as \_\_\_\_\_. 9. \_\_\_\_\_  
(A) extraordinary                                  (B) of brief duration  
(C) intensely felt                                  (D) unexpected
10. Which word or words could best replace *exalted* in line 38? 10. \_\_\_\_\_  
(A) elevated                                  (B) substituted  
(C) developed gradually                                  (D) concealed

*Applying Meaning*

Follow the directions below to write a sentence using a vocabulary word.

1. Explain the accomplishments of a famous athlete, musician, or politician. Use the word *apogee*.

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2. Describe an example of an art form, hobby, or craft. Use any form of the word *primitive*.

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3. Describe someone's appreciation of a garden during a particular time of the year. Use any form of the word *transient*.

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4. Explain one step of a complex or exacting process. Use any form of the word *scrupulous*.

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5. Describe a speech or a speaker you have heard recently. Use any form of the word *exalt*.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

- |   |          |
|---|----------|
| 6. Before making a pie, do you <i>cull</i> only the sweetest and plumpest blueberries from those you have picked? | 6. _____ |
| 7. Is a <i>vignette</i> a delicate vine that grows in tropical climates?  | 7. _____ |







Name \_\_\_\_\_

Nothing, it seems, remains the same for long. An ugly caterpillar changes into a beautiful butterfly. A young boy's voice changes pitch as he grows. Styles of clothing change. Political opinions change. One day you are convinced you are right about something; the next day you change your mind. In this lesson, you will learn ten words that relate to change.

**Unlocking Meaning**

A vocabulary word appears in *italics* in each sentence or short passage below. Think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

- During his entire campaign, the candidate *vacillated* on the issue of taxes. By election day, voters had no idea if he supported or opposed raising taxes.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- That man, an *inveterate* thief, has gone to jail several times for robbery. No amount of punishment seems to be enough to reform him.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Marta's *desultory* conversation left me totally confused. She never stayed on one subject long enough for me to figure out what she was talking about.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- "When you give a speech," Ms. Arnetto instructed, "*modulate* your voice. Changing from soft tones to louder tones will add expression and maintain the audience's interest."  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Words**

capricious  
desultory  
ephemeral  
immutable  
inveterate  
malleable  
metamorphosis  
modulate  
vacillate  
volatile

5. The town council's decision to fire the police chief remained *immutable*. The fact that numerous citizens had signed a petition protesting the action would not change the council's decision.

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6. In Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Dr. Jekyll undergoes a complete *metamorphosis* when he drinks a solution made in his laboratory. The kindly Dr. Jekyll becomes the vicious and cruel Mr. Hyde.

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7. A successful company cannot afford to have *capricious* leadership. It is better to set a goal and stick with it than to change directions with each new impulse.

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8. Most investors prefer a steady, predictable economy rather than a *volatile* one in which wages and prices go up and down suddenly.

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9. Gold is a soft, *malleable* metal that can be hammered and molded into many different shapes. If it were not, there would be very limited amounts of gold jewelry.

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10. The rainbow was remarkably beautiful, but its beauty was *ephemeral*. After a few short minutes, its brilliant colors had faded away.

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Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

1. Would you trust an *inveterate* liar if he told you important news? 1. \_\_\_\_\_
2. Would an *ephemeral* thought be on your mind for days and weeks at a time? 2. \_\_\_\_\_
3. Would you avoid using a *vacillating* umpire in an important baseball game? 3. \_\_\_\_\_
4. Is the law of gravity considered *immutable*? 4. \_\_\_\_\_
5. Would a *capricious* person tend to analyze a problem in great detail before acting? 5. \_\_\_\_\_
6. Is someone with a *malleable* personality probably easy to get along with? 6. \_\_\_\_\_
7. When entering a library or viewing a solemn ceremony, are you expected to *modulate* the volume of your conversation? 7. \_\_\_\_\_
8. Is it difficult to take notes on a *desultory* lecture? 8. \_\_\_\_\_
9. Could you count on a person with a *volatile* temper to be in a good mood on a given day? 9. \_\_\_\_\_
10. Does a tadpole that changes into a frog experience *metamorphosis*? 10. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word correctly.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Follow the directions below to write a sentence using a vocabulary word.

11. Describe something you or someone you know did. Use the word *capricious*.

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12. Use the word *volatile* to describe something.

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13. Use *inveterate* to describe a personality trait of someone you know.

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14. Describe a sound you commonly hear. Use any form of the word *modulate*.

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### ***Bonus Word***

#### **chameleon**

A *chameleon* is a type of lizard that lives in the forests of Africa, Madagascar, Asia, and Spain. The most remarkable feature of these short, flat, slow-moving reptiles is their ability to change color. When frightened or exposed to a variation in temperature or light, a chameleon may change from green to black, from yellow to brown, from a solid color to spots. A person who changes opinions, attitudes, and behavior to suit his or her surroundings is often described as a *chameleon*.

**Cooperative Learning:** Work with a partner to brainstorm a list of animals whose names might be used to describe human traits or personalities. Create an “Animal Adjective Dictionary.” For each dictionary entry, write the animal’s name and its most remarkable features, and explain how it is used to describe people.



Name \_\_\_\_\_

The Latin root *-pel-* is seen in many familiar words. It comes from the Latin word *pellere*, meaning “to drive” or “to push.” This root also appears in English words as *-puls-*. You probably know many words that contain the root *-vit-* or *-viv-*. This root comes from the Latin word *vivere*, meaning “to live.” Each vocabulary word in this lesson has one of these two roots.

Root	Meaning	English Word
-pel-	to drive, to push	impel
-puls-		pulsate
-vit-	to live	vitality
-viv-		vivacious

### Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This verb begins with a form of the prefix *in-*, meaning “against.” It literally means “drive against.”

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2. This word is an adjective that ends in a suffix meaning “capable of.” You see the French word *vie*, meaning “life,” in this word.

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3. This word is always a verb. A healthy heart will “drive” like this regularly.

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4. This adjective might be used to describe someone with a charming and witty personality or who seems to be full of life.

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### Words

compulsory

convivial

dispel

impel

pulsate

repellent

viable

victual

vitality

vivacious

5. This adjective begins with the prefix *com-*, meaning “with,” and contains a form of the “push” root. When a meeting is this, you *have* to be there.

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6. This word has a prefix meaning “away” and may be an adjective or a noun. It comes in handy around mosquitoes because it drives them away.

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7. This word is always a noun. You do not have this if you are tired and sluggish.

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8. This adjective also begins with a prefix that means “with.” You might use this word to describe someone who enjoys lively parties with lots of people.

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9. This verb is a combination of the “drive” root and the *dis-* prefix, meaning “apart.”

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10. It is not easy to see the “live” meaning in this word until you realize that life depends on food. It has three vowels, but its pronunciation has only two syllables.

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Name \_\_\_\_\_

*Applying Meaning*

Follow the directions below to write a sentence using a vocabulary word.

1. Describe an elderly person or someone famous. Use the word *vitality*.

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2. Use any form of the word *dispel* in a sentence about a false rumor.

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3. Describe being near a swamp or state an idea you dislike very much.  
Use the word *repellent*.

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4. Describe a street scene. Use any form of the word *pulsate*.

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5. Describe a classmate's or a celebrity's personality. Use the word *vivacious*.

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6. Write a sentence about camping. Use any form of the word *victual*.

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7. Write a sentence about the effects of a guilty conscience. Use any form of the word *impel*.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

8. After hours of discussion, Jorge's proposal still seemed like the most \_\_\_\_\_ plan. (convivial; viable)

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9. Before being hired as a truck driver, each applicant had to pass a \_\_\_\_\_ drug test. (compulsory; vivacious)

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10. The \_\_\_\_\_ mood at the party was interrupted by a loud crash and the sound of sirens. (convivial; compulsory)

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### ***Bonus Word***

#### **joie de vivre**

A hearty, carefree person who seems to love and enjoy every moment of his or her life may be said to have *joie de vivre* (zhwä' də vē'vrə). This familiar expression, which has worked its way into the English language from French, translates as "joy of living."

**Write a Paragraph:** Do you know anyone with true *joie de vivre*? Perhaps that someone is you. Write a paragraph describing a person with *joie de vivre*, providing details of how the person's joy of living is demonstrated.



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 28 through 30? Take the following test covering the words from the last three lessons.

### Part 1 Antonyms

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is most nearly opposite in meaning to the word in capital letters. Consider all choices before deciding on your answer. Write the letter for your answer on the line provided.

#### Sample

S. HIGH	(A) cold (C) low	(B) simple (D) foolish	S. <u>C</u>
1. COMPULSORY	(A) required (C) sudden	(B) optional (D) simple	1. _____
2. CAPRICIOUS	(A) clumsy (C) stale	(B) unconnected (D) constant	2. _____
3. IMPLAUSIBLE	(A) unlikely (C) without pauses	(B) probable (D) attractive	3. _____
4. MALLEABLE	(A) rigid (C) impossible	(B) portable (D) counterfeit	4. _____
5. VACILLATE	(A) awaken (C) remain unchanged	(B) deny (D) lubricate	5. _____
6. VIABLE	(A) invisible (C) unable to survive	(B) genuine (D) solid	6. _____
7. REPELLENT	(A) attractive (C) calm	(B) repeated often (D) sickly appearance	7. _____
8. IMMUTABLE	(A) loud (C) lovable	(B) easily changed (D) attractive	8. _____
9. SCRUPULOUS	(A) humorous (C) honest	(B) illogical (D) careless	9. _____
10. DESULTORY	(A) well organized (C) pure	(B) complimentary (D) harmful	10. _____

Go on to next page. ➤

11. MODULATE	(A) simplify (C) modify	(B) proceed without change (D) examine closely	11. _____
12. EPHEMERAL	(A) essential (C) long-lived	(B) plain (D) commonplace	12. _____
13. PRIMITIVE	(A) complex (C) artistic	(B) related to animals (D) dangerous	13. _____
14. INVETERATE	(A) experienced (C) confusing	(B) changeable (D) tending to arouse anger	14. _____
15. VIVACIOUS	(A) deceitful (C) easily embarrassed	(B) possessing high moral principles (D) dull	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. apogee	a. conflict	16. _____
17. volatile	b. drive away	17. _____
18. dispel	c. select	18. _____
19. cull	d. force into action	19. _____
20. confrontation	e. jovial	20. _____
21. pulsate	f. highest or farthest point	21. _____
22. victual	g. food	22. _____
23. convivial	h. explosive	23. _____
24. impel	i. spread through	24. _____
25. suffuse	j. throb	25. _____

Name \_\_\_\_\_

*Salvaging History: The Wreck of the Ten Sail*

Somewhere, far below the deceptively **placid** turquoise waters off the Cayman Islands, lies an important piece of history. Although the wrecks of the British frigate HMS *Convert* and nine of its fifty-eight-ship merchant convoy will never **relinquish** the treasures of Spanish galleons, they may provide historians with the opportunity to reconstruct part of eighteenth-century maritime life and culture.

The position of the Cayman Islands, along the sailing route of the Leeward Passage, ensured that from the earliest days of New World exploration, seafarers used them as navigational landmarks. Ever since the sixteenth century, the coral reefs surrounding the islands have been a **pernicious** snare for hundreds of ships, including the *Convert*.

A popular version of this shipwreck dates it to 1788 and mentions a naval escort. Other stories suggest that the **calamity** was caused by pirate ships. Although the traditional narratives related in the islands diverge from historical fact, the folkloric title “Wreck of the Ten Sail” stuck. During the eighteenth century, “ten sail” referred to ten sailing ships.

Eighteenth-century official documents **procured** from the archives of Great Britain and Jamaica reveal an intriguing story. According to this source, the HMS *Convert* was bound from Jamaica to Great Britain in February 1794, under the command of Captain John Lawford. With the frigate as a **bulwark**, the convoy of merchant vessels were **laden** with West Indian sugar and rum. At the beginning of the journey, the fleet was delayed by a leaky merchant ship, preventing the *Convert*’s officers from sighting Grand Cayman before sunset on the second day of the voyage. At midnight, the sailing master recommended to the captain that their course be shifted more to the north, in order to reach the western tip of Cuba. By his reckoning, the fleet was southwest of Grand Cayman. A few hours later, however, several ships that had sailed ahead wrecked on the reefs of the largest island. One of these ships fired a warning shot, and the captain of the *Convert* gave the signal for the convoy to **disperse**. As the frigate attempted to change course, a merchant vessel crashed into her bow and became entangled. By the time the *Convert* cleared the other ship, she was too near the breakers to escape. The dawn revealed nine merchant vessels and their naval escort hopelessly aground on the reef. At least eight people perished in the disaster.

The crew **salvaged** some of the cargo from the ships involved in the “Wreck of the Ten Sail” before they sank. The specific location of the debris was forgotten, and for two centuries, the sites were taken over by the sea. Today, there are plans to recover **relics**, such as cannons, anchors, ships’ fittings, and navigational instruments. Underwater archaeologists anticipate contributing to Caymanian as well as maritime history.

*Words*

bulwark

calamity

disperse

laden

pernicious

placid

procure

relic

relinquish

salvage



## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. In line 1 *placid* means \_\_\_\_\_.  
(A) dangerous (B) transparent  
(C) smelling like fish (D) calm  
1. \_\_\_\_\_
2. Which word could best replace *relinquish* in line 4?  
(A) surrender (B) separate  
(C) authorize (D) locate  
2. \_\_\_\_\_
3. Which word could best replace *pernicious* in line 11?  
(A) forceful (B) spirited  
(C) harmful (D) symbolic  
3. \_\_\_\_\_
4. A *calamity* (line 13) can best be described as a(n) \_\_\_\_\_.  
(A) disaster (B) exchange of views  
(C) strange situation (D) series of steps  
4. \_\_\_\_\_
5. Something that is *procured* (line 17) can best be explained as \_\_\_\_\_.  
(A) obtained by special effort (B) released to the public  
(C) taken illegally (D) translated  
5. \_\_\_\_\_
6. Which word or words could best replace *bulwark* in line 20?  
(A) incentive (B) decoy  
(C) example (D) defense or safeguard  
6. \_\_\_\_\_
7. Which word or words could best replace *laden* in line 21?  
(A) influenced by tides (B) unrestrained  
(C) weighed down by (D) incapable of being subdued  
7. \_\_\_\_\_
8. Which words could best replace *disperse* in line 30?  
(A) return to port (B) scatter in different directions  
(C) examine the damage (D) identify the problem  
8. \_\_\_\_\_
9. Something that is *salvaged* (line 35) can best be described as \_\_\_\_\_.  
(A) saved from loss (B) thrown about  
(C) turned in a circular motion (D) ruined  
9. \_\_\_\_\_
10. *Relics* (line 38) can best be described as \_\_\_\_\_.  
(A) vulnerable targets (B) different combinations of parts  
(C) historically interesting objects (D) minor weaknesses  
10. \_\_\_\_\_



**Applying Meaning**

Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

1. On April 15, 1912, the ocean liner *Titanic* sank in what is considered one of the greatest \_\_\_\_\_ in maritime history. (calamities; relics)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. When its ships were repeatedly harassed by German submarines, the United States \_\_\_\_\_ its neutrality and entered World War I on the side of Great Britain, France, Russia, and Italy. (procured; relinquished)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. The system of checks and balances was designed as a \_\_\_\_\_ against the accumulation of too much power by one branch of the government. (bulwark; dispersal)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. During the 1920s, the discovery of Tutankhamen's unlooted tomb was among the great archaeological discoveries of the time; well-preserved \_\_\_\_\_ provided scientists with information about life in Egypt and the pharaoh's reign. (relics; bulwarks)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Oona's decisiveness and her \_\_\_\_\_ temperament make her the perfect candidate for the position of sales manager in the department store's bargain basement. (placid; pernicious)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read each sentence below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

6. *Laden* with backpacks, tents, cooking equipment, and a four-day supply of food, the donkey plodded slowly up the trail. 6. \_\_\_\_\_
7. The committee chairperson *dispersed* with the reading of the minutes from the last meeting because of the lateness of the hour. 7. \_\_\_\_\_
8. When it discovers *pernicious* medical treatments or devices through testing, the FDA approves these new methods and products to improve life and health. 8. \_\_\_\_\_
9. Many of the hurricane victims were unable to *salvage* even a single possession; strong winds and water had destroyed everything. 9. \_\_\_\_\_
10. The Erie Canal was an important factor in encouraging immigration to the Midwest, helping to *procure* numerous large cities. 10. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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	<b><i>Mastering Meaning</i></b>
	In spite of the best intentions, not everything we plan turns out exactly as we expected. Forces like nature or other people are often beyond our control. Write a serious or humorous narrative about a situation that got out of hand. Be sure to explain the original plan as well as how the outcome deviated from it. Use some of the words you studied in this lesson.

Name \_\_\_\_\_

Life is made up of a number of starts and stops. Every day is a series of new starts at school, on the job, or at play. We begin new friendships, learn new skills, and travel new roads. At the same time we bring things to a close. We leave behind old friends, move on to new jobs, and find new interests. The words in this lesson are related to the many ways we start, stop, or pause to think things over.

### Unlocking Meaning

Read the sentences or short passages below. Write the letter for the correct definition of the italicized vocabulary word.

We were certain that the icy roads would *impede* our travel, so we left for the airport an hour early.

1. (A) hasten  
(B) hinder  
(C) ignore  
(D) enhance

Megan knew she had to finish her homework before class met on Monday, but as usual she had *procrastinated*. Once again she was doing her homework at midnight on Sunday.

2. (A) prepared carefully  
(B) offended others  
(C) finished quickly  
(D) postponed until later

For the two hours that the storm raged, we took shelter in the basement. When the wind and rain finally began to *abate*, we were able to go outside and survey the damage.

3. (A) lessen  
(B) increase  
(C) move unpredictably  
(D) turn to the west

The Petersens decided to place their pets in a kennel while they were on vacation. Since many hotels and parks do not allow pets, the Petersens did not wish to *fetter* themselves by bringing the animals.

4. (A) expand  
(B) shorten  
(C) restrict one's freedom  
(D) explain

### Words

abate

debut

encumber

fetter

impede

inhibit

neophyte

precipitate

procrastinate

thwart

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

The automobile manufacturer refused to allow the reporters to photograph the new solar-powered car. If photographs appeared in the newspapers now, the car's *debut* at the energy conference would be spoiled.

5. (A) first public appearance  
(B) destruction  
(C) competition  
(D) remodeling

5. \_\_\_\_\_

Because Maria was a *neophyte*, she paid too much for the stamps. An experienced collector would have bargained for a better price.

6. (A) well-known expert  
(B) native  
(C) beginner  
(D) someone unable to make a decision

6. \_\_\_\_\_

Even though the two nations were discussing a peace treaty, the hostile behavior of the border guards was certain to *precipitate* a war.

7. (A) prevent  
(B) postpone indefinitely  
(C) make impossible  
(D) cause to happen

7. \_\_\_\_\_

The cold, rainy weather *inhibited* the repair work on the cottage. The project will now take two more months to complete.

8. (A) held back  
(B) improved slightly  
(C) destroyed  
(D) moved from place to place

8. \_\_\_\_\_

Thinking the rescuers were going to harm his master, the growling dog *thwarted* all efforts to treat the injured hiker.

9. (A) improved  
(B) prevented  
(C) admired  
(D) ignored

9. \_\_\_\_\_

The retreating soldiers left behind their heavy weapons. In order to make a quick retreat, they could not be *encumbered* by unnecessary weight.

10. (A) burdened  
(B) moved to action  
(C) joined together  
(D) deceived

10. \_\_\_\_\_



**Applying Meaning**

Each question below contains a vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

1. Would a convicted murderer be *fettered* while being transported to prison? 1. \_\_\_\_\_
2. Would someone who constantly *procrastinates* make a good emergency medical technician? 2. \_\_\_\_\_
3. If you needed surgery for a serious injury, would you request that a *neophyte* perform the operation? 3. \_\_\_\_\_
4. After a field trip to the theater, might your teacher ask the class to write a *debut* of the play? 4. \_\_\_\_\_
5. Could forecasts of an approaching hurricane *precipitate* a traffic jam on the freeways leading out of town? 5. \_\_\_\_\_
6. Would having your leg in a cast be an *encumbrance* when climbing a steep flight of stairs? 6. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word correctly.

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Follow the directions below to write a sentence using a vocabulary word.

7. Tell about a time you or someone you know controlled a feeling of anger. Use any form of the word *abate*.

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8. Describe a time when you were very frustrated by something. Use any form of the word *thwart*.

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9. Describe something that interfered with someone's plans or activities. Use any form of the word *inhibit*.

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10. Describe a project or similar activity that took longer than you planned. Use any form of the word *impede*.

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### ***Our Living Language***

The word *neophyte* came into English through the Greek *neo-* meaning “new” and *phytos* meaning “planted.” A neophyte is “newly planted” in some field and therefore is a beginner. The Greek word part *neo-* is frequently added to the beginning of a word to add the meaning of “new” or “different” to another word. It is usually used to refer to a rebirth or revitalization of a previous concept or idea. Hence, a movement to re-introduce the beliefs or methods of Hitler's fascism might be referred to as *neofascism* or *neo-Nazism*.

**Build Your Vocabulary:** Add the Greek *neo-* to these words to make a new word. Then use a dictionary to write a brief definition for each word.

**Darwinism**

**expressionism**

**Freudian**

**colonialism**

**liberal**

**classicism**

Name \_\_\_\_\_

Two closely related Greek words show up in many English words. The first, *polites*, is the Greek word for “citizen,” and can be found in words like *politic*. The second, *polis*, means “city.” It is seen in the English word *megalopolis*. In Latin the root for “city” is *-urb-*. It is found in English words like *urban*. All the words in this lesson contain one of these roots.

Root	Meaning	English Word
-polit-	citizen	politic
-polis-	city	megalopolis
-urb-	city	urban

Words

cosmopolitan

geopolitics

impolitic

megalopolis

metropolitan

politic

politico

urban

urbane

urbanite

Unlocking Meaning

Write the vocabulary word that fits each clue below. Then say the word and write a short definition. Compare your definition and pronunciation with those given on the flash card.

1. This word is a combination of the Greek word *megas*, meaning “great,” and the Greek word for “city.” An example would be the cluster of large cities near New York City in northern New Jersey.

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2. This adjective comes from the Greek word for “citizen” and describes a type of behavior. Some say it is the type of behavior a successful politician would probably have.

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3. Originating with the Greek word for “citizen,” this English word has come to refer to a citizen involved in government. Perhaps because the word came into English through Italian, a final *o* was added.

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4. This noun combines “politics” and “geography.” It suggests that how nations view each other depends on a combination of these.

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5. This adjective comes from the Greek *metropolis*, meaning “mother city.” It is often used to describe a city and its outlying areas, or two large, closely connected cities, like Dallas–Fort Worth and Minneapolis–Saint Paul.

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6. From the Latin word for “city,” this adjective is the opposite of “rural.”

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7. This adjective also comes from the Latin word for “city,” but it describes a manner or behavior. It is probably based on the belief that people living in cities have better manners.

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8. This adjective is a combination of the Greek *kosmos*, meaning “world” or “universe,” and the Greek word for “citizen.”

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9. This word ends with the suffix *-ite*, meaning “a person of or from.”

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10. This word adds a form of the *in-* prefix, meaning “not,” to the root meaning “citizen.” It has more to do with politics than with citizenship.

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### Applying Meaning

Each question below contains at least one vocabulary word from this lesson. Answer each question “yes” or “no” in the space provided.

1. Would you expect an *urbane* man or woman to behave properly in a social gathering? 1. \_\_\_\_\_
2. Would you be likely to find an *urbanite* living in a *megapolis*? 2. \_\_\_\_\_
3. If someone you just met made an *impolitic* remark, would he or she make a good first impression? 3. \_\_\_\_\_
4. In planning a subway linking a city and all of its surrounding areas, would it be sensible to consult representatives from the *metropolitan* area? 4. \_\_\_\_\_
5. Would a *cosmopolitan* man or woman be interested only in hometown issues and events? 5. \_\_\_\_\_
6. Would an *urban* setting include dirt roads, and small, wooden cabins? 6. \_\_\_\_\_

For each question you answered “no,” write a sentence using the vocabulary word(s) correctly.

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Follow the directions below to write a sentence using a vocabulary word.

7. Describe a remark or comment someone made while running for office. Use the word *politic*.

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8. Use any form of the term *geopolitics* in a sentence about an international problem or issue.

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9. Choose a well-known *politico* involved in local, state, or federal government. Then complete this sentence: Like most politicians, (your chosen example) always . . . .

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10. Write a sentence describing what you might expect to see in a megapolis. Use the word *megapolis* in your sentence.

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### ***Bonus Word***

#### **Spartan**

Sparta was the capital of the ancient Greek city-state of Laconia. Ruled by a small group of people whose ancestors had conquered the area around 1100 B.C., Sparta expected the male members of the ruling class to survive on the barest essentials and to endure the most brutal hardships. Today, if someone leads a Spartan existence, he or she leads a life of frugality and strict self-discipline.

**Cooperative Learning:** The names of certain cities and states are sometimes used today to refer to the lifestyles of the people who live there. What does it mean to have a California look? How long is a New York minute? Work with a partner to list some terms and definitions that are based on a city or state.

Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 31 through 33? Take the following test covering the words from the last three lessons.

### Part 1 Choose the Correct Meaning

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

#### Sample

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) enlarge	S. <u>    B    </u>
1. URBANE	(A) crowded (C) refined	(B) proud (D) talkative	1. _____
2. ABATE	(A) lessen (C) desire	(B) argue (D) tempt	2. _____
3. FETTER	(A) humiliate (C) accelerate	(B) restrain (D) decide quickly	3. _____
4. PLACID	(A) attractive (C) peaceful	(B) soft (D) unusual	4. _____
5. SALVAGE	(A) uncivilized (C) guard closely	(B) save (D) frighten	5. _____
6. IMPOLITIC	(A) illegal (C) forceful	(B) impolite (D) unwise	6. _____
7. COSMOPOLITAN	(A) handsome (C) worldly	(B) foreign (D) crude	7. _____
8. NEOPHYTE	(A) beginner (C) habitual thief	(B) elected official (D) coward	8. _____
9. PERNICIOUS	(A) suspicious (C) improper	(B) destructive (D) amusing	9. _____
10. MEGALOPOLIS	(A) early form of life (C) large monument	(B) harsh noises (D) large populated area	10. _____

Go on to next page. ➤

11. BULWARK	(A) wide street (C) threat	(B) safeguard (D) idle conversation	11. _____
12. PROCRASTINATE	(A) postpone (C) mislead	(B) support strongly (D) brush aside	12. _____
13. DEBUT	(A) argument (C) explanation	(B) denial (D) first appearance	13. _____
14. IMPEDE	(A) move aside (C) hinder	(B) gain speed (D) trick	14. _____
15. CALAMITY	(A) false claim (C) unit of measure	(B) disaster (D) misunderstanding	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. relic	a. politician	16. _____
17. metropolitan	b. remains from the past	17. _____
18. urbanite	c. get through effort	18. _____
19. procure	d. cause to occur	19. _____
20. inhibit	e. give up	20. _____
21. disperse	f. having to do with a city	21. _____
22. relinquish	g. loaded	22. _____
23. precipitate	h. restrain	23. _____
24. politico	i. scatter	24. _____
25. laden	j. person who lives in a city	25. _____



Name \_\_\_\_\_

*The Most Important Chemical Reaction in the World*

After the cold gray of winter, spring brings a sense of freshness and renewal. The **salutary** effect of the new season has been celebrated in festivals and ceremonies for centuries. Perhaps more than anything else, the green sprouts that burst from the soil and gradually **elongate** upward reflect this annual  
 5 renewal. After witnessing this **phenomenon** year after year, one might begin to take this rebirth of plant life for granted. In reality, however, it is quite amazing. A little sunny warmth, some water, soil, and seeds can **endow** a field with explosions of flowers and a dense green cover in just a few weeks. How can a field that was frozen in lifeless ice and snow in February produce such  
 10 **grandeur** in April and May? How can an orchard that was bleak and bare in March produce bushels of fruit in September? And how does the harvest of this growth sustain almost all other life on earth year around?

These questions address the very core of life itself. Almost all life on earth is powered by energy **imparted** by the sun. Living things that make their  
 15 own food, such as plants, are called autotrophs. These autotrophs capture energy from the sun and use it directly or store it for future use. Other organisms, called heterotrophs, eat autotrophs and extract the energy and nutrients stored in their cells. Thus, directly or indirectly, the energy that powers almost all life is **derived** from the sun. But what allows plants  
 20 to change sunlight into the stuff of life?

Within the cells of plants are chemicals that cause reactions to take place. In this case, the key chemical is chlorophyll. It is critical to the most important chemical reaction in the living world—photosynthesis. During this seemingly simple reaction, solar energy and chlorophyll cause the carbon dioxide and water in the atmosphere to combine and form sugar and oxygen.  
 25

But the reaction is not really as simple as it seems, for there are a number of steps. First a series of steps called the light reactions bind the energy of light into molecules that are later used to build sugar molecules. The solar energy is absorbed by chlorophyll and converted into chemical energy  
 30 stored in the bonds of an intermediate compound. During this phase, water is **decomposed**, ultimately giving off oxygen and leaving hydrogen ions behind. This oxygen is then **accessible** to you and other living things.

Other steps in this process of photosynthesis do not require light energy and are therefore called the dark reactions. During this stage the energy  
 35 from the intermediate chemical, the hydrogen ions, and carbon dioxide combine into simple sugars. These simple sugars and the atoms they contain are the building blocks from which almost all other living tissue is built.

Photosynthesis is the **pivotal** chemical reaction of human existence. So long as we have it, we have the means to survive.

*Words*

accessible

decompose

derive

elongate

endow

grandeur

impart

phenomenon

pivotal

salutary

## Unlocking Meaning

Each word in this lesson's word list appears in dark type in the selection you just read. Think about how the vocabulary word is used in the selection, then write the letter for the best answer to each question.

1. Which word could best replace *salutary* in line 2?  
(A) demoralizing (B) confusing  
(C) religious (D) beneficial 1. \_\_\_\_\_
2. Which word could best replace *elongate* in line 4?  
(A) lengthen (B) shorten  
(C) retract (D) demand 2. \_\_\_\_\_
3. A *phenomenon* (line 5) is a \_\_\_\_\_.  
(A) noteworthy event (B) game  
(C) photograph (D) serious crisis 3. \_\_\_\_\_
4. In line 7, *endow* means \_\_\_\_\_.  
(A) take away (B) supply  
(C) discard (D) subtract 4. \_\_\_\_\_
5. In line 10, the word *grandeur* means \_\_\_\_\_.  
(A) ugliness (B) magnificence  
(C) confusion (D) tallness 5. \_\_\_\_\_
6. Which word or words could best replace *imparted* in line 14?  
(A) given (B) removed  
(C) taken away (D) concealed 6. \_\_\_\_\_
7. Which word could best replace *derived* in line 19?  
(A) predicted (B) ignored  
(C) hidden (D) received 7. \_\_\_\_\_
8. Which word or words could best replace *decomposed* in line 31?  
(A) built (B) written down  
(C) broken down (D) assembled 8. \_\_\_\_\_
9. Which word could best replace *accessible* in line 32?  
(A) explained (B) available  
(C) denied (D) unpleasant 9. \_\_\_\_\_
10. In line 38, the word *pivotal* means \_\_\_\_\_.  
(A) extremely important (B) unnecessary  
(C) sensible (D) repulsive 10. \_\_\_\_\_

**Applying Meaning**

Follow the directions below to write a sentence using a vocabulary word.

1. Describe a place or building in your community. Use any form of the word *accessible* in your description.

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2. Describe what happens to a garden at the end of the growing season. Use any form of the word *decompose* in your answer.

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3. Think of something that gives you or someone you know great pleasure. State this in a sentence using any form of the word *derive*.

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4. Describe an animal. Use any form of the word *elongate*.

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5. Describe something valuable you learned or received from an important person in your life. Use any form of the word *endow*.

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6. Tell about a beautiful scene you have seen in person, on television, or in movies. Use the word *grandeur* in your answer.

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Read each sentence below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

7. Our principal is very *accessible*, he always keeps his door open for students. 7. \_\_\_\_\_
8. The teacher was delighted that the students had *imparted* the lesson. 8. \_\_\_\_\_
9. The astronaut walked to the *pivotal* that had been placed on the stage, unfolded her notes, and began her speech. 9. \_\_\_\_\_
10. Since a full solar eclipse is such a rare *phenomenon*, scientists try to observe it closely. 10. \_\_\_\_\_
11. The *salutary* effects of the contaminated water caused the campers to become quite ill. 11. \_\_\_\_\_
12. Often the children of well-known athletes are also *endowed* with exceptional physical ability. 12. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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### *Mastering Meaning*

The process of photosynthesis is one of the most important phenomena in nature. Without it, life as we know it on our planet could not exist. Think of another important phenomenon. It does not have to be as critical as photosynthesis, but it should be something you think is important for life as you know it. Describe this phenomenon in a short essay and tell why you think it is important. Use some of the words from this lesson.



Name \_\_\_\_\_

Matters of truth and falsehood are not always simple cases of right and wrong. Our language includes a number of words that allow us to be less blunt or to imply degrees of falsehood. Even truth occurs by degrees. It is not surprising that someone sworn to tell the truth is advised that it must be “the truth, the whole truth, and nothing but the truth.” This lesson looks at ten words that deal with the concepts of truth and falsehood.

### Unlocking Meaning

Read the short passages below. Write the letter for the correct definition of the italicized vocabulary word.

Everyone in class smiled broadly when Jack insisted that he had to take care of his sick cat over the weekend and therefore could not finish his homework. Jack had *fabricated* such excuses before, but this was the most ridiculous one we had ever heard.

1. (A) decided against
- (B) made up
- (C) rejected
- (D) enjoyed

Even though Mayor Ramos admitted that her administration had made serious mistakes, she was re-elected by a sizable majority. Voters apparently admired her *veracity* more than they worried about a few honest mistakes.

2. (A) deceptive statement
- (B) political connections
- (C) blunt behavior
- (D) truthfulness

As he approached the foul line, Ezra’s calm appearance and confident stride *belied* the nervousness he felt inside. If he missed this basket, the season would be over for the team.

3. (A) contradicted
- (B) revealed
- (C) celebrated
- (D) exaggerated

When Judge Walker learned that she had once met the defendant, she withdrew from the trial. Even though the lawyers were certain she would be fair, Judge Walker’s *probity* would not allow even the appearance of bias.

4. (A) integrity; honesty
- (B) meaningless gesture
- (C) clever trick
- (D) illegal activity

### Words

artifice  
beguile  
belie  
bona fide  
chicanery  
fabricate  
feign  
probity  
veracity  
veritable

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

It was just like Victor to come up with some *artifice* for getting out of helping us build the float. Not only did the cast on his arm have a zipper, the so-called broken bone healed the next day.

5. (A) genuine problem or concern  
(B) helpful advice  
(C) crafty trick  
(D) emotional speech

5. \_\_\_\_\_

Before the museum would agree to buy the painting, the dealer had to prove that it was a *bona fide* Rembrandt. Only an expert could distinguish between a true original and a good copy.

6. (A) imitation  
(B) colorful  
(C) inexpensive  
(D) genuine

6. \_\_\_\_\_

The lecture on South American art was dreadfully boring, but I did not want to insult the speaker. So instead of yawning or staring at the ceiling, I *feigned* interest by appearing to take notes.

7. (A) delayed  
(B) pretended  
(C) refused to accept  
(D) concealed

7. \_\_\_\_\_

When the star quarterback was injured in the first quarter, losing the game seemed a *veritable* certainty. He had scored all of the points in the last game.

8. (A) joyful  
(B) unusual  
(C) unquestionable  
(D) senseless

8. \_\_\_\_\_

Do not allow their cute appearance to *beguile* you into thinking they cannot harm you. Lion cubs have sharp claws that can cut very deeply.

9. (A) deceive  
(B) amaze  
(C) enlighten  
(D) warn

9. \_\_\_\_\_

Just before the starting gun fired, Jason pointed to the sky and yelled, "Look out!" This was not the first time he had used such *chicanery* in an effort to win a blue ribbon.

10. (A) sportsmanship  
(B) heroic effort  
(C) curiosity  
(D) trickery

10. \_\_\_\_\_

### Applying Meaning

Read each sentence or short passage below. Write “correct” on the answer line if the vocabulary word has been used correctly. Write “incorrect” on the answer line if the vocabulary word has been used incorrectly.

1. When visiting Toronto, you must see the SkyDome. It is the most impressive *artifice* I have ever seen. 1. \_\_\_\_\_
2. The senator deeply resented the suggestion that she had lied during the campaign. No one had ever questioned her *veracity* before. 2. \_\_\_\_\_
3. Before paying thousands of dollars for the desk, the dealer insisted that an expert examine it to determine if it was a *bona fide* antique. 3. \_\_\_\_\_
4. The mission was extremely dangerous. Because the *probity* of survival was very small, only volunteers would be asked to undertake it. 4. \_\_\_\_\_
5. Some gamblers *beguile* their opponent into thinking they are just learning how to play the game. Then after their opponent makes a large bet, they suddenly become very skillful at the game. 5. \_\_\_\_\_
6. The weather in the desert is actually quite *veritable*. Even though the temperature might reach one hundred degrees in the afternoon, the nights can be quite cool. 6. \_\_\_\_\_

For each word used incorrectly, write a sentence using the word properly.

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Decide which word in parentheses best completes the sentence. Then write the sentence, adding the missing word.

7. The police were certain that the suspect’s story was a total \_\_\_\_\_ after he claimed he was at the movies on the night of the crime but could not remember which movie he saw. (fabrication; veracity)

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8. The boy's father never really cared much for baseball, but for the sake of his son, he \_\_\_\_\_ interest in the sport and went to all the Little League games. (belied; feigned)

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9. Before an applicant is accepted into the military academy, the admissions committee must be convinced of his or her \_\_\_\_\_. (chicanery; veracity)

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10. His rusty old car and faded clothes \_\_\_\_\_ the fact that he was the wealthy owner of several successful companies. (belied; beguiled)

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	<b><i>Bonus Word</i></b>
	<b>candid</b>
	The ancient Romans had a special word for a particularly pure, almost glowing type of white. The verb was <i>candere</i> , meaning “to shine.” The adjective was <i>candidus</i> , meaning “pure white.” The Latin <i>candidatus</i> , from which we get <i>candidate</i> , meant “clothed in white,” from the white togas worn by those seeking office. The modern English word <i>candid</i> also comes from this Latin word. A candid person is one who is open, sincere, and honest. The word <i>candid</i> also means unrehearsed. A candid photograph is one taken without the subject's knowledge.
	<b>Cooperative Learning:</b> A candid remark can be truthful and sincere, but it can also be honest to the point of being rude or painful. Complete the following statement containing the word <i>candid</i> :
	I would never say this to anyone else, but my candid opinion of . . . is . . .



Name \_\_\_\_\_

The Latin word *gignere* means “to beget” or “to produce.” This root appears as *-gen-* in a number of English words. Another Latin word, *genus*, means “kind,” as in “that kind of book.” It is related to the Greek word *genos*, meaning “race” or “kind.” The root also appears as *-gen-* in English words.

Root	Meaning	English Word
-gen-	to produce	progeny
-gen-	race, kind	gender

### Unlocking Meaning

A vocabulary word appears in *italics* in each short passage below. Find the root in the vocabulary word and think about how the word is used in the passage. Then write a definition for the vocabulary word. Compare your definition with the definition on the flash card.

- The activists claimed the billboards caused residential neighborhoods to *degenerate* into unsightly slums.

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- Their living room has a *heterogeneous* collection of furniture. One chair is modern. Another is an antique, and the lamp is from the 1950s.

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- Felipe and I have a most *congenial* relationship. We both love going to horror movies and spending hours at the library.

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- Many of the plots in Shakespeare’s plays had their *genesis* in earlier plays or in the stories of the period. This borrowing was not unusual in Elizabethan England because artists valued the classics more than originality.

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### Words

congenial  
congenital  
degenerate  
gender  
generic  
genesis  
genre  
heterogeneous  
primogeniture  
progeny

5. In some societies, the entire community, rather than just the parents, takes responsibility for raising their *progeny*. Under this arrangement, all of the adults share the tasks of teaching and caring for all of the children.

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6. A baby whose mother drank heavily during pregnancy is more likely to have a *congenital* birth defect.

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7. By today's standards, the medieval law of *primogeniture* seems unfair. In those days, only the first-born male could inherit the family's wealth or title. Nowadays, however, all children usually share in the family's estate.

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8. Only since 1970 have newspapers removed *gender* classifications from advertisements for employment. Before that time it was generally agreed that only certain types of jobs were appropriate for women.

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9. Thomas Hardy is well known for his novels, but few realize that fiction was not the only *genre* in which he excelled. His poetry is also much admired by the critics.

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10. Jess insists on buying the expensive, brand-name orange juice. I think the *generic* type is just as good, and it costs less.

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## Applying Meaning

Follow the directions below to write a sentence using a vocabulary word.

1. Write a sentence describing a crowd of people. Use the word *heterogeneous* in your sentence.

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2. Tell about something you read recently. Use the word *genre*.

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3. Write a rule for the correct use of the pronoun *he*, *him*, *she*, or *her*. Use the word *gender*.

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4. Use *progeny* in a sentence about your family or a family you know.

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5. Describe an event such as an athletic contest or a debate that turned into something else. Use any form of the word *degenerate* in your sentence.

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Each question below contains a vocabulary word from this lesson. Answer each question "yes" or "no" in the space provided.

6. Are highly advertised products often available in *generic* form?

6. \_\_\_\_\_

7. Would you expect good friends to have a *congenital* relationship?

7. \_\_\_\_\_

8. Do anthropologists sometimes travel to remote areas to study the *primogeniture* that live there?

8. \_\_\_\_\_

9. Is it desirable for a sales representative to have a *congenial* association with his or her customers?

10. In the famous children's story, does the beautiful swan have its *genesis* as an ugly duckling?

9. \_\_\_\_\_

10. \_\_\_\_\_

For each question you answered "no," write a sentence using the vocabulary word correctly.

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*Test-Taking Strategies*

Tests are often used to evaluate a student's mastery of standard English grammar and usage. These tests ask you to look at four underlined parts of a sentence and decide if one of the parts contains an error. You are then asked to write the letter for the part containing an error. If there is no error, you write "E."

Always read the entire sentence before deciding on your answer. To test whether you have identified an error, ask yourself how you would correct the error.

*Practice:* Write the letter for the underlined part of the sentence with an error. If there is no error, write E.

1. Everyone who lives near the bank or works in the area was asked  

A
B

to describe what they saw. No Error  

C
D
E

2. With it's head resting on the pillow, Butch, our pet spaniel, was the  

A
B
C
D

picture of contentment. No Error  

E

3. Anyone expecting to get a passing grade in this course must arrive on  

A
B

time for every class, complete all homework on time, and pass an oral  

C
D

examination. No Error  

E

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Name \_\_\_\_\_

How well do you remember the words you studied in Lessons 34 through 36? Take the following test covering the words from the last three lessons.

### Part 1 Choose the Correct Meaning

Each question below includes a word in capital letters, followed by four words or phrases. Choose the word or phrase that is closest in meaning to the word in capital letters. Write the letter for your answer on the line provided.

#### Sample

S. FINISH	(A) enjoy (C) destroy	(B) complete (D) send	S. <b>B</b>
1. BONA FIDE	(A) well cooked (C) luxurious	(B) genuine (D) plain	1. _____
2. PROGENY	(A) intelligence (C) children	(B) tiny organisms (D) ancestors	2. _____
3. BELIE	(A) misrepresent (C) encourage	(B) surprise (D) relax	3. _____
4. ACCESSIBLE	(A) undeniable (C) available	(B) accidental (D) highly technical	4. _____
5. ELONGATE	(A) press down (C) enclose	(B) delay (D) lengthen	5. _____
6. PIVOTAL	(A) pointed (C) athletic	(B) unusually strong (D) crucial	6. _____
7. GENRE	(A) type (C) prediction	(B) gentleness (D) argument	7. _____
8. CONGENIAL	(A) inherited (C) controversial	(B) hostile (D) pleasant	8. _____
9. FEIGN	(A) offend (C) explain	(B) pretend (D) capture	9. _____
10. HETEROGENEOUS	(A) creative (C) mixed	(B) identical (D) hesitant	10. _____

Go on to next page. ➤

11. IMPART	(A) allow (C) remove	(B) convey (D) dismiss	11. _____
12. SALUTARY	(A) rigid (C) beneficial	(B) celebrated (D) unhealthy	12. _____
13. GENERIC	(A) general (C) corrupt	(B) sexual (D) ancient	13. _____
14. DERIVE	(A) decide (C) ridicule	(B) obtain (D) excuse	14. _____
15. VERACITY	(A) bravery (C) false accusation	(B) common sense (D) truthfulness	15. _____

## Part 2 Matching Words and Meanings

Match the definition in Column B with the word in Column A.  
Write the letter of the correct definition on the line provided.

Column A	Column B	
16. veritable	a. trickery	16. _____
17. chicanery	b. sexual category	17. _____
18. degenerate	c. unquestionable	18. _____
19. genesis	d. deceive	19. _____
20. grandeur	e. provide	20. _____
21. phenomenon	f. splendor	21. _____
22. beguile	g. integrity	22. _____
23. endow	h. event	23. _____
24. gender	i. worsen	24. _____
25. probity	j. origin	25. _____

## Pronunciation Guide

Symbol	Example	Symbol	Example
ă	pat	oi	boy
ā	pay	ou	out
âr	care	ōō	took
ă	father	ōō	boot
ě	pet	ŭ	cut
ē	be	ûr	urge
ĭ	pit	th	thin
ī	pie	th	this
îr	pier	hw	which
ö	pot	zh	vision
ō	toe	ə	about, item
ô	paw		

Stress Marks: ˈ (primary); ˌ (secondary), as in **dictionary** (dikˈshə-nērˈē)

## A

**a·bate** (ə-bātˈ) *v.* **a·bat·ed, a·bat·ing.** To lessen in amount, force, degree, or intensity.

**ab·jure** (ăb-jōōrˈ) *v.* **·jured, ·jur·ing.** 1. To give up on oath; renounce. 2. To give up; abstain from. **-abˈjur·aˈtion, n. -ab·jurˈer, n.**

**ab·tract** (ăb-străktˈ, ăbˈstrăktˈ) *adj.* 1. Thought of apart from concrete objects. 2. Relating to a style of art that does not represent real form.

**a cap·pel·la** (ăˈkə-pĕlˈə) *adv.* Without instrumental accompaniment.

**ac·ces·si·ble** (ăk-sĕsˈə-bəl) *adj.* 1. Easily reached, entered, or approached. 2. Easily obtained; attainable. **-ac·ces·si·bilˈi·ty, n. -ac·cesˈsi·bly, adv.**

**ac·cost** (ə-kōstˈ, ə-kōstˈ) *v.* To approach and speak to in a hostile or aggressive manner.

**ac·qui·esce** (akˈwĕ-ĕsˈ) *v.* **-esced, -esc·ing.** To consent silently or without protest; assent.

**a·cri·mo·ni·ous** (ăkˈrə-mōˈnĕ-əs) *adj.* Bitter or sarcastic in language, temper, manner, or tone. **-acˈri·moˈny, n. -acˈri·moˈni·ous·ly, adv.**

**ad·ju·di·cate** (ə-jōōˈdĭ kātˈ) *v.* **-cat·ed, -cat·ing.** To hear and decide a case by judicial procedure. **-ad·juˈdi·caˈtion, n.**

**ad·junct** (ăjˈŭŋktˈ) *n.* Something added, but not essential, to another thing. *adj.* Added or connected in a subordinate capacity.

**a·droit** (ə-droitˈ) *adj.* Skillful and clever; resourceful. **-a·droitˈly, adv. -a·droitˈness, n.**

**a·dul·ter·ate** (ə-dŭlˈtə-rātˈ) *v.* **-at·ed, -at·ing.** To make impure or inferior by adding poor or improper substances. **-a·dulˈter·aˈtion, n.**

**ad·verse** (ăd-vŭrsˈ, ădˈvŭrsˈ) *adj.* 1. Unfavorable. 2. Antagonistic; unfriendly. **-ad·verseˈly, adv. -ad·verseˈness, n.**

**ad·vo·cate** (ădˈvə-kātˈ) *v.* **-cat·ed, cat·ing.** To plead in favor of. *n.* (ădˈvə-kĭtˈ) One who defends a cause. **-adˈvo·ca·cy, n.**



**aes·the·tic** (ēs-thēt'īk) *adj.* 1. Sensitive to art and beauty. 2. Artistic. 3. Relating to art and beauty. **-aes·thet'ic·al ly**, *adv.*

**a·grar·i·an** (ə-grâr'ē-ən) *adj.* 1. Relating to agricultural or farming matters. 2. Relating to land and its ownership or use.

**ag·gre·gate** (ăg'rĭ-gĭt) *adj.* Gathered together into a whole; total. *-n.* A whole composed of a mass of distinct things. *-v.* To gather into a mass.

**a·kin** (ə-kĭn') *adj.* 1. Having similar qualities or character. 2. Related by blood.

**a·mal·ga·mate** (ə-măl'gə-māt') *v.* **-mat·ed**, **-mat·ing**. To mix, combine, or merge. **-a·mal'ga·ma'tion**, *n.*

**a·me·lio·rate** (ə-mēl'yə-rāt) *v.* **-rat·ed**, **-rat·ing**. To make or become better; improve. **-a·me'lio·ra'tion**, *n.*

**am·or·tize** (ăm'ər-tĭz, ə-môr'-) *v.* **-tized**, **-tiz·ing**. To pay (a debt) by making payments at periodic intervals.

**a·po·gee** (ăp'ə-jē) *n.* 1. The highest or farthest point; climax. 2. The point farthest from the earth in the orbit of the moon or a satellite.

**ap·pease** (ə pēz') *v.* **-peased**, **-peas·ing**. 1. To satisfy; relieve. 2. To pacify by giving in to demands. 3. To bring peace or calm to.

**ap·pen·dec·to·my** (ăp'ən-dĕk'tə-mē) *n., pl.* **-mies**. The surgical removal of the appendix.

**ar·a·ble** (ăr'ə-bəl) *adj.* Suitable for cultivation by plowing. **-ar·a·bil'i·ty**, *n.*

**ar·bi·tra·tion** (ăr'bĭ-trā'shən) *n.* A method of settling a dispute in which an impartial person or group reaches a decision. **ar'bi·trate**, *v.*

**ar·cane** (ăr-kān') *adj.* Known or understood by only those with special knowledge; hidden or secret.

**ar·chives** (ăr'kĭvs') *n.* 1. A place where public records or historical documents are kept. 2. The records or documents kept there.

**ar·ro·gant** (ăr'ə-gənt) *adj.* Feeling or showing an overbearing pride or self-importance; conceited; haughty. **-ar'ro·gance**, *n.*

**ar·ti·fice** (ăr'tə-fĭs) *n.* 1. A clever trick. 2. Deception; trickery.

**as·per·sion** (ə-spûr'zhən, -shən) *n.* A damaging or untrue remark; slander.

**as·pi·rant** (ăs'pər-ənt, ə-spĭr'-) *n.* A person who ambitiously seeks something, such as a high position, advancement, or honors.

**as·pire** (ə-spĭr') *v.* **-spired**, **-spiring**. To be ambitious; desire; aim. **-as·pir'er**, *n.* **-as·pir'ing·ly**, *adv.*

**as·sault** (ə-sôlt') *n.* A violent attack. *-v.* To attack.

**as·sim·i·late** (ə-sim'ə-lāt') *v.* **-lat·ed**, **-lat·ing**. 1. To absorb and incorporate into oneself. 2. To absorb into a dominant culture.

**at·ta·ché** (ăt'ə-shā', ă-tă-) *n.* A member of a diplomatic staff, especially in a particular capacity.

**au con·traire** (ō-kōn-trâr') *adv.* On the contrary.

**au·gur** (ô'gər) *v.* 1. To predict; foretell. 2. to foreshadow; serve as an omen of. *-n.* A prophet.

**a·vant·garde** (ă'vānt-gărd', ăv'ănt-) *n.* People who use or experiment with new styles, techniques, or ideas, especially in the arts.



**av·ar·ice** (äv'ə-ris) *n.* Greed for money or possessions. **-av·a·ri'cious**, *adj.*

**a·verse** (ə-vûrs') *adj.* Strongly opposed to; unwilling. **-a·verse'ly**, *adv.*

**a·vo·ca·tion** (äv'o-kā'shən) *n.* Something done in addition to one's regular occupation; hobby. **-av·o·ca'tion-al**, *adj.*

## B

**be·guile** (bī-gīl') *v.* **-guiled**, **-guil ing**. 1. To mislead; deceive. 2. To amuse, charm, delight, or enchant. **-be·guile'ment**, *n.*

**be·lie** (bī-lī') *v.* **-lie**, **-ly-ing**. 1. To misrepresent; disguise. 2. To show to be false; contradict.

**bev·y** (bæv'ē) *n.*, *pl.* **-ies**. 1. A group. 2. A group of birds or animals, especially quail.

**bona fide** (bō'nə fīd, fī'dē, bōn'ə) *adj.*  
1. Genuine; real. 2. In good faith.

**bul·wark** (bōōl'wərk, -wōrk', būl'-) *n.* A means of defense or protection; safeguard.

## C

**ca·coph·o·ny** (kə-kof'ə-nē) *n.*, *pl.* **-nies**. A harsh, jarring, or unpleasant sound; discord. **-ca·coph'o·nous**, *adj.*

**ca·lam·i·ty** (kə-lam'ī-tē) *n.*, *pl.* **-ties**. 1. A great misfortune; disaster. 2. A time of suffering.

**ca·pri·cious** (kə-prīsh'əs, -prē'shəs) *adj.* Tending to change suddenly for no apparent reason; unpredictable. **-ca·pri'cious-ly**, *adv.*

**ca·reen** (kə-rēn') *v.* 1. To lurch from side to side while in motion. 2. To lean sideways; tilt.

**car·nage** (kär'nĭj) *n.* A bloody and massive slaughter, as in battle; massacre.

**car·nal** (kär'nəl) *adj.* 1. Relating to the body or flesh. 2. Worldly; not spiritual. **-car'nal-ly**, *adv.*

**car·ni·vore** (kär'nə-vōr, -vōr) *n.* An animal that eats flesh. **-car·niv'o·rous**, *adj.*

**cat·a·clysm** (kăt'ə-klĭz'əm) *n.* Any violent upheaval or sudden change. **-cat·a·clys'mic**, *adj.*

**cav·a·lier** (käv'ə-līr') *adj.* Showing a haughty or disdainful disregard for, sometimes in a free and easy manner. **-cav'a·lier'ly**, *adv.*

**cen·sure** (sĕn'shər) *v.* **-sured**, **-sur-ing**. To criticize harshly; blame; condemn. *n.* 1. A strong disapproval. 2. An official criticism. **-cen'sur-er**, *n.*

**chi·can·er·y** (shĭ-ka'nə-rē, chĭ-) *n.* *pl.* **-ies**.  
1. Deception; trickery. 2. A trick.

**cir·cum·loc·u·tion** (sûr'kəm-lō-kyōō'shən) *n.* A roundabout or indirect way of speaking; wordiness. **-cir·cum·loc-u'to·ri-ly**, *adv.*  
**-cir·cum·loc'u-to-ry**, *adj.*

**cir·cum·scribe** (sûr'kəm-skrīb') *v.* **-scribed**, **-scrib-ing**. 1. To limit; confine; restrict. 2. To draw a line around; encircle.

**claim·ant** (klā'mənt) *n.* A person who makes a claim.

**clair·voy·ant** (klâr-voi'ənt) *adj.* Supposedly able to see or know about things that cannot be perceived by the senses. *n.* A clairvoyant person.

**clam·or·ous** (klām'ər-əs) *adj.* 1. Noisy and loud. 2. Loudly demanding. **-clam'or**, *n.*  
**-clam'or-ous-ly**, *adv.*

**co·a·lesce** (kō'ə-lĕs') *v.* **-lesced**, **-lescing**. To unite to form a whole. **-co'a·les'cence**, *n.*  
**-co'a·les'cent**, *adj.*

**col·lo·qui·um** (kə-lō'kwē-əm) *n.* *pl.* **-qui·ums** or **-qui·a**. An academic conference or meeting on some subject.

**com·mis·sar·y** (kōm'ī-sēr'ē) *n.*, *pl.* **-ies**. **1.** A place to eat; cafeteria. **2.** A store where food and supplies are sold, as in an army camp.

**com·pul·so·ry** (kəm-pŭl'sə-rē) *adj.* Required; enforced. **-com·pul'so·ri·ly**, *adv.*

**con·cil·i·a·to·ry** (kən-sīl'ē-ə-tōr'ē, -tōr'ē) *adj.* Meant or tending to win over or to overcome the hostility of. **-con·cil'i·a'tion**, *n.*

**con·de·scend·ing** (kōn'dī-sēn'dīng) *adj.* Showing a snobbish or superior attitude. **-con'de·scend'ing·ly**, *adv.*

**con·flu·ence** (kōn'flō-əns) *n.* **1.** A flowing together of two or more streams. **2.** The place of this. **3.** A crowd; a coming together.

**con·fron·ta·tion** (kōn'frŭn-ta'shən) *n.* **1.** A conflict involving opinions, ideas, or armed forces. **2.** A face-to-face meeting. **-con'fron·ta'tion·al**, *adj.*

**con·gen·ial** (kən-jēn'yəl) *adj.* **1.** Having similar tastes, temperament, or habits. **2.** Friendly and sociable. **-con·ge'ni·al'i·ty**, *n.*

**con·gen·i·tal** (kən-jēn'ī-tl) *adj.* Existing at birth; innate. **-con·gen'ī·tal·ly**, *adv.*

**con·gre·gate** (kōng'grī-gāt') *v.* **-gat·ed**, **-gat·ing**. To gather in a crowd or mass; assemble. **-con'gre·ga'tion**, *n.*

**con·jure** (kōn'jər, kən-jōor') *v.* **-jured**, **-jur·ing**. **1.** To bring to mind. **2.** To summon by using magic words.

**con·ster·na·tion** (kōn'stər-nā'shan) *n.* A feeling of alarm or dismay characterized by confusion or fear. **-con'ster·nate**, *v.*

**con·su·late** (kōn'sə-līt) *n.* The official office or residence of a government representative who resides in a foreign country.

**con·temp·tu·ous** (kən-tēmp'chō-əs) Showing disdain or contempt; scornful. **-con·temp'tu·ous·ly**, *adv.* **-con·temp'tu·ous·ness**, *n.*

**con·tra·dict** (kōn'trə-dīkt') *v.* **1.** To say the opposite of. **2.** To declare to be untrue. **-con·tra·dic'tion**, *n.*

**con·viv·i·al** (kən-vīv'yē-əl) *adj.* **1.** Fond of eating, drinking, and good company; sociable. **2.** Festive. **-con·viv'i·al'i·ty**, *n.* **-con·viv'i·al·ly**, *adv.*

**cor·re·late** (kōr'ə-lāt, kōr'-) *v.* **-lat·ed**, **-lat·ing**. **1.** To put in a mutual relation. **2.** To show a connection between. **-cor're·la'tion**, *n.*

**cos·mo·pol·i·tan** (kōz'mə-pōl'ī-tŋ) *adj.* **1.** Belonging to the whole world. **2.** Sophisticated enough to be at home in all parts of the world; cultured.

**coup d'é·tat** (kōō dā-tä') *n.*, *pl.* **-coups d'é·tat**. A sudden overthrow of the government.

**cov·ert** (kŭv'ərt, kō'vərt, kō-vŭrt') *adj.* Secret; disguised; hidden; concealed. **-cov'ert·ly**, *adv.* **-cov'ert·ness**, *n.*

**cri·tique** (krī-tēk') *n.* A critical review, especially one dealing with works of art or literature. **-v.** To review or discuss critically.

**cru·cial** (krōō'shəl) *adj.* Extremely important; decisive; critical. **-cru'cial·ly**, *adv.*

**cui·sine** (kwī-zēn') *n.* **1.** The style of preparing food. **2.** The food prepared, as at a restaurant.

**cull** (kŭl) *v.* **1.** To pick out, select. **2.** To choose and gather.

## D

**de·but** (dā-byōō', dā'byōō) *n.* 1. A first public appearance. 2. The beginning of a course of action.

**dec·a·dence** (děk'ə-dəns, dī-kād'ns) *n.* A period, condition, or process of decline or decay, as in morals, art, or literature.  
-dec'a·dent, *adj.*

**dec·i·mate** (dēs'ə-māt) *v.* -mat·ed, -mat·ing.  
To destroy or kill a large number or part of. -dec'i·ma'tion, *n.*

**de·claim** (dī-klām') *v.* To speak loudly and forcefully. -de·claim'er, *n.*

**de·com·pose** (dē'kəm-pōz') *v.* -posed, -pos·ing.  
1. To break up into basic parts or elements.  
2. to decay; rot. -de'com·pos'a·ble, *adj.*

**de·fame** (dī-fām') *v.* -famed, -fam·ing. To attack the reputation or good name of; slander or libel. -def'a·ma'tion, *n.*

**de·gen·er·ate** (dī-jěn'-ə-rāt') *v.* -at·ed, -at·ing. To worsen in quality or character; deteriorate.  
-*adj.* (dī-jěn'-ə-rīt) Having sunk to a lower state.

**dem·a·gogue** (dēm'ə-gôg', -gôg) *n.* A leader who gains power by appealing to the emotions and prejudices of the people.

**dem·o·graph·ics** (dēm'ə-grāf'īks, dē'mə-) *pl. n.*  
The social characteristics of human populations, such as age, sex, and income.

**dense** (dēns) *adj.* **dens·er**, **dens·est**. Packed closely together; thick; compact. -dense'ly, *adv.* -dense'ness, *n.*

**dep·re·date** (děp'rī-dāt) *v.* -dat·ed, -dat·ing. To rob, ransack; plunder. -dep·re·da'tion, *n.*  
-dep're·da·tor, *n.*

**de·ride** (dī-rīd') *v.* -rid'ed, -rid'ing. To laugh at in contempt or scorn; ridicule. -de·rid'er, *n.* -de·rid'ing·ly, *adv.*

**de·rive** (dī-rīv') *v.* -rived, -riv·ing. To get or receive from a source. -de·riv'a·ble, *adj.*  
-de·riv'er, *n.*

**des·ul·tor·y** (dēs'əl-tôr'ē, -tôr'ē, dēj'-) *adj.*  
Jumping from one thing to another; disconnected. -des'ul-to'ri·ly, *adv.*

**dic·tate** (dīk'tāt', dīk-tāt') *v.* -tat·ed, -tat·ing.  
1. To say or read aloud to be recorded by another. 2. To command. -*n.* A command.

**dic·tum** (dīk'təm) *n., pl. -ta* (tə) or -tums. A formal official statement or opinion.

**dif·fuse** (dī-fyōōz') *v.* -fused, -fus·ing. To scatter widely; spread out. -*adj.* (dī-fyōōs') Widely spread or scattered.

**dis·patch** (dī-späch') *n.* 1. A written message sent with speed. 2. A news story sent by a reporter to a news service. -*v.* To send on specific business.

**dispel** (dī-spěl') *v.* -pelled, -pel·ling. To drive away; cause to disappear.

**dis·perse** (dī-spûrs') *v.* -persed, -pers·ing. To break up, drive off, or scatter in different directions.

**dis·sem·i·nate** (dī-sēm'ə-nāt') *v.* -nat·ed, -nat·ing. To scatter widely; spread about.  
-dis·sem'i·na'tion, *n.*

**dis·so·nance** (dīs'ə-nəns) *n.* 1. A harsh or unpleasant combination of sounds; discord.  
2. A lack of agreement. -dis'so·nant, *adj.*

**du·ress** (dōō-res', dyōō-) *n.* 1. Constraint by force or threat. 2. Imprisonment.



**dy·nam·ic** (dī-nām'ik) *adj.* 1. Characterized by change or activity. 2. Energetic; forceful.  
-dy·nam'i·cal·ly, *adv.*

## E

**e·bul·lient** (ĭ-bōōl'yənt, ĭ-bŭl'-) *adj.* Very enthusiastic. 2. Boiling; bubbling. -e·bul'lience, e·bul'lien·cy, *n.* -e·bul'lient·ly, *adv.*

**ec·cen·tric** (ĭk-sĕn'trĭk) *adj.* Not conforming to normal or usual behavior; odd; peculiar.  
ec·cen'tri·cal·ly, *adv.*

**ec·clec·tic** (ĭ-klĕk'tĭk) *adj.* Selected or made up of elements from various sources.  
-e·clec'ti·cal·ly, *adv.*

**e·clipse** (ĭ-klĭps') *n.* A partial or complete hiding of one celestial body by another.  
-*v.* e·clipsed', e·clips'ing. To overshadow.

**ec·stat·ic** (ĕk-stăt'ik) *adj.* Overwhelmed with intense joy or delight. -ec'sta·sy, *n.*  
-ec·stat'i·cal·ly, *adv.*

**e·dict** (ē'dĭkt') *n.* An official decree or proclamation issued by a ruler or other person having authority.

**ed·i·fice** (ĕd'ə-fĭs) *n.* A building, especially a large and imposing one.

**ef·flu·ent** (ĕf'flōō-ənt) *n.* The outflow of something, especially a stream from a body of water, an outflow from a sewer, or a discharge of waste from a factory.

**e·go·cen·tric** (ē'gō-sĕn'trĭk, ĕg'ō-) *adj.* Interested only in one's own needs or affairs; self-centered. -e'go·cen'tric·al·ly, *adv.* -e'go·cen'tric'i·ty, *n.*

**e·gre·gious** (ĭ-grĕ'jəs, jĕ-əs) *adj.* Remarkably bad or offensive; flagrant. -e·gre'gious·ness, *n.*

**é·lan** (ā-lān') *n.* 1. Enthusiasm; vigor. 2. Style; flair.

**el·o·cu·tion** (ĕl'ə-kyōō'shən) *n.* 1. The art of public speaking. 2. The style or manner of speaking or reading in public.  
-el·o·cu'tion·ist, *n.*

**e·lon·gate** (ĭ-lông'gāt', ĭ-lǒng'-) *v.* -gat ed, -ga·ting. To make longer; lengthen.  
-e·lon·ga'tion, *n.*

**em·bod·y** (ĕm-bōd'ē) *v.* -bod·ied, -bod·y·ing, -bod·ies. 1. To give definite or concrete form to. 2. To incorporate. -em·bod'i·ment, *n.*

**em·bold·en** (ĕm-bōl'dən) *v.* To make bold; encourage.

**em·u·late** (ĕm'yə-lāt') *v.* -lat·ed, -lat·ing. To imitate in order to equal or surpass.  
-em'u·la'tor, *n.*

**en·cum·ber** (ĕn-kŭm'bər) *v.* 1. To hinder or hold back the action or motion of. 2. To burden. -en·cum'brance, *n.*

**en·dem·ic** (ĕn-dĕm'ĭk) *adj.* Prevalent in or restricted to a particular place or people.  
-en·dem'i·cal·ly, *adv.*

**en·dow** (ĕn-dou') *v.* 1. To provide with an ability, talent, quality, etc. 2. To give money or property to.

**en·join** (ĕn-join') *v.* 1. To direct, order, or urge with authority. 2. To prohibit; forbid.  
-en·join'er, *n.* -en·join'ment, *n.*

**en·sem·ble** (ĕn-sŏm'bəl) *n.* 1. A group of parts producing a single effect. 2. A set of matching clothes. 3. A group of performers.

**en·tente** (ĕn-tŏnt') *n.* An understanding or agreement between two or more countries.



**e·phem·er·al** (ĭ-fēm'ər-əl) *adj.* Lasting for only a short time; short-lived. **-e·phem'er-al·ly**, *adv.*

**e·quiv·o·cate** (ĭ-kwĭv'ə-kāt') *v.* **-cat·ed, -cat·ing.**

1. To use ambiguous language. 2. To avoid making an exact statement.

**-e·quiv'o-ca'tion**, *n.*

**es·prit de corps** (ě-sprē' də kôr') *n.* A sense of pride, loyalty, unity, and devotion to a cause among the members of a group.

**eu·lo·gize** (yōō'lə-jĭz') *v.* **-gized, -giz·ing.** To praise highly (especially a person who has just died) in speech or writing. **-eu'lo·gy**, *n.*

**eu·phe·mism** (yōō'fə-mĭz'əm) *n.* The use of a mild or less direct word or phrase in place of one considered blunt or offensive.

**-eu'phe-mis'tic**, *adj.*

**eu·pho·ri·a** (yōō-fôr'ē-ə, -fôr'-) *n.* A strong feeling of well-being or happiness.

**-eu·phor'ic**, *adj.* **-eu·phor'i-cal·ly**, *adv.*

**eu·tha·na·sia** (yōō'thə-nā'zhə, -zhē-ə) *n.* The painless killing of a person suffering from an incurable disease.

**e·voc·a·tive** (ĭ-vŏk'ə-tĭv) *adj.* Tending or having the power to call forth or bring out, especially memories or emotions.

**ex·alt** (ĭg-zŏlt') *v.* 1. To raise in status, position, dignity, etc. 2. To praise; glorify; extol.

**ex·cise** (ĭk-sĭz') *v.* **-cise, -cis·ing.** To remove by cutting out. **-ex-ci'sion**, *n.*

**ex·pi·ra·tion** (ĕk'spə-rā'shən) *n.* A coming to an end; termination.

**ex·punge** (ĭk-spŭnj') *v.* **-punged, -pung·ing.** To delete or erase. **-ex·pung'er**, *n.*

**ex·tant** (ĕk'stənt, ĕk-stănt') *adj.* Still existing; not lost, destroyed, or extinct.

## F

**fab·ri·cate** (făb'rĭ-kāt) *v.* **-cat·ed, -cat·ing.** 1. To make up (a story, lie, etc.; invent. 2. To manufacture; construct. **-fab'ri-ca'tion**, *n.*

**fa·cil·i·ty** (fə-sĭl'ĭ-tē) *n.*, *pl.* **-ties.** Ease of doing, moving, or acting through aptitude or skill.

**faux pas** (fō pā') *n.*, *pl.* **faux pas** (fō pāz'). An embarrassing social mistake.

**feign** (fān) *v.* 1. To make a false appearance of; pretend. 2. To make believe. 3. To make up; fabricate.

**fet·ter** (fĕt'ər) *v.* To restrain; confine; hold in check. *-n.* 1. A shackle used for restraint. 2. Anything that restrains.

**floun·der** (floun'dər) *v.* 1. To move or struggle awkwardly. 2. To speak or act clumsily or in a confused manner.

**fluc·tu·ate** (flŭk'chōō-āt') *v.* **-at·ed, -at·ing.** To change up and down or back and forth irregularly; waver.

**flu·ent** (floō'ənt) *adj.* 1. Spoken or written easily. 2. Able to speak or write smoothly and effortlessly. 3. Flowing smoothly. **-flu'en·cy**, *n.*

**foi·ble** (foi'bəl) *n.* A minor weakness in character.

**foun·der** (foun'dər) *v.* 1. To fill with water and sink. 2. To fail utterly.

**fu·gi·tive** (fyōō'jĭ-tĭv) *adj.* 1. Passing away quickly; not lasting long. 2. Fleeing. *-n.* A person who flees. **-fu'gi-tive·ly**, *adv.* **-fu'gi-tive·ness**, *n.*

**G**

**gam·bol** (găm'bal) *v.* **-boled, -bol·ing** or **-bolloed, -bol·ling.** To jump or skip playfully; frolic.  
*-n.* A playful jumping or skipping about.

**gen·der** (jěn'dər) *n.* **1.** Category, such as masculine, feminine, and neuter, into which certain words are placed. **2.** Sexual identity.

**ge·ner·ic** (jə-ně'r'ik) *adj.* Relating to or applied to a whole group or class; general. *-n.* A product that is sold without a brand name or trademark.

**gen·e·sis** (jěn'ī-sīs) *n., pl. -ses* (-sēz') The coming into being of something; beginning; origin.

**gen·re** (zhăn'rə) *n.* A particular type, kind, or class, especially in literature or art.

**gen·u·flect** (jěn'yə-flěkt') *v.* To bend the knee, or touch the knee to the floor, as in respect or worship.

**ge·o·pol·i·tics** (jē'ō-pōl'ī-tīks) *n.* The study of the influence of geography on the politics, power, or foreign policy of a nation.  
**-ge'ō-po-lit'ī-cal,** *adj.*

**glut·ton·ous** (glūt'n-əs) *adj.* Given to eating too much or greedily. **-glut'ton,** *n.* **glut'ton-y,** *n.* **-glut'ton-ous ly,** *adv.*

**gos·sa·mer** (gös'ə-mər) *adj.* Thin, light, or delicate. *-n.* **1.** A filmy cobweb floating in the air. **2.** Something light, delicate, or flimsy.

**gran·deur** (grăn'jər, jōōr) *n.* Magnificence; splendor.

**gre·gar·i·ous** (grī-gār'ē-əs) *adj.* **1.** Fond of the company of others; sociable. **2.** Living in flocks or groups. **-gre-gar'i-ous-ly,** *adv.*  
**-gre-gar'i-ous-ness,** *n.*

**gro·tesque** (grō-těsk') *adj.* **1.** Deformed, distorted, odd, or unnatural in appearance. **2.** Absurd; ridiculous. **-gro-tesque'ly,** *adv.* **-gro-tesque'ness,** *n.*

**H**

**haugh·ty** (hō'tē) *adj.* **-ti·er, -ti·est.** Having or showing great pride in oneself and scorn for others. **-haugh'ti-ly,** *adv.* **-haugh'ti-ness,** *n.*

**her·e·sy** (hě'r'ī-sē) *n., pl. -sies.* **1.** A religious belief that is opposed to accepted beliefs. **2.** Any belief opposed to established belief or customs.

**het·er·o·ge·ne·ous** (hět'ər-ə-jē'nē-əs, jěn'yəs) *adj.* **1.** Differing in kind; dissimilar. **2.** Composed of unlike parts or elements.

**hey·day** (hā'dā') *n.* The period of greatest success, power, strength, popularity, etc; prime.

**hone** (hōn) *v., -honed, -hon·ing.* **1.** To sharpen. **2.** To perfect or make more effective. *-n.* A whetstone used to sharpen tools.

**I**

**im·mor·tal·ize** (ī-môr'tl-iz') *v.* **-ized, -iz·ing.**  
To make remembered, everlasting, or famous for the future.

**im·mu·ta·ble** (ī-myōō'tə-bəl) *adj.* Unchangeable.  
**-im-mu'ta-bil'ty, -im-mu'ta-ble-ness,** *n.*  
**-im-mu'ta-bly,** *adv.*

**im·part** (īm-pärt') *v.* **1.** To make known. **2.** To give; bestow.

**im·peach** (īm-pēch') *v.* **-peach·es.** **1.** To bring formal charges against a public official. **2.** To discredit (a person's honor).  
**-im-peach'ment,** *n.*

**im·pede** (īm-pēd') *v.* **-ped·ed, -ped·ing.** To hinder or obstruct the progress of.

**im·pel** (im-pĕl') *v.* **-pelled, -pel·ling.** 1. To drive or force to action; compel. 2. To propel or drive forward.

**im·plaus·i·ble** (im-plô'zə-bəl) *adj.* Difficult to believe; not likely. **-im·plaus'·i·bil'i·ty, n.** **im·plaus'·i·bly, adv.**

**im·pol·i·tic** (im-pŏl'ī-tĭk) *adj.* Not showing good judgment; unwise. **-im·pol'·i·tic·ly, adv.**

**im·pro·vise** (im'prə-vīz') *v.* **-vised, -vis·ing.** 1. To compose or perform without preparation. 2. To make or provide from the materials at hand.

**in·car·nate** (in-kär'nĭt) *adj.* Embodied in human form; personified. *-v.* (in-kär'nāt) To personify. **-in'·car·na'tion, n.**

**in·cho·ate** (in-kō'īt) *adj.* In an early stage; just begun. **-in·cho'ate·ly, adv.** **-in·cho'ate·ness, n.**

**in·cred·u·lous** (in-kreĭj'ə-ləs) *adj.* 1. Unbelieving; skeptical. 2. Showing doubt or disbelief. **-in·cred'·u·lous·ly, adv.** **-in·cred'·u·lous·ness, n.**

**in·del·i·ble** (in-del'ə-bəl) *adj.* Impossible to erase, remove, or wash out; permanent. **-in·del'·i·bil'i·ty, n.** **-in·del'·i·bly, adv.**

**in·ex·tri·ca·bly** (in-ĕk'stri-kə-blē, in-ĭk-strĭk'ə-blē) *adv.* Unavoidably; inescapably. **-in·ex'·tri·ca·bil'i·ty, n.** **-in·ex'·tri·ca·ble, adj.**

**in·flex·i·ble** (in-flĕk'sə-bəl) *adj.* 1. Not easily bent; stiff; rigid. 2. Unyielding in mind, principle, or purpose. **-in·flex'·i·bil'i·ty, n.**

**in·flux** (in'flŭks') *n.* A flowing in or mass arrival.

**in·gen·ious** (in-jĕn'yəs) *adj.* 1. Made or done with cleverness and inventiveness. 2. Clever; inventive. **-in·gen'·ious·ly, adv.** **-in·gen'·ious·ness, n.**

**in·gen·u·ous** (in-jĕn'yōō-əs) *adj.* 1. Frank and open; straightforward. 2. Innocent; artless; naïve. **-in·gen'·u·ous·ly, adv.** **-in·gen'·u·ous·ness, n.**

**in·hib·it** (in-hĭb'īt) *v.* To hold back; hinder; restrain. **-in·hib'·i·tive, adj.**

**in·junc·tion** (in-jŭngk'shən) *n.* 1. A command; order. 2. A court order requiring or prohibiting some act.

**in·nate** (ī-nāt', in'āt') *adj.* Possessed at birth; natural; inborn. **-in·nate'·ly, adv.** **-in·nate'·ness, n.**

**in·nu·en·do** (in'yōō-ĕn'dō) *n., pl. -does.* A hint or indirect suggestion, usually meant to damage a person's reputation.

**in·spi·ra·tion** (in'spə-rā'shən) *n.* 1. Stimulation of the mind, emotions, or imagination. 2. Something that stimulates the mind, emotions, or imagination.

**in·tem·per·ate** (in-tĕm'pər-īt, -prīt) *adj.* Without restraint or self-control; excessive. **-in·tem'per·ate·ly, adv.**

**in·ter·dict** (in'tər-dĭkt') *v.* To prohibit or forbid, especially officially. *-n.* (in'tər-dĭkt') An official prohibition. **-in'ter·dic'tion, n.**

**in·ter·po·late** (in-tŭr'pə-lāt') *v.* **-lat·ed, -lat·ing.** 1. To change (a text) by inserting new words or material. 2. To insert new material.

**in·tim·i·date** (in-tĭm'ī-dāt) *v.* **-dat·ed, -dat·ing.** To frighten; to make timid. **-in·tim'·i·da'tion, n.** **-in·tim'·i·da'tor, n.**

**in·trin·sic** (in-trĭn'zĭc, -sĭc) *adj.* Belonging to the real nature of a thing; essential; inherent. **-in·trin'si·cal·ly, adv.**



**in-un-date** (ĩn'ũn-dāt, ĩn'ən-) *v.* **-dat-ed, -dat-ing.** 1. To cover with water, as in a flood. 2. To overwhelm. **-in-un-da'tion**, *n.*

**in-vet-erate** (ĩn-vět'ər-ĭt) *adj.* 1. Firmly established; deep-rooted. 2. Confirmed in an ingrained habit; habitual. **-in-vet'er-ate-ly**, *adv.*

**in-vid-i-ous** (ĩn-vĭd'ē-əs) *adj.* Arousing, or likely to arouse, ill will or hatred; offensive. **-in-vid'i-ous-ly**, *adv.*

**in-vi-o-la-ble** (ĩn-vĭ'ə-lə-bəl) *adj.* 1. Not to be violated or profaned. 2. Indestructible.

**ir-i-des-cent** (ĩr'ĩ-dēs'ənt) *adj.* Displaying an interplay of rainbowlike colors. **-ir'i-des'cence**, *n.* **-ir'i-des'cent-ly**, *adv.*

**ir-re-press-i-ble** (ĩr'ĩ-prēs'ə-bəl) *adj.* Incapable of being restrained or controlled. **-ir're-press'i-bil'i-ty**, *n.* **-ir're-press'i-bly**, *adv.*

**i-rev-o-ca-ble** (ĩ-rĕv'ə-kə-bəl) *adj.* Not to be reversed, withdrawn, retracted, or recalled. **-ir-rev'o-ca-bly**, *adv.*

## J

**ju-di-cious** (jōō-dĭsh'əs) *adj.* Having or showing sound judgment; wise. **-ju-di'cious-ly**, *adv.* **-ju-di'cious-ness**, *n.*

**junc-ture** (jũngk'chər) *n.* 1. The act of joining or the state of being joined. A point at which two things are joined.

**jun-ta** (hōōn'tə, jũn'-) *n.* A group, usually made up of military officers, that rules a country after the overthrow of the government.

**ju-ris-dic-tion** (jōōr'ĭs-dĭk'-shən) *n.* 1. The legal right to exercise authority. 2. Authority. 3. The territory over which authority is exercised.

**ju-ris-pru-dence** (jōōr'ĭs-prōōd'ns) *n.* 1. The science or philosophy of law. 2. A system of laws.

## K

**keen** (kĕn) *adj.* 1. Very strong; intense. 2. Having or showing mental quickness. 3. Very sensitive. 4. Piercing; cutting. **-keen'ly**, *adv.*

## L

**lad-en** (lād'n) *v.* A past participle of **lade**. **-adj.** 1. Loaded. 2. Burdened; afflicted.

**lais-sez faire** (lĕs'ā fār') *adj.* Favoring or practicing a policy of noninterference in the affairs of others. **-lais'sez faire**, *n.*

**leg-a-cy** (lēg'ə-sē) *n., pl. -cies.* 1. Something handed down from the past as from an ancestor. 2. Money or property left to someone in a will.

**li-bret-to** (lĭ-brĕt'o) *n., pl. -bret-tos or -bre-ti (-brĕt'ē).* The text of an opera or dramatic musical work.

**lig-a-ture** (lĭg'ə-chōōr', -chər) *n.* Something that is used for tying or binding.

**lin-guist** (lĭng'gwist) *n.* 1. An expert in the study of language. 2. A person skilled in several languages. **-lin-guis'tics**, *n.*

**lo-qua-cious** (lō-kwā'shəs) *adj.* Very talkative. **-lo-qua'cious-ly**, *adv.* **-lo-qua'cious-ness**, *n.*

## M

**mal-e-dic-tion** (māl'ĭ-dĭk'-shən) *n.* 1. A curse. 2. Slander. **-mal'e-dic'to-ry**, *adj.*

**mal-le-a-ble** (māl'ē-ə-bəl) *adj.* 1. Able to be hammered or pressed into various shapes without breaking. 2. Adaptable. **-mal'le-a-bil'i-ty**, *n.*



**mas-tec-to-my** (mä-stĕk'tə-mē) *n.*, *pl.* **-mies**.  
Surgical removal of the breast.

**meg-a-lop-o-lis** (mĕg'ə-lŏp'ə-lis) *n.* A large, densely populated area made up of several adjoining cities.

**mel-lif-lu-ous** (mə-lĭf'lŏŏ-əs) *adj.* Smoothly or sweetly flowing. **-mel-lif'lu-ous-ly**, *adv.*  
**-mel-lif'lu-ous-ness**, *n.*

**met-a-mor-pho-sis** (mĕt'ə-mŏr'fə-sĭs) *n.*, *pl.* **-ses** (-sēz) 1. A transformation, as if by magic. 2. A complete change in appearance, character, etc.

**met-ro-pol-i-tan** (mĕt'rə-pŏl'ĭ-tən) *adj.*  
1. Relating to, resembling, or belonging to a major city. 2. Consisting of a large city and its surrounding suburbs.

**mod-u-late** (mŏj'ə-lāt) *v.* **-lat-ed**, **-lat-ing**. 1. To vary the pitch, tone, or volume of. 2. To regulate or adjust. **-mod'u-la'tion**, *n.*

**mol-li-fy** (mŏl'ə-fĭ) **-fied**, **-fying**, **-fies**. 1. To soothe anger or hostility. 2. To make less intense or violent. **-mol'li-fi'a-ble**, *adj.*

**mor-bid** (mŏr'bĭd) *adj.* 1. Overly preoccupied with death, disease, or decay. 2. Sickly. 3. Gruesome, grisly. **-mor'bid-ly**, *adv.*

**mor-dant** (mŏr'dnt) *adj.* 1. Biting or sarcastic. 2. Bitingly painful. **-mor'dan-cy**, *n.*  
**-mor'dant-ly**, *adv.*

**mor-i-bund** (mŏr'ə-bünd, mŏr'-) *adj.* Near death; dying. **-mor'i-bun'di-ty**, *n.*  
**-mor'i-bund-ly**, *adv.*

**mort-gage** (mŏr'gĭj) *n.* 1. The pledge of property to a creditor as security for a debt. 2. The deed that gives the terms of such a pledge.

**mor-ti-fy** (mŏr'tə-fĭ) *v.* **-fied**, **-fy-ing**, **-fies**.  
To shame, humiliate, or embarrass.

**mor-tu-ar-y** (mŏr'chŏŏ-ĕr'ē) *n.*, *pl.* **-ies**.  
A place where bodies are kept before burial or cremation.

**mo-tif** (mŏ-tĕf') *n.* A recurring theme, idea, or subject in art, literature, music, or drama.

## N

**ne-o-phyte** (nĕ'ə-fĭt) *n.* A beginner; novice.

**no-to-ri-ous** (nŏ-tŏr'ĕ-əs, tŏr'-) *adj.* Well-known, usually unfavorably. **-no-to'ri-ous-ly**, *adv.*  
**-no-to'ri-ous-ness**, *n.*

**nou-veau riche** (nŏŏ'vŏ rĕsh') *n.*, *pl.* **nou-veaux riches** (noo'vŏ rĕsh') A person who is newly rich, especially one who shows off the wealth.

**nox-ious** (nŏk'shəs) *adj.* Harmful to health or morals; unwholesome. **-nox'ious-ly**, *adv.*  
**-nox'ious-ness**, *n.*

**nu-ance** (nŏŏ'äns', nyŏŏ'-, nŏŏ-äns', nyŏŏ-) *n.* A slight variation in meaning, expression, color, or tone.

**nu-tri-ment** (nŏŏ'trə-mənt, nyŏŏ'-) *n.* Anything that nourishes; food.

## O

**o-blit-er-ate** (ə-blĭt'ə-rāt, ō-blĭt'-) *v.* **-at-ed**, **-at-ing**. 1. To destroy completely. 2. To blot out; erase. **-oblit'er-a'tion**, *n.*

**ob-sess** (əb-sĕs', ōb-) *v.* **-sess-es**. To occupy or trouble the mind excessively. **-ob-ses'sion**, *n.* **-ob-ses'sive**, *adj.*

**ob-so-lete** (ŏb'sə-lĕt', ōb'sə-lĕt) *adj.* 1. No longer in use. 2. Out-of-date.

**ob-vi-ate — pom-pous**

**ob-vi-ate** (öb'vĕ-āt') *v.* **-at-ed, -at-ing.** To anticipate and prevent.

**o-ri-ent** (ôr'ĕ-ĕnt, ōr'-) *v.* **1.** To place or position with reference to a certain point. **2.** To adjust to new surroundings or situations.

**o-vert** (ō-vûrt', ō'vûrt) *adj.* Open; observable; not hidden. **-o-vert'ly, adv. -o-vert'ness, n.**

**P**

**pal-at-a-ble** (pāl'ə-tə-bəl) *adj.* **1.** Pleasant to the taste. **2.** Pleasing to the mind. **-pal'at-a-bil'i-ty, -pal'at-a-ble-ness, n. -pal'at-a-bly, adv.**

**pa-lette** (pāl'ĭt) *n.* **1.** A board on which artists place and mix their paints. **2.** The colors used for painting. **3.** A range of choices.

**par ex-cel-lence** (pär ĕk-sə-lāns') *adj.* The best of its kind.

**par-si-mo-ny** (pär'sə-mō'nē) *n.* A tendency to be excessively careful in spending money; stinginess. **-par'si-mo'ni-ous, adj.**

**per-iph-er-y** (pə-rĭf'ə-rē') *n., pl. -ies. 1.* The edge or border of an area. **2. The surrounding area.**

**per-jure** (pûr'jər) *v.* **-jured, jur-ing.** To make (oneself) guilty of deliberately telling a lie under oath. **-per'jur-er, n.**

**per-me-ate** (pûr'mē-āt) *v.* **-at-ed, -at-ing.** To spread throughout; penetrate through. **-per'me-a'tion, n.**

**per-ni-cious** (pər-nĭsh'əs) *adj.* Causing great harm, injury, or destruction. **-per-ni'cious-ly, adv. -per-ni'cious-ness, n.**

**per-pet-u-ate** (pər-pĕch'ōō-āt') *v.* **-at-ed, -at-ing.** To make to last or continue for a very long time. **-per-pe'u-a'tion, n.**

**per-se-cute** (pûr'sĭ-kyōōt') *v.* **-cut-ed, -cut-ing.** To subject to cruel, harmful, or unjust treatment, especially because of race, religion, or beliefs.

**per-va-sive** (pər-vā'sĭv, -zĭv) *adj.* Tending to spread throughout. **-per-va'sive-ly, adv. -per-va'sive-ness, n. -per-vade', v.**

**phe-nom-e-non** (fĭ-nŏm'ə-nŏn, -nən) *n., pl. -na (nə).* **1.** A fact, event, or circumstance that is perceptible or observed. **2.** An unusual occurrence.

**pidg-in** (pĭj'en) *n.* A simplified mixture of languages used by people who speak different languages.

**piv-o-tal** (pĭv'ə-tl) *adj.* Of vital importance; crucial. **-pi'vot-al-ly, adv.**

**pla-cate** (plā'kāt'plāk'āt) *v.* **-cat-ed -cat-ing.** To calm the anger of; pacify. **-pla'cat'er, n. -pla'ca'tion, n.**

**plac-id** (plās'ĭd) *adj.* Calm; quiet; peaceful. **-pla-cid'i-ty, -plac'id-ness, n. -plac'id-ly, adv.**

**plumb** (plŭm) *v.* To examine closely in order to discover the contents or facts of.

**pol-i-tic** (pŏl'ĭ-tĭk) *adj.* Marked by or showing good judgment, prudence, and shrewdness. **-pol'i-tic-ly, adv.**

**po-lit-i-co** (pə-lĭt'ĭ-kō') *n., pl. -cos.* A politician.

**pol-y-glot** (pŏl'ĕ-glŏt') *adj.* Speaking, writing, or understanding several languages. *-n.* A person who speaks, writes, or understands several languages.

**pom-pous** (pŏm'pəs) *adj.* Characterized by undue dignity or self-importance. **-pom-pos'i-ty, pom'pous-ness, n. -pom'pous-ly, adv.**

**post mor·tem** (pōst mōr'təm) *adj.* happening or done after death. *-n.* A medical examination of a corpse.

**pre·cede** (prī-sēd') *v.* **-ced·ed, -ced·ing.** To be, go, or come before, as in order, rank, importance, or time.

**pre·cip·i·tate** (prī-sĭp'ĭ-tāt) *v.* **-tat·ed, -tat·ing.** To cause to happen before needed, desired, or expected; bring on.

**pre·di·lec·tion** (prēd'lĕk'shən, prēd-) *n.* A special liking for something; preference.

**prim·i·tive** (prĭm'ĭ-tĭv) *adj.* 1. Characterized by simplicity; unsophisticated. 2. Relating to an early or original stage.

**pri·mo·gen·i·ture** (prī'mō-jĕn'ĭ-chōōr') *n.*  
1. The state of being the firstborn child.  
2. The right of the eldest son to inherit his family's entire estate.

**pris·tine** (prĭs'tĕn, prĭ-stĕn') *adj.* 1. Unspoiled; pure; uncorrupted. 2. Original; primitive. **-pris·tine'ly**, *adv.*

**pro·bi·ty** (prō'bĭ-tē) *n.* Integrity; honesty; uprightness.

**pro·ceed** (prō-sēd', prə-) *v.* 1. To go on, especially after stopping. 2. To begin or carry on some action.

**proc·la·ma·tion** (prök'lə-mā'shən) *n.* Something that is declared publicly, especially an official public announcement.

**pro·cliv·i·ty** (prō-klĭv'ĭ-tē) *n., pl. -ties.* A natural tendency; inclination.

**pro·cras·ti·nate** (prō-krās'tə-nāt', prə-) *v.* **-nat·ed, -nat·ing.** To put off doing something until a future time; postpone. **-pro·cras'ti·na'tion**, *n.*

**pro·cure** (prō-kyōōr', prə) *v.* **-cured, -cur·ing.** To get or obtain, especially with effort. **-pro·cure'ment**, *n.*

**prod·i·gal** (prōd'ĭ-gəl) *adj.* Foolishly or wastefully extravagant.

**prof·li·gate** (prōf'lĭ-gĭt,-gāt) *adj.* 1. Recklessly wasteful. 2. Utterly immoral. **-prof'li·ga·cy**, *n.* **-prof'li·gate·ly**, *adv.*

**prog·e·ny** (prōj'ə-nē) *n., pl. progeny* or **-nies.** Children, offspring, or descendants considered as a group.

**pro·pi·tious** (prə-pĭsh'əs) *adj.* Favorable; opportune; auspicious. **-pro·pi'tious·ly**, *adv.* **-pro·pi'tious·ness**, *n.*

**pros·e·cute** (prōs'ĭ-kyōōt, prō') *v.* **-cut·ed, -cut·ing.** To conduct legal action against.

**pro·to·col** (prō'tə-kōl', -kōl', -kōl') *n.* The ceremonial customs and rules of polite behavior observed by diplomats and others

**prov·i·dence** (prōv'ĭ-dəns, -dəns') *n.* 1. The care, guidance, or control by a deity; divine guidance. 2. **Prov·i·dence.** God.

**prov·o·ca·tion** (prōv'ə-kā'shən) *n.* Something that incites anger or stirs to action. **-pro·voke'**, *v.*

**prox·y** (prōk'sē) *n., pl. -ies.* 1. A person authorized to act for another. 2. A document authorizing a person to act for another.

**pru·dent** (prōōd'nt) *adj.* 1. Wise and sensible in handling practical matters. 2. Careful or cautious in conduct. **-pru'dent·ly**, *adv.*

**pul·sate** (pŭl'sāt) *v.* **-sat·ed, sat·ing.** 1. To expand and contract rhythmically; throb. 2. To vibrate; quiver.



**pu-tre-fac-tion** (pyōō'trə-fāk'shən) *n.* The decay of organic matter resulting in the formation of foul-smelling matter. **-pu'tre-fy**, *v.*

## R

**rail** (rāl) *v.* To complain violently or bitterly. **-rail'er**, *n.*

**ra-pac-i-ty** (rə-pās'ī-tē) *n.* 1. Willingness to take by force or plunder. 2. The quality of being greedy. **-ra-pa'cious**, *adj.*

**rec-la-ma-tion** (rĕk'lə-mā'shən) *n.* A restoration or recovery to usefulness or a better state.

**rec-on-cile** (rĕk'ən-sīl) *v.* **-ciled**, **-cil-ing**. 1. To make agree, consistent, or compatible. 2. To make friendly again. **-rec'on-cil'a-ble**, *adj.*

**re-dress** (rē-drĕs') *n.* Compensation or satisfaction for a wrong. *-v.* To correct; remedy; compensate. **-re-dress'er**, **re-dress'or**, *n.*

**re-flex** (rē'flĕks) *n.* An involuntary response to a stimulus.

**re-in-car-na-tion** (rē'īn-kār-nā'shən) *n.* 1. A rebirth or reappearance in another form. 2. The rebirth of the soul in another body. **-re'īn-car'nate**, *v.*

**re-lic** (rĕl'īk) *n.* 1. Something from the past that has survived the passage of time and is often of historic interest. 2. A souvenir; memento.

**re-lin-quish** (rĭ-līŋ'kwīsh) *v.* 1. To give up control of; surrender. 2. To give up; abandon.

**re-mon-strate** (rĕ'mon-strāt') *v.* **-strat-ed**, **-strat-ing**. To plead or reason in protest; to present objections against something. **-re-mon'stra-tive**, *adj.*

**re-morse** (rĭ-mōrs') *n.* A deep, painful feeling of regret, guilt, or sorrow for wrongdoing.

**re-pel-lent** (rĭ-pĕl'ənt) *adj.* 1. Tending to drive away. 2. Causing dislike or distaste. *-n.* Something that wards something off or keeps it away.

**rep-er-toire** (rĕp'ər-twär') *n.* A list of artistic works, such as plays, operas, or songs, that a performer or group is prepared to perform.

**re-plete** (rĭ-plĕt') *adj.* 1. Abundantly supplied. 2. Filled with food. **-re-plete'ness**, *n.*

**rig-or-ous** (rĭg'ər-əs) *adj.* 1. Strict, inflexible. 2. Severe; harsh; difficult. **-rig'or-ous-ly**, *adv.* **-rig'or-ous-ness**, *n.*

## S

**sal-u-tar-y** (sāl'yə-tĕr'ē) *adj.* 1. Beneficial. 2. Healthful. **-sal'u-tar'i-ly**, *adv.*

**sal-vage** (sāl'vĭj) *v.* **-vaged**, **-vag-ing**. To save from loss or destruction. *-n.* 1. The saving of property from destruction. 2. The property that is saved.

**sa-voir-faire** (sāv'wär-fâr') *n.* The ability to say or do the right thing in any situation.

**scru-pu-lous** (skrōō'pyə-ləs) *adj.* 1. Very careful of details; painstaking; exact. 2. Principled; honest. **-scru'pu-lous-ly**, *adv.*

**seg-re-gate** (sĕg'rĭ-gāt') *v.* **-gat-ed**, **-gat-ing**. 1. To set apart from others; isolate. 2. To impose the separation of a specific group from the rest of society.

**sem-blance** (sĕm'bləns) *n.* 1. Outward appearance. 2. A likeness; copy.

**sim-i-le** (sĭm'ə-lē) *n.* A figure of speech in which two unrelated things are compared, with the use of *like* or *as*.

**sim-u-late** (sĭm'yə-lāt) *v.* **-lat-ed**, **-lat-ing**. 1. To have the appearance, form, or sound of; imitate. 2. To give a false appearance of; pretend.



**stag·nate** (stäg'nāt) *v.* **-nat·ed, -nat·ing.** 1. To become motionless. 2. To become foul from standing still. 3. To stop growing. **-stag·na'tion, n.**

**stark** (stärk) *adj.* 1. Utter; complete; absolute. 2. Bleak; desolate; barren. 3. Harsh; grim. **-stark'ly, adv. -stark'ness, n.**

**stead·fast** (stěd'fäst', -fəst) *adj.* 1. Firm; steady. 2. Faithful; unwavering. **-stead'fast'ly, adv. -stead'fast'ness, n.**

**sub·tle** (süt'l) *adj.* 1. So faint or slight as to be not obvious. 2. Capable of seeing or understanding fine distinctions. **-sub'tly, adv.**

**suc·cu·lent** (sūk'yə-lənt) *adj.* 1. Juicy. 2. Having thick, fleshy leaves and stems that hold water. **-suc'cu·lence, -suc'cu·len·cy, n. suc'cu·lent·ly, adv.**

**suf·fuse** (sə-fyūōz') *v.* **-fused, -fus·ing.** To spread through, as with a light, color, emotion, etc. **-suf·fu'sion, n.**

**su·per·flu·ous** (sōō-pûr'flōō-əs) *adj.* Being more than is necessary, wanted, or required. **-su·per'flu·ous·ly, adv. -su·per'flu·ous·ness, n.**

**sur·mount** (sər-mōunt') *v.* 1. To overcome; conquer. 2. To climb up or over. **-sur·mount'a·ble, adj. -sur·mount'er, n.**

**sur·re·al·is·tic** (sə-rē'ə-lis'tīk) *adj.* Having a dreamlike or unreal quality. **-sur·re'al·is'ti·cal·ly, adv.**

## T

**tan·dem** (tăn'dəm) *adv.* One behind the other; in single file. *-adj.* Working or occurring in conjunction with each other.

**tawn·y** (tô'nē) *adj.* **-ier, -iest.** Brownish-yellow; tan. **-tawn'i·ness, n.**

**tête-à-tête** (tăt'ə-tăt', tět'-tět') *n.* A private conversation between two people. *-adv. and adj.* For or of two people in intimate privacy.

**thwart** (thwôrt) *v.* To prevent or obstruct from doing or succeeding; frustrate.

**trans·fig·ure** (trăns·fig'yər) *v.* **-ured, -ur·ing.** To change the outward appearance of.

**tran·sient** (trăn'shənt, -zhənt, -zē-ənt) *adj.* Lasting only a short time; not permanent. **-tran'sience, n. -tran'sient·ly, adv.**

**tran·spire** (trăn-spīr') *v.* **-spired, -spir·ing.** 1. To occur; happen. 2. To become known.

## U

**un·prec·e·dent·ed** (ün-prēs'ī-děn'tīd) *adj.* Not having a previous example; unheard of. **-un·prec'e·dent'ed·ly, adv.**

**un·pre·ten·tious** (ün'pri-těn'shəs) *adj.* Modest; simple; plain. **-un'pre·ten'tious·ly, adv. -un'pre·ten'tious·ness, n.**

**un·war·y** (ün-wâr'ē) *adj.* **-i·er, -i·est.** Not cautious, careful, or watchful. **-un·war'i·ly, adv. -un·war'i·ness, n.**

**up·braid** (üp-brād') *v.* To scold sharply; reproach. **-up·braid'er, n. -up·braid'ing·ly, adv.**

**ur·ban** (ûr'bən) *adj.* Of, relating to, located in, or characteristic of a city or city life.

**ur·bane** (ûr-băn') *adj.* **-ban·er, -ban·est.** Polite, refined, and courteous in a polished way.

**ur·ban·ite** (ûr'bə-nīt') *n.* A person who lives in a city.

## V

**vac·ci·late** (väs'ə-lāt) *v.* **-lat·ed, -lat·ing.** **1.** To waver in mind or feeling; to be indecisive. **2.** To sway to and fro; waver. **-vac'ci·la'tion**, *n.*

**var·i·a·ble** (vâr'ē-ə-bəl, vār-) *adj.* Likely to change; changeable. **-var'i·a·ble·ness**, *n.*  
**-var'i·a·bly**, *adv.*

**ver·i·si·mil·i·tude** (ver'ə-sī-mīl'ī-tōōd' -tyōōd')  
*n.* The appearance of being true or real.

**ver·i·ta·ble** (vēr'ī-tə-bəl) *adj.* True; actual; unquestionable. **-ver'i·ta·ble·ness**, *n.*  
**-ver'i·ta·bly**, *adv.*

**vi·a·ble** (vī'ə-bəl) *adj.* **1.** Capable of living and developing. **2.** Workable; practicable.  
**-vi·a·bil'i ty**, *n.* **-vi'a·bly**, *adv.*

**vict·ual** (vit'l) *n.* Food for human consumption.  
*-v. -ual·ed, -ual·ing, or -ual·led, -ual·ling.* To supply with food.

**vie** (vī) *v.* **vied, vy·ing** (vī'ing), **vies.** To compete for superiority.

**vi·gnette** (vīn-yēt') *n.* **1.** A short scene or incident. **2.** An ornamental design used at the beginning or end of a book or chapter. **3.** A short literary sketch.

**vis·age** (viz'ij) *n.* The face or facial appearance of a person.

**vi·tal·i·ty** (vī-tal'ī-tē) *n., pl. -ties.* **1.** The power to live, grow, or develop. **2.** Mental or physical vigor; energy.

**vi·va·cious** (vī-vā'shəs, vī-) *adj.* Full of life and spirit; animated. **-vi·va'cious·ly**, *adv.*  
**-vi·va'cious·ness, vi·va'ci·ty**, *n.*

**vol·a·tile** (völ'ə-tl, -tīl') *adj.* **1.** Changeable. **2.** Tending to violence; explosive.  
**-vol'a·til'i·ty**, *n.*

**vouch** (vouch) *v.* **1.** To guarantee or give assurance or one's word. **2.** To serve as evidence or guarantee.

## W

**wane** (wān) *v.* **-wan·ed, wan·ing.** **1.** To decrease gradually. **2.** To decline in power, importance, or influence.

**wasp·ish** (wös'pīsh) *adj.* Easily irritated or annoyed; bad-tempered. **-wasp'ish·ly**, *adv.*  
**-wasp'ish·ness**, *n.*

# Standardized Test Practice

In lessons 1 to 36, you have concentrated on building vocabulary, a skill that is an important aid in reading comprehension. However, the competent reader must master a variety of other skills. These include the following:

- **Identifying main and subordinate ideas**—deciding what the most important idea in the selection is and what items support that idea

*Examples:*

Main idea	Marcel Marceau is the master of mime, the wordless theater.
Subordinate ideas	Marceau admired Charlie Chaplin, Buster Keaton, and the Marx Brothers, all of whom used mime in their performances. Marceau tells most of his stories through Bip the clown, a character he created. Marceau's aim is to make his audiences see, feel, and hear the invisible.

- **Deciding on an appropriate title**—choosing a title that is closely related to the main idea of a selection
- **Drawing inferences**—coming to a conclusion that is not directly stated but is based on information given

*Example:*

If a woman is clasping her purse tightly and looking around her, you can infer that she is afraid her purse will be stolen.

- **Locating details**—scanning a selection to find the answer to a specific question

The following pages will give you a chance to practice the skills you use when you read. The questions they contain are the kinds of questions you will be asked to answer on a standardized test.

The reading selections include passages from science and social studies texts as well as informative essays and short narratives.

**Reread the selection “Architecture in the Prairie Style” on page 43. Then answer the following questions by circling the letter that precedes the BEST answer to each question.**

1. What made Chicago an excellent location for aspiring architects in the late 1800s?
  - A. The city hosted the Columbian Exposition in 1892.
  - B. The city had access to plentiful supplies of building materials.
  - C. The business leaders of the city were willing to accept new types of architecture.
  - D. The great Chicago Fire of 1871 gave architects the opportunity to design new buildings to replace those that had been destroyed.
  
2. Why is the architecture of an area closely linked to its values and ideals?
  - A. Architects, as a group, are very idealistic.
  - B. Modern architects are inspired by the traditions of ancient Greece.
  - C. Large buildings provide opportunities to showcase values and ideals.
  - D. Architects must adjust their plans to the practical needs of their clients.
  
3. What features are typical of houses designed by Frank Lloyd Wright?
  - A. They have tall windows and Gothic spires.
  - B. All of the rooms open up onto a central courtyard with a fountain.
  - C. They have low, horizontal shapes and feature wood and earth colors.
  - D. The pipes for heat, electricity, and air conditioning are on the outside.
  
4. What can you infer about Wright’s preferred manner of working?
  - A. Wright preferred to share ideas with a partner.
  - B. He wanted to be in charge of his own business.
  - C. He liked the idea of being a part of a large corporation.
  - D. He depended on other people to think of an operating plan.
  
5. What word in the selection means “without example, pattern, or rule”?
  - A. overt
  - B. intrinsic
  - C. grotesque
  - D. unprecedented



**Reread the selection “Too Many Deer” on page 71. Then complete each of the following statements by circling the letter that precedes the BEST choice.**

1. The main idea of this selection is the following:
  - A. If left unchecked, any living population multiplies beyond the ability of the environment to support it
  - B. The excess deer population can be controlled in various ways.
  - C. When population increases, the search for food intensifies.
  - D. The deer population increases rapidly.
2. When predators that attack deer are removed,
  - A. deer can frolic contentedly.
  - B. both people and deer are relieved.
  - C. other predators move into the area.
  - D. deer reach a state of overpopulation.
3. Malthus’s projections of overpopulation were proven wrong because
  - A. he was unnecessarily pessimistic.
  - B. food can now be produced more efficiently.
  - C. his projections were based on faulty information.
  - D. humans will never reach a state of overpopulation.
4. The earth is losing its agrarian potential because
  - A. not enough people are interested in farming.
  - B. excessive rainfall makes planting impossible.
  - C. the earth’s climate is becoming too hot to support crops.
  - D. farmland is being destroyed by erosion and industrialization.
5. When a problem is *ameliorated*,
  - A. it disappears.
  - B. it changes its form.
  - C. it is made less severe.
  - D. it becomes more serious.

**Reread the selection “Playing Your Cards Right” on page 99. Then complete each of the following statements by circling the letter that precedes the BEST choice.**

1. The main idea of this selection is the following:
  - A. Proper storage of baseball cards increases their value.
  - B. Collecting baseball cards has been popular since the 1950s.
  - C. Mass-produced cards now bear little resemblance to those of the 1880s.
  - D. Collecting baseball cards is now an investment strategy as well as a hobby.
2. The most important factors used in determining the value of baseball cards are
  - A. age, rarity, and condition.
  - B. laser printing and absence of defects.
  - C. their flashiness and the record of current stars.
  - D. sharp corners, crisp edges, and brilliant colors.
3. In general, the cards most sought after are those of
  - A. powerful hitters.
  - B. rookies who were later elected to the Hall of Fame.
  - C. pitchers whose careers were never ended by arm injuries.
  - D. players who demonstrated great talent early in their careers
4. Investing in baseball cards is like *speculating* in stocks in that it
  - A. is a risky undertaking.
  - B. is one way of providing for the future.
  - C. sets standard specifications for collections.
  - D. requires closely following the stock market.
5. We may infer from the selection that serious card collectors consider
  - A. collecting cards a profitable line of business.
  - B. how much they can afford to invest in baseball cards.
  - C. many factors in selecting baseball cards for their collections.
  - D. what kinds of cards are ultimately likely to prove most valuable.

**Reread the selection “Salvaging History: The Wreck of the Ten Sail” on page 141. Then complete each of the following statements by circling the letter that precedes the BEST choice.**

1. What word in the fourth paragraph of the selection means “figuring”?
  - A. warning
  - B. intriguing
  - C. reckoning
  - D. preventing
2. The main idea of the selection is that salvage of the Ten Sail would
  - A. encourage tourism in the Cayman Islands.
  - B. reveal a fortune rivaling those of Spanish galleons.
  - C. contribute invaluable insights into maritime history.
  - D. explain what caused the sinking of the ten ships in the eighteenth century.
3. The article suggests that
  - A. navigational relics can be invaluable salvage.
  - B. calamities in coral reefs were once unavoidable.
  - C. pirates may have been responsible for the wreck of the ships.
  - D. ancient sailors were unused to navigating in the Cayman Islands.
4. The mystery of the wreck of the HMS *Convert* and nine more merchant vessels was
  - A. what cargo the convoy carried.
  - B. who the captains of the ships were.
  - C. what dangers navigators faced in ancient times.
  - D. how seafarers lived and plied their trade two centuries ago.
5. Historians have acquired considerable knowledge about the story from
  - A. folkloric tales.
  - B. documents in national archives.
  - C. sailors’ letters home and diaries.
  - D. cannons, anchors, ships’ fittings, and navigational instruments.
6. An alternative title for this selection might be
  - A. Join the Navy and See the World!
  - B. The Ten-Sail Shipwreck: Still a Mystery
  - C. Knowledge: The Ultimate Ship’s Treasure
  - D. Doom in the Deep: An Eighteenth-Century Tragedy



Read the selection below and answer the questions that follow.

## Maya Angelou: Ground Breaker for African Americans and Women

In January 1993, as the nation listened in rapt attention, author, poet, actor, playwright, and historian Maya Angelou read her poem “On the Pulse of Morning” at President Bill Clinton’s inauguration. Before this moment, some had never heard of her or experienced the pleasure of hearing her strong, rhythmic, passionate voice speak words of universal truth. Angelou once again had broken new ground, as a woman and as an African American.

Angelou was born Marguerite Johnson on April 4, 1928, and was brought up by her grandmother in segregated Arkansas. She experienced the pain and heartache of racism but overcame many obstacles to achieve success. After graduating from high school in San Francisco, California, where she moved with her mother, she took a series of jobs, including those of waitress, cook, actress, singer, and dancer. Eventually she moved to Cairo, where she was the editor of the only English-language newspaper in the Middle East, *The Arab Observer*. She also taught at the University of Ghana.

Angelou was one of the first African American women to write a best-selling book. Her autobiographical novel *I Know Why the Caged Bird Sings*, published in 1970, was a huge success. In virtually all of her writings, Angelou celebrates women and presents female characters as strong and smart, providing excellent role models for all women. Other works include *Gather Together in My Name*, *Singin’ and Swingin’ and Gettin’ Merry Like Christmas*, *And Still I Rise*, and *Phenomenal Woman*.

In addition to her literary accomplishments, Angelou, a civil rights activist, was asked by Martin Luther King Jr. to be a coordinator for the Southern Christian Leadership Conference in the 1960s. Also, since 1981 she has held the position of Reynolds Professor of American Studies at Wake Forest University. Angelou is fluent in several languages, including Italian, French, Spanish, and West African Fanti.

Breaking new ground for African American women in the film industry, Angelou has written scripts and directed movies, including *Georgia*, *Georgia* in 1972, the first screenplay written by a black woman. She has made many television appearances and has produced award-winning documentaries, including *Afro-Americans in the Arts*. She was highly commended for her performance in Alex Haley’s *Roots*.

“The honorary duty of a human being is to love,” states Angelou. Her writing stresses this belief as well as the importance of steadfastness, tenacity, courage, and doing your best each day. Through her poetry, fiction, and other efforts, Angelou teaches these lessons gently and completely. She continues to break new ground for African American women and all women everywhere.



**Circle the letter that precedes the BEST answer to each of the following questions.**

1. What does the author wish to emphasize about Angelou by writing that “the nation listened in rapt attention”?  
A. She was a courageous woman.      C. She was a talented orator.  
B. She was an excellent actress.      D. She was a good producer.
2. How did the author organize this article?  
A. chronological order      C. series of systematic arguments  
B. issues and resolutions      D. initial concept followed by support
3. When she read her poem at President Bill Clinton’s inauguration, what was Angelou’s position?  
A. the director of *Georgia, Georgia*  
B. the editor of *The Arab Observer*  
C. a professor at Wake Forest University  
D. a reporter for *The Atlanta Constitution*
4. Which of these opinions would the author of the article be MOST LIKELY to support?  
A. Martin Luther King respected Angelou.  
B. Angelou is the world’s best black woman screenplay writer.  
C. The Emmy Award nomination was Angelou’s proudest moment.  
D. Angelou would rather teach at Ghana than Wake Forest University.
5. This outline summarizes part of Angelou’s life.  
I. Endured segregation in Arkansas  
II. Graduated from high school  
III.  
IV. Worked with Martin Luther King Jr.

What belongs in the missing entry?

- |                          |  |
|--------------------------|--|
| A. Acted in <i>Roots</i> | C. Produced <i>Afro-Americans in the Arts</i>          |
| B. Moved to Cairo        | D. Wrote the first screenplay written by a black woman |
6. What does the author of this passage assume that the reader already knows?  
A. what an inauguration is  
B. what is written in *The Arab Observer*  
C. the text of Angelou’s inaugural poem  
D. what Angelou taught at the University of Ghana

Read the selection below and answer the questions that follow.

## The Last Great Race on Earth

“Come on, Balto. You can do it!” screamed Gunnar Kaasen as he fought to keep the dogsled on the Iditarod Trail.

The wind whipped around him. The temperature had plummeted to thirty degrees below zero, but he pushed his dogs relentlessly. Kaasen knew he must reach Nome. It was a matter of life or death.

It was January of 1925. A terrible diphtheria outbreak had occurred that month in the outpost town of Nome, Alaska. This small village had been a bustling town of twenty thousand people during the Gold Rush at the end of the nineteenth century. Now, fewer than fourteen hundred hardy souls remained. The only way to get to the closest city, Anchorage, was to travel on the Iditarod Trail. A one-way trip from Nome to Anchorage took even the most experienced dogsled driver (called a musher) about one month to complete.

When Nome’s doctor diagnosed the first cases of diphtheria, a contagious and deadly disease that affects the throat and lungs, he panicked. Without the serum to treat his patients, they would surely die. The disease could reach epidemic proportions. He used a telegraph to call for help. The answer was not good. The snow and subzero temperatures made it impossible to fly the serum to Nome. In 1925 most planes had open cockpits, which made flying in bad weather difficult and dangerous.

With this news, a group of mushers organized a relay along the Iditarod Trail from Nenana (the town where the serum was distributed) to Nome. Each musher went between twenty and one hundred miles along the trail with the serum strapped tightly to his sled. The mushers and their dogs fought their way through a terrible winter storm. They battled extreme temperatures, deep snow, and threats from wild animals. Gunnar Kaasen was the last musher left in this race against time.

As Balto, Kaasen’s lead dog, forged on through the raging winter storm, a huge burst of wind lifted the sled and dog team into the air and threw them down like rag dolls. “The serum is gone!” cried Kaasen as he attempted to repair his sled and untangle his team. He took off his mittens and searched every inch of snow bare-handed until he found it.

Quickly he reassembled his team and mushed the final grueling miles into Nome. With the serum on hand, the town was protected from disaster. The fearless Alaskan men and their dogs made this incredible journey in just over 127 hours. It was record-breaking time.

This first race along the Iditarod Trail inspired many modern mushers to test their own endurance. Every year, about seventy-five dogsled teams compete in what is called “The Last Great Race on Earth.” They sprint along the Iditarod Trail just as Kaasen did more than half a century ago. But no one can match the courage of those first brave teams of men and dogs who risked their lives to save a tiny town from tragedy.

**Circle the letter that precedes the BEST answer to each of the following questions.**

1. How did the doctor first request help?  
A. by airplane      C. in a written message delivered by dogsled  
B. by telegraph      D. in an oral message delivered by dogsled driver
2. Which of the following conclusions is supported by the final paragraph?  
A. The Iditarod Trail race is considered difficult.  
B. The 1925 speed record remains unchallenged.  
C. Medicines are still transported along the Iditarod trail.  
D. The race usually attracts more than seventy-five modern mushers.
3. Which of these might be another good title for this passage?  
A. Dogsled Driving: Sport and Survival  
B. Gunnar Kaasen’s Story of Strength  
C. Learning How to Drive a Dogsled  
D. The Bravest Dogsled Drivers
4. Which of the following would be most helpful to someone reading this story?  
A. information about sled dogs  
B. a map detailing the Iditarod Trail  
C. information about how diphtheria spreads  
D. a newspaper story about a recent race on the Iditarod Trail
5. Which device did the author use in the first paragraph of the passage?  
A. flashback      C. metaphor  
B. suspense      D. figurative language
6. What does the word *hardy* mean in the third paragraph of this passage?  
A. weak      C. transparent  
B. sickly      D. strong



Read the selection below and answer the questions that follow.

## Education or Exploitation?

—by Nadya Labi, *TIME*, May 21, 2001

- <sup>1</sup> We *Homo sapiens* are easily flattered. We like dolphins because they seem to like us. They smile—or rather, their mouths curve upward in an illusion of cheeriness—and we feel the urge to touch, to pet, to be nearer. It hardly registers that dolphins smile even when they have nothing to be happy about.
- <sup>2</sup> Luna died smiling. The bottle-nosed dolphin was captured off the southwest coast of Baja California. For two hours, she traveled in a coffin-like trailer with virtually no water. When she arrived at her destination, an aquarium at La Concha Beach Resort in La Paz, Mexico, she was carried in a makeshift hammock and deposited on a sandy beach. She tried to bite her handlers, but her protest went unheeded. She was forced to frolic and swim with tourists in a pen. After five weeks, she died—from stomach inflammation and ulcers caused by stress, according to the autopsy report. A leading Mexican environmental organization, the Group of One Hundred, is pressing for the release of Luna’s seven traveling companions.
- <sup>3</sup> Mexico isn’t the only place where tourists can swim with dolphins. Aquatic parks throughout the Caribbean and in the U.S. offer similar opportunities. The U.S. programs generally treat their featured attractions well: Dolphins are no longer captured in the wild, and there are guidelines that limit the mammal’s workday (no more than two hours) and provide enough office space (a sanctuary away from humans is required).
- <sup>4</sup> Some facilities work harder than others to make dolphins feel at home. Dolphins Plus, in Key Largo, Fla., fences off an area of the Florida Bay, connecting the play area to the ocean. Orlando’s Discovery Cove has three human-made lagoons, a pool for sick animals, and a staff of 70-plus workers to tend to the needs of 30 dolphins.
- <sup>5</sup> But such standards are less likely to be followed in parks outside the U.S. Several cases have been reported of dolphins suffering from stress, chlorine toxicity, or an overdose of human affection.
- <sup>6</sup> Defenders of these aquariums insist their goal is to educate, not exploit. “There are billions of people who have no access to animals or [any way to] learn about nature,” says Rick Borguss, an owner of Dolphins Plus. “People who leave here appreciate the animals.” A 2000 federal study appears to back up the claim that playing with people is no more harmful to the dolphins than performing for them.



That doesn't address a more fundamental question: Should dolphins become human pets? "I can show you a dolphin born inside of a building that has never seen the ocean, live fish, or the sky," says Ric O'Barry, a consultant for the World Society for the Protection of Animals. "These are freaks we have created for our own amusement." He advises tourists not to buy tickets for dolphin swims or shows. But that flies in the face of another fact of nature—human nature.

**Circle the letter that precedes the BEST answer to each of the following questions.**

1. Read the following dictionary entry.

**exploit** \iks ploit\ vt **1.** to make unfair use of for one's own advantage **2.** to utilize or make productive use of a natural resource **3.** to stir up interest in or to promote **4.** to accomplish or achieve

Which definition best matches the meaning of the word *exploit* as it is used in paragraph 6 of the article?

- A. definition 1
  - B. definition 2
  - C. definition 3
  - D. definition 4
2. Which set of statements BEST summarizes this article?
    - A. Many aquariums allow people to swim with dolphins. This activity is fun and educational for the people. For dolphins, however, confinement and contact with humans can cause serious health problems.
    - B. Dolphins always appear to be smiling, even when they are unhealthy. Many dolphins that live in aquariums are not healthy. Performing for people is as hard on dolphins as playing with people.
    - C. Dolphins that live in aquariums in Mexico suffer many health problems. They can suffer from stress, chlorine toxicity, and overdoses of human affection. One, named Luna, even died.
    - D. Aquariums should allow people to swim with dolphins so that people can learn about the natural world. People will then care more about the health of dolphins and other animals.
  3. Which detail of the article best supports the viewpoint that swimming with dolphins does not harm them?
    - A. the activities of the Group of One Hundred, noted in paragraph 2
    - B. the description of Dolphins Plus in paragraph 4
    - C. the 2000 federal study cited in paragraph 6
    - D. the facts presented in paragraph 5

4. What is the disagreement between Rick Borguss and Ric O'Barry in paragraphs 6 and 7 about?
- A. the reasons that people enjoy seeing dolphins in aquariums
  - B. the educational value of swimming with dolphins
  - C. the needs of people versus the needs of dolphins
  - D. the welfare of dolphins in some aquariums
5. What connotation is conveyed by the term *freaks*, as used in paragraph 7, about some dolphins in aquariums?
- A. Some dolphins in aquariums are like monsters because they pose a danger to people.
  - B. Some dolphins in aquariums deserve pity because they lead very unnatural lives.
  - C. Some dolphins in aquariums are odd because they have unusual physical traits.
  - D. Some dolphins in aquariums should be avoided because they are so unusual.
6. What mode of persuasion does the writer use in paragraph 2?
- A. She tells the basic facts of a story without indicating her opinion.
  - B. She presents an example and shows how it reflects a general pattern.
  - C. She starts with a principle and shows how it applies in a specific case.
  - D. She appeals to emotion with phrases such as “coffin-like trailer” and “forced to frolic.”
7. Why is it relevant that this story was first published in a May issue of the weekly news magazine *Time*?
- A. May was the earliest month that the magazine could cover the story of Luna, who died in February.
  - B. May is just before the summer vacation season, a time when many people might be visiting aquariums.
  - C. May is the month in which many animals give birth, so people are then most concerned about animals.
  - D. May is when dolphins are most active in the water, so it is the time that dolphins are most in danger of contact with humans.

Read the selection below and answer the questions that follow.

## Halfway House for Horses

—by Melanie L. Stephens, *TIME*, January 1, 1990

Their high-pitched whinnies roll across the plains like a tumbleweed-scattering wind. At dusk one of them rears and paws the air, casting a silhouette that is the very image of freedom. These are mustangs, the legendary wild horses of the American West. Two decades ago, mustangs were headed for extinction. Now, at Mustang Meadows Ranch, a 32,000-acre spread near St. Francis, S. Dak., 1,500 of them have found sanctuary and a managed independence that may help assure their survival.

Descended from horses that escaped from Spanish herds, millions of mustangs roamed the prairie at the start of the 19th century. But as the wildness went out of the West and more and more rangeland was plowed for crops or fenced off for cattle, the number of mustangs dwindled. By 1970 only 17,000 were left, despite the passage of federal laws that banned the use of airplanes and motor vehicles to round them up for slaughter. In 1971 Congress responded to a massive letter-writing campaign by enacting the Wild Free-Roaming Horses and Burros Act, which assigned the federal Bureau of Land Management [BLM] the responsibility for protecting these “living symbols of the historic and pioneer spirit of the West.”

Under BLM, the mustangs have recovered: 42,000 horses now run free on the range. But their numbers have greatly surpassed the ability of the land to support them. To ease the overpopulation, BLM in 1976 inaugurated a national Adopt-a-Horse program, under which 90,000 wild horses have been sold to private owners. But the mustangs taken off the range annually include many that are too old, crippled, ugly, or mean to make good pets. Until two years ago, thousands of unadoptable mustangs were crowded into dusty feeding pens in Nebraska, Nevada and Texas at a cost to taxpayers of \$13 million a year.

Enter Dayton Hyde, an Oregon rancher with a reputation for unorthodox management and a deep interest in conservation. “In my travels I kept going by feedlots, seeing these poor creatures cooped up,” says Hyde, 64. “I thought, ‘That’s no way to treat a wild horse.’ My dream was to get these horses out of the feedlots and running free again.”

In 1988 Hyde founded the nonprofit Institute for Range and the American Mustang [IRAM] in order to create sanctuaries—retirement homes of sorts—where unadoptable wild horses could once again roam freely. He convinced BLM that with foundation and public funds he could establish a self-sustaining sanctuary within three years. IRAM’s first project was a 12,600-acre sanctuary in the Black Hills of South Dakota. . . . The project makes Hyde smile. “The horses are finally getting over their depression,” he says. “They got so bored in the feedlots that they didn’t know how to run anymore.”



Hyde's ambition went beyond his successes at the Black Hills sanctuary. He next sought to establish a larger range that could accommodate thousands of horses. But since IRAM lacked both money and land, Hyde needed the help of a private investor. He turned out to be Alan Day, an owner of cattle ranches in Arizona and Nebraska. Day, says Hyde, "knew how to manage grass and was not afraid of the immensity of my dream."

The first mustangs arrived in August 1988. After being cooped up in corrals anywhere from one month to several years, they needed to readjust psychologically to the comparative freedom of the ranch's open pastures. By gradually approaching the wary mustangs in corrals, Day and his wranglers taught them to become comfortable around people. "They have had so much negative training before they get here, they think they are going to suffer if they see a man on horseback," says Day. "We want to show them that we are not the enemy."



**Circle the letter that precedes the BEST answer to each of the following questions.**

1. What is the main idea of this passage?
  - A. After mustangs were saved from extinction, some were taken to sanctuaries.
  - B. Mustangs have been saved from extinction, but most surviving mustangs are old and ugly.
  - C. Wild horses can learn to trust human beings and, as a result, to live a peaceful existence.
  - D. Alan Day's money and land saved the mustangs by teaching them new survival techniques.
2. What was the effect of the federal laws that prohibited the use of motorized vehicles for rounding up mustangs for slaughter?
  - A. The mustang population slowly rose.
  - B. The mustang population began to flourish.
  - C. The mustang population decreased to 10,000.
  - D. The mustang population continued to decrease.
3. How did the relationship between humans and mustangs change as a result of Alan Day's methods?
  - A. Humans caused the mustang population to decrease.
  - B. Humans are no longer able to keep mustangs as pets.
  - C. Mustangs became more comfortable interacting with humans.
  - D. Mustangs caused the humans working with them to become depressed.
4. What did Hyde mean by saying that Day was not afraid of the "immensity" of his dream?
  - A. Day was not intimidated by the amount of work that had to be done.
  - B. Day was hopeful that the mustang population would be restored.
  - C. Day would do anything to restore the mustang population.
  - D. Day had achieved many other ambitious goals in his life.
5. What was the author's main reason for writing this article?
  - A. to provide information on the history of mustangs
  - B. to entertain the reader with information about the Wild West
  - C. to persuade the reader to contribute to the well-being of mustangs
  - D. to explain how sanctuaries have helped prevent the extinction of the mustang

6. In what area would this article be most useful?
- A. understanding how private investment works
  - B. learning about the daily chores of a ranch hand
  - C. researching the effects of good land management
  - D. understanding how human intervention can protect wild animals
7. What makes Dayton Hyde a reliable source of information about mustangs?
- A. He has a deep interest in conservation.
  - B. He has worked with mustangs all of his life.
  - C. He founded the Institute for Range and the American Mustang.
  - D. He has personally funded the creation of two self-sustaining sanctuaries.
8. How does the author portray the beauty of the mustang?
- A. She cites statistics throughout the article.
  - B. She interviews ranch owners at the end of the article.
  - C. She uses descriptive language at the beginning of the article.
  - D. She outlines the history of the mustang in the middle of the article.

# Word List — Blue Book

Word	Lesson	Word	Lesson	Word	Lesson
a cappella	20	claimant	21	effluent	12
abate	32	clairvoyant	27	egocentric	2
abjure	6	clamorous	21	egregious	3
abstract	20	coalesce	14	élan	11
accessible	34	colloquium	18	elocution	18
accost	13	commissary	16	elongate	34
acquiesce	13	compulsory	30	embody	1
acrimonious	17	conciliatory	5	embolden	13
adjudicate	6	condescending	2	emulate	10
adjunct	3	confluence	12	encumber	32
adroit	1	confrontation	28	endemic	6
adulterate	14	congenial	36	endow	34
adverse	8	congenital	36	enjoin	3
advocate	25	congregate	3	ensemble	9
aesthetic	20	conjure	6	entente	5
aggregate	3	consternation	16	ephemeral	29
agrarian	16	consulate	5	equivocate	21
akin	22	contemptuous	2	esprit de corps	11
amalgamate	14	contradict	18	eulogize	15
ameliorate	16	convivial	30	euphemism	15
amortize	24	correlate	14	euphoria	15
apogee	28	cosmopolitan	33	euthanasia	15
appease	5	coup d'état	11	evocative	21
appendectomy	15	covert	4	exalt	28
arable	25	critique	17	excise	16
arbitration	5	crucial	19	expiration	9
arcane	4	cuisine	7	expunge	26
archives	4	cull	28	extant	13
arrogant	2	debut	32	fabricate	35
artifice	35	decadence	26	facility	4
aspersion	17	decimate	26	faux pas	11
aspirant	9	declaim	21	feign	35
aspire	10	decompose	34	fetter	32
assault	7	defame	17	flounder	8
assimilate	9	degenerate	36	fluctuate	12
attaché	5	demagogue	6	fluent	12
au contraire	11	demographics	6	foible	1
augur	7	dense	10	founder	8
avant-garde	20	depredate	26	fugitive	1
avarice	23	deride	17	gambol	16
averse	8	derive	34	gender	36
avocation	21	desultory	29	generic	36
beguile	35	dictate	18	genesis	36
belie	35	dictum	18	genre	36
bevy	7	diffuse	14	genuflect	12
bona fide	35	dispatch	4	geopolitics	33
bulwark	31	dispel	30	gluttonous	23
cacophony	20	disperse	31	gossamer	7
calamity	31	disseminate	14	grandeur	34
capricious	29	dissonance	20	gregarious	3
careen	7	dulcet	20	grotesque	10
carnage	27	duress	13	haughty	2
carnal	27	dynamic	19	heresy	19
carnivore	27	ebullient	2	heterogeneous	36
cataclysm	26	eccentric	15	heyday	25
cavalier	2	eclectic	15	hone	4
censure	17	eclipse	15	immortalize	24
chicanery	35	ecstatic	15	immutable	29
circumlocution	18	edict	18	impart	34
circumscribe	4	edifice	25	impeach	17

Word	Lesson	Word	Lesson	Word	Lesson
impede	32	neophyte	32	reclamation	21
impel	30	notorious	25	reconcile	10
implausible	28	nouveau riche	11	redress	13
impolitic	33	noxious	7	reflex	12
improvise	27	nuance	1	reincarnation	27
incarnate	27	nutriment	25	relic	31
inchoate	22	obliterate	26	relinquish	31
incredulous	4	obsess	23	remonstrate	17
indelible	22	obsolete	25	remorse	24
inextricably	10	obviate	13	repellent	30
inflexible	12	orient	19	repertoire	1
influx	12	overt	10	replete	23
ingenious	8	palatable	7	rigorous	16
ingenuous	8	palette	19	salutary	34
inhibit	32	par excellence	11	salvage	31
injunction	3	parsimony	23	savoir-faire	11
innate	19	periphery	14	scrupulous	28
innuendo	17	perjure	6	segregate	3
inspiration	9	permeate	14	semblance	9
intemperate	23	pernicious	31	simile	9
interdict	18	perpetuate	25	simulate	9
interpolate	26	persecute	8	stagnate	26
intimidate	25	pervasive	14	stark	1
intrinsic	10	phenomenon	34	steadfast	22
inundate	23	pidgin	19	subtle	19
inveterate	29	pivotal	34	succulent	16
invidious	27	placate	5	suffuse	28
inviolable	13	placid	31	superfluous	12
iridescent	7	plumb	22	surmount	4
irrepressible	1	politic	33	surrealistic	20
irrevocable	21	politico	33	tandem	7
judicious	6	polyglot	4	tawny	16
juncture	3	pompous	2	tête-à-tête	11
junta	3	postmortem	24	thwart	32
jurisdiction	6	precede	8	transfigure	22
jurisprudence	6	precipitate	32	transient	28
keen	1	predilection	25	transpire	9
laden	31	primitive	28	unprecedented	10
laissez faire	11	primogeniture	36	unpretentious	2
legacy	1	pristine	22	unwary	22
libretto	20	probity	35	upbraid	17
ligature	14	proceed	8	urban	33
linguist	19	proclamation	21	urbane	33
loquacious	18	proclivity	19	urbanite	33
malediction	18	procrastinate	32	vacillate	29
malleable	29	procure	31	variable	22
mastectomy	15	prodigal	23	veracity	35
megalopolis	33	profligate	23	verisimilitude	9
mellifluous	12	progeny	36	veritable	35
metamorphosis	29	propitious	5	viable	30
metropolitan	33	prosecute	8	victual	30
modulate	29	protocol	5	vie	22
mollify	13	providence	27	vignette	28
morbid	24	provocation	13	visage	27
mordant	24	proxy	5	vitality	30
moribund	24	prudent	16	vivacious	30
mortgage	24	pulsate	30	volatile	29
mortify	24	putrefaction	26	vouch	21
mortuary	24	rail	10	wane	26
motif	20	rapacity	23	waspish	2



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ISBN 0-07-861668-9



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