Analogies

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

1. Change the symbols into words.
   
Pistol : Weapon :: Rose :
   
A pistol is to a weapon as a rose is to a ________________

2. Determine the relationship in the first set and put it in a sentence.
   
A pistol is one kind of a weapon.

3. Complete the second part.
   
A pistol is one kind of a weapon; therefore, a rose is one kind of flower.

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

- **synonyms**
  
calm : peaceful :: anger : ire

- **opposites**
  
praise : criticize :: hovel : mansion

- **degree**
  
warm : hot :: grin : laugh

- **person : object**
  
engineer : train :: pilot : airplane

- **function**
  
car : garage :: airplane : hangar

- **order**
  
dusk : night :: dawn : day

- **action : object**
  
hoe : garden :: bake : cake

- **part : whole**
  
leg : body :: stanza : poem

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

**Roots, Prefixes, and Suffixes**

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

1. Some words evolved through usage so that today’s definitions are different from what you might have inferred from an examination of their roots and/or prefixes. For example, the word abstruse contains the prefix “ab” (away) and the root “trudere” (to thrust) and literally means “to thrust away,” but today the word is used to describe something that is “hard to understand.”
2. Occasionally, you may go wrong on a root. For example, knowing that the root “vin” means to conquer, you would be correct in concluding that the word invincible means not able to be conquered; but if you tried to apply that root meaning to the word vindictive or vindicate, you would miss the mark. So, in analyzing an unfamiliar word, if your inferred meaning doesn’t fit the context, check for other possible roots than the one you first assumed.

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

**Reading Comprehension**

Reading questions generally fall into several types.

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

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

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

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

   These writers either jot down their thoughts bit by bit, in short sentences which apparently mean much more than they say orelsetheyhold forth with a deluge of words as though [it] were necessary to make the reader understand the deep meaning of their sentences, whereas it is [a] simple if not actually trivial idea.
While the previous sentence needed only deletions to make it clear, this next one requires major recasting and additions; that is, it must be read carefully and put into the reader’s own words.

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

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

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

2. *Identifying the stated or inferred meaning.* Simply, what is the author stating or suggesting?

3. *Identifying the tone or mood of the selection or the author’s feeling.*

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

1. **adroit** (ə droɪtˈ) adj. skillful, clever
   Everyone knew that he was *adroit* with figures, but he lacked the facility for public speaking. *syn:* dexterous; apt
   *ant:* clumsy, awkward

2. **adulterate** (ə dʊl tə ræt) verb to make impure, to contaminate
   *adj.* impure
   The fumes from the automobiles *adulterate* the air.
   The police were concerned about all the *adulterated* drugs on the street.
   *ant:* refine; refined

3. **adventitious** (əd´ vɛn ˈʃɪʃ əs) adj. accidental; nonessential
   The scientists announced the breakthrough at a press conference and admitted that it had been an *adventitious* outcome.
   *syn:* incidental

4. **aegis** (ɛ´ jɪs) noun a shield; protection; sponsorship
   The candidate felt he had a chance in the election because of the *aegis* of a former officeholder.
   *syn:* backing

5. **aesthetic** (ə sɪ thɛt´ ĵk) adj. pertaining to beauty
   The house was a bargain financially, but it lacked any *aesthetic* quality.
   *syn:* artistic

6. **affectation** (ə fɛk tə shən) noun a phony attitude; pose
   John felt that the outspoken Ruth was the only girl there who did not have any *affectations*.
   *syn:* insincerity; sham
   *ant:* sincerity, genuineness

7. **affinity** (ə fin´ ɪ tē) noun an attraction to
   The young man had an *affinity* for fast cars and easy money.
   *syn:* partiality, fondness
   *ant:* aversion

8. **affluence** (ə flərəns) noun wealth; richness
   Although Paul's family had much *affluence*, he was content to make do without their help.
   *syn:* abundance
   *ant:* impoverished, destitute

9. **agape** (ə gæp´) adj. open-mouthed; surprised; agog
   Even the judge was *agape* when the witness told the ridiculous story in court.
   *syn:* awe-stricken

10. **agrandize** (ə græn´ diz) verb to enlarge; to expand
    Much of what they did was not to aid their country but to *agrandize* their own positions.
    *syn:* increase, augment, enrich
    *ant:* decrease, diminish
11. **altruism** (əlˈtrōo ˈiz əm) *noun* a concern for others; generosity
   Ben’s *altruism* was apparent as he stopped at the scene of the accident to offer his assistance.
   *syn:* unselfishness, magnanimity *ant:* selfishness, egoism

12. **ambiguous** (əmˈbig ˈyōō əs) *adj.* open to more than one interpretation
   The candidate’s *ambiguous* comments tended to confuse the issue even more.
   *syn:* unclear, uncertain, vague *ant:* explicit, definite

13. **amoral** (əˈmôrˈəl) *adj.* lacking a sense of right and wrong
   Although a greedy man, he was not *amoral*; there were some things he would not do for money.

14. **amorphous** (ə mərˈfəs) *adj.* shapeless, formless, vague
   Although the essay was due in two days, John couldn’t get a handle on the topic, which remained *amorphous* in his mind.

15. **animosity** (ən ə ˈmōsˈti ˈtē) *noun* hatred
   There was a general feeling of *animosity* toward the judge for giving the boys such a harsh sentence.
   *syn:* ill-will, hostility *ant:* friendliness, congeniality

**Exercise I - Words in Context**

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

**affectations** **adroit** **affluence** **adulterated** **affinity**

A. Because he was very _________ at manipulating stock purchases, his _________ grew rapidly. Despite his new wealth, however, he did not develop those _________ usually associated with the nouveau riche. But he did develop an _________ for life in the fast lane. It was this lifestyle and _________ drugs that killed him.

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

**amoral** **aggrandizement** **altruistic** **amorphous** **animosity**

B. His great _________ for them had no particular focus; rather there was something of an _________ quality to it. While not a religious man, he disliked churchgoers because he thought them to be _________ . They were not at all _________ ; in fact, they were downright selfish. In those rare instances when they did do something for someone, it was done more for self- _________ than a desire to help others.
From the words below, supply the words needed to complete the sentences.

agape  aesthetic  adventitious  aegis  ambiguous

C. Seeing Joan at the party was an _________ meeting but one that Al planned to take full advantage of. Since he was no longer under the _________ of his uncle, he had lost much of his power at the museum. Now, as he explained his plan to regain power, Joan stood _________. She could not believe her ears. She told him in no _________ terms that she would have absolutely nothing to do with his plan. “And,” she added, “I am interested in art from an _________ point of view, certainly not as a wedge to gain money or power.”

Exercise II—Root, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root cand means “white” “shining.” The root terra means “earth.”

1. The literal meaning of unanimous is _________; and if you are filled with strong feelings against someone, you are filled with _________. But animation is the act of _________.

2. Something that is incandescent is _________; but the word candid, meaning pure, sincere, comes from the same root. What is the word’s probable evolution?

3. List other words that use cand as a root.

4. The expression “terra firma” refers to _________, but the word _________ refers to someone from beyond the earth’s planet.

5. Give a literal meaning for the following:
   bisect  intersect  sector

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

1. amoral : moral ::
   A. again : gain
   B. cold : frigid
   C. asexual : sexual
   D. calm : tranquil

2. artist : aesthetic ::
   A. electrician : building
   B. banker : fiscal
   C. accountant : calculator
   D. judge : criminal

3. altruism : selflessness ::
   A. rules : emotions
   B. liberalism : conservatism
   C. two : three
   D. animosity : hatred
Exercise IV—Reading Comprehension

Read the selection and answer the questions.

I went to the woods because I wished to live deliberately, to confront only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartanlike as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God and have somewhat hastily concluded that it is the chief end of man here to “Glorify God and enjoy him forever.”

Thoreau

1. In this selection, the author tells us that his main purpose in going into the woods was
   A. to try to prove the existence of God.
   B. to try to disprove the existence of God.
   C. to try to find the meaning of life, or at least to find out what life is about.
   D. to try to commune with nature.
   E. to live and die, if necessary, by himself.

2. The author states or implies that
   A. God does not exist.
   B. God does exist, but it cannot be proven empirically.
   C. some men have hastily reached a conclusion about God’s existence.
   D. some men have hastily reached a conclusion about the end or meaning of life.
   E. Both C and D

3. The author’s mood may be best described as being
   A. very gloomy.
   B. very happy.
   C. very depressed.
   D. very determined.
   E. very irresolute.

4. It is clear that the author believes
   A. that there is a meaning to life.
   B. that there is no meaning to life.
   C. that one must search on his own for any meaning to life.
   D. that the meaning of life is to glorify God.
   E. that the Spartans were the first to discover the true meaning of life.
Lesson Two

1. **antipathy** (әn әp′ ә thә) noun an intense dislike
   So great was her feeling of antipathy that she was afraid it showed in her face.
   
   syn: aversion  
   ant: affinity

2. **antithesis** (әn әt′hә sәs) noun an exact opposite; an opposite extreme
   Love is the *antithesis* of hate.

3. **badinage** (bәd nәzh′) noun playful, teasing talk
   
   verb to banter; to tease with playful talk
   Although it started out as *badinage*, it quickly escalated to cutting insults.

4. **banal** (bә′ nәl) adj. common, ordinary
   His *banal* remarks quickly bored the entire class.
   
   syn: trivial, insipid  
   ant: original, fresh

5. **baroque** (bә rәk′) adj. overly decorated
   The new dance club had a great light show; the *baroque* furnishings seemed right in place.
   
   syn: ornate  
   ant: simple

6. **bauble** (bә′ bәl) noun a showy but useless thing
   John had to find some kind of *bauble* to give Mary for Christmas.
   
   syn: trinket

7. **bedlam** (bәd′ lәm) noun a noisy uproar; a scene of wild confusion
   The concert hall was sheer *bedlam* until the rock star appeared.

8. **beguile** (bә gиl′) verb to deceive; to charm; to enchant
   Scarlett O’Hara tried to beguile all the *eligible* men she met.

9. **besiege** (bә sәj′) verb to overwhelm; to surround and attack
   Congressmen were *besieged* with phone calls during the controversial hearings.

10. **besmirch** (bә smәrч′) verb to make dirty; to stain
    My ex-best friend tried to *besmirch* my reputation with her vicious gossip.
    
    syn: soil, sully, smear  
    ant: cleanse

11. **bestial** (bәs′ chәl) adj. savage, brutal
    He took a *bestial* delight in tormenting the captive slaves.
    
    syn: brutish, vile, cruel  
    ant: humane, kind

12. **bilious** (bиl′ yәs) adj. bad tempered; cross
    No one could stand being in the same room with Sam when he was in a *bilious* mood.
    
    syn: grouchy, cantankerous  
    ant: pleasant
13. **blanch** (blänch) *verb* to whiten, to make pale
   Sue’s face *blanched* visibly when she saw the charred remains of what had been her home.

14. **bland** (bländ) *adj.* mild, tasteless, dull
   His *bland* manner had a calming effect on the children.
   *syn:* smooth, agreeable  
   *ant:* exciting, thrilling

15. **blandishment** (blän´dish mənt) *noun* flattery
   Silky-smooth *blandishments* poured from his lips as he tried to butter up the old lady.

**Exercise I - Words in Context**

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

<table>
<thead>
<tr>
<th>besieged</th>
<th>bedlam</th>
<th>antithesis</th>
<th>badinage</th>
<th>baroque</th>
</tr>
</thead>
</table>

**A.** The party was in ________ when John and Mary arrived. It was a complete ________ of the sedate cocktail party they had just left where the ________ of the guests was most pleasant. Now, the loud music and even louder talk made them feel ________, so they left at the first opportunity.

<table>
<thead>
<tr>
<th>antipathy</th>
<th>banal</th>
<th>bland</th>
<th>besmirch</th>
<th>baroque</th>
</tr>
</thead>
</table>

**B.** The decorator had a(n) ________ for anything ________. He preferred subtle colors and earth tones to convey his message. Emily, however, felt that his ideas were ________, and she wanted something more spectacular. She did not want to ________ his reputation, but in the end she did so by telling all of her friends how ________ she felt his ideas were.

<table>
<thead>
<tr>
<th>bestial</th>
<th>blanched</th>
<th>blandishments</th>
<th>bauble</th>
<th>bilious</th>
<th>beguile</th>
</tr>
</thead>
</table>

**C.** The ________ that Mark gave to Elizabeth was supposed to ________ her, but instead it made her ________. She knew what it had cost, and his face ________ visibly when she called him a cheapskate. None of Mark’s further ________ could change her mind. Finally, an outraged Mark said that she was acting in a ________ manner.
Exercise II—Root, Prefixes, and Suffixes

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

The root *apt* means “fit.”  
The root *aster, astr* means “star.”  
The root *bas* means “low.”  
The prefix *dis* means “apart” “not.”

1. The word *disaster* is made from the root *aster* and the prefix *dis* and means misfortune or calamity. Explain the significance of the root and prefix.

2. An aptitude for a job implies a __________, however an ineptitude indicates an __________.

3. Literally to debase someone is to __________ and a five letter word beginning with an “a” meaning much the same thing is __________.

4. List as many words as you can think of which contain the roots *aster, astro* and *bas*.

Exercise III—Analogies

*Complete the analogy by choosing the most appropriate word.*

4. bland : food ::
   A. movie : novel  
   B. mountain : hill  
   C. banal : conversation  
   D. thrilled : disappointment  

5. extinguish : blazes ::
   A. fertilize : flowers  
   B. stop : crimes  
   C. teach : students  
   D. quell : riots  

6. antipathy : animosity ::
   A. hate : love  
   B. bird : turkey  
   C. love : affection  
   D. dark : light  

Exercise IV—Reading Comprehension

*Read the selection and answer the questions.*

It was about that time I conceived the bold and arduous project of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employed in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was in our interest to be completely virtuous was not sufficient to prevent our slipping; and that the contrary habits must be broken, and good ones acquired and established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I therefore contrived the following method.
In the various enumerations of the moral virtues I had met within my reading, I found the catalog more or less numerous, as different writers included more or fewer ideas under the same name. Temperance, for example, was by some confined to eating and drinking, while by others it was extended to mean the moderating of every other pleasure, appetite, inclination, or passion, bodily or mental, even to our avarice and ambition. I proposed to myself, for the sake of clearness, to use rather more names, with fewer ideas annexed to each, than a few names with more ideas; and I included under thirteen names of virtues all that at that time occurred to me as necessary or desirable, and annexed to each a short precept, which fully expressed the extent I gave to its meaning.

Franklin

1. The plan that this author is expounding is one which is calculated to
   A. improve his physical health.
   B. improve his mental health.
   C. enrich him in worldly goods.
   D. bring him closer to God.
   E. help him eradicate his vices and improve his virtues.

2. The author states or implies that
   A. cleanliness is next to Godliness.
   B. while it is easy to know what is right, it is harder to do what is right.
   C. in setting up his plan, he drew on the works of other writers.
   D. Both B and C
   E. A, B, and C

3. The author appears to be a man who is
   A. something of a scatterbrain.
   B. very organized and logical.
   C. designing an elaborate joke.
   D. not very happy with his life.
   E. often accused of drinking too much.

4. The best title for this selection would be
   A. Conquering Natural Inclinations.
   B. Arriving at Moral Perfection.
   C. Enumerating Moral Virtues.
   D. Moderating Pleasures.
   E. Speculative Conviction and Virtue.
Lesson Three

1. **bombast** (bōm´ bāst) *noun* impressive but meaningless language
   Please, professor, no more *bombast*; just give me the facts.

2. **bona fide** (bō´ nō fīd) *adj.* in good faith
   We made a *bona fide* offer for the property.
   *syn:* legitimate, genuine  
   *ant:* fraudulent, phony

3. **boor** (boor) *noun* a rude or impolite person
   My brother was acting like a *boor*.
   *syn:* buffoon, clown  
   *ant:* sophisticate

4. **bovine** (bō´ vīn) *adj.* pertaining to cows or cattle
   The critic described the large figures in the painting as *bovine*.

5. **bowdlerize** (boud´ lēr iz) *verb* to remove offensive passages of a play, novel, etc.
   If the editors *bowdlerize* much more of the book, there won’t be anything left to read.
   *syn:* to censor

6. **brevity** (brēv´ ĭ tē) *noun* briefness; short duration
   The *brevity* of the candidate’s speech surprised everyone.
   *syn:* terseness, conciseness  
   *ant:* long-windedness

7. **bucolic** (byōō kōl´ ĭk) *adj.* pertaining to the countryside; rural, rustic
   Jim wanted to find an old inn in a *bucolic* setting in which to have lunch.
   *syn:* pastoral

8. **cajole** (kə jōl´) *verb* to coax, to persuade, to wheedle
   Tim tried to *cajole* his parents into letting him use the new car.

9. **callow** (kāl´ ō) *adj.* young and inexperienced
   Although he was not the typical *callow* youth, he was not as experienced as he pretended.
   *syn:* immature  
   *ant:* mature, sophisticated

10. **carcinogen** (kär sīn´ ə jōn) *noun* causing cancer
    It is widely believed that nicotine is a *carcinogen*.

11. **carnal** (kär´ nāl) *adj.* sensual, sexual
    Even though Evelyn didn’t understand the painting, she knew it had a *carnal* feeling about it.
    *syn:* erotic, voluptuous  
    *ant:* chaste, modest

12. **carrion** (kār´ ē ən) *noun* decaying flesh
    The vultures circling in the sky led the border patrol to the *carrion* they had been seeking since the report of the disaster.
13. **cataclysm** (kā´tə klīzd əm) *noun* a violent change
   The earthquake in Mexico was a *cataclysm* which no one could have foreseen.
   *syn:* disaster, catastrophe
   *ant:* triumph, boon

14. **cataract** (kā´tə räkt) *noun* 1. large waterfall; abnormality of the eye
   Because of the cataracts in that part of the river, you can’t put a canoe in the water.
   My grandmother had to have a *cataract* surgically removed from her eye.

15. **caveat** (kā´vē ət) *noun* a warning
   John did not heed that old *caveat* about swimming alone because he had such confidence in
   his own ability.

**Exercise I - Words in Context**

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

<table>
<thead>
<tr>
<th>bombastic</th>
<th>bovine</th>
<th>carnal</th>
<th>cajoled</th>
</tr>
</thead>
</table>

A. The parents objected to the ________________ aspects of the movie, not the language.

B. When the professor said that all the well-fed people in his family picture had a __________ appearance, Mark became very angry. He wanted to rush in and call the professor a __________ old windbag, but Joan __________ him into calming down and sleeping on it before he took any action.

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

<table>
<thead>
<tr>
<th>brevity</th>
<th>bona fide</th>
<th>caveat</th>
<th>callow</th>
</tr>
</thead>
</table>

C. The __________ real estate salesman had no idea that the offer was __________. He felt that the __________ of the negotiations indicated that something was wrong. He kept thinking of the old __________ “Buyer Beware.”

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

<table>
<thead>
<tr>
<th>carrion</th>
<th>cataract</th>
<th>carcinogen</th>
<th>boor</th>
</tr>
</thead>
</table>

| cataclysm | bowdlerized | bucolic |

D. Upon retiring to the __________ life of the gentleman farmer, Jim was seen by his wife as something of a __________. She believed that only a __________ would shock him into his old self. It was only after the doctor told her that Jim was slowly losing his vision and that a __________ operation was necessary that she understood why he had been acting as he had.
E. Jeff discovered that one of the bodies had been taken to the medical examiner’s office to determine if death had been caused by a __________, but he learned that the remaining bodies had been left as __________ for the vultures. That evening, Jeff wrote a lengthy and very gory account of what he learned and gave it to his editor. When it appeared in the paper the next day, though, it was so __________ he barely recognized his own story.

Exercise II—Root, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root cap, capt means “take” “hold.” The suffix ive means “relating to.”

The root capit means “head.” The root ced, cess means “yield” “go.”

1. Literally the capital of a state is the __________; and if someone is decapitated, he/she is __________.

2. Give the literal meaning of the following:
   procession    recession     antecedent     cessation

3. Someone who is able to take hold is said to be __________, but a capacious vessel would be one that __________.

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

7. bore : boar ::
   A. calm : stormy
   B. placid : tranquil
   C. dull : routine
   D. Jim : gym

8. bowdlerize : Bowdler::
   A. macadam : MacAdam
   B. magnify : Magnum
   C. synthesize : Synthesis
   D. analysis : Analyze

9. bovine : cows ::
   A. dogs : wolves
   B. large : elephants
   C. porcine : pigs
   D. creator : creates

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

The old fable covers a doctrine ever new and sublime; that there is One Man, present to all particular men only partially, or through one faculty; and that you must take the whole society to find the whole man. Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier. In the divided or social state these functions are parceled out to individuals, each of whom aims to do his stint of the joint work, whilst each other performs his. The fable implies that the individual, to possess himself, must sometimes
return from his own labor to embrace all the other laborers. But, unfortunately, this original unit, this fountain of power, has been so distributed to multitudes, has been so minutely subdivided and peddled out, that it is spilled into drops, and cannot be gathered. The state of society is one in which the members have suffered amputation from the trunk, and strut about so many walking monsters, a good finger, a neck, a stomach, an elbow, but never a man.

Man is thus metamorphosed into a thing, into many things. The planter, who is Man sent out into the field to gather food, is seldom cheered by any idea of the true dignity of his ministry. He sees his bushel and his cart, and nothing beyond, and sinks into the farmer, instead of Man on the Farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden by the routine of his craft, and the soul is subject to dollars. The priest becomes a form; the attorney a statute book; the mechanic a machine; the sailor a rope of the ship.

*Emerson*

1. In this selection the author
   A. appears to regret that men see themselves in terms of their jobs.
   B. appears to applaud the specialization of labor.
   C. ridicules man, his society, and his world.
   D. is happy because workers have been released from drudgery.
   E. states that mechanics now do what man used to do.

2. The main idea in this selection is that
   A. craftsmen should perform their work for the love of the work, not money.
   B. whatever your occupation, high or low, be proud of it.
   C. man is an insignificant creature.
   D. man has been fragmented and identifies himself by his occupation rather than his integrated essence.
   E. the state of society has been metamorphosed, and a new and better order is coming.

3. The author states or implies that
   A. craftsmen have lost the joy in their work and now work mainly for money.
   B. Man must aspire to greatness if he is to be great.
   C. Man can do nothing on his own without God’s help.
   D. Both A and B
   E. A, B, and C

4. Toward the end of the first paragraph the author compares the state of society to
   A. a machine.
   B. a craftsman.
   C. an insect.
   D. a cart without a horse.
   E. a human body.
Lesson Four

1. **celibate** (sə′lə bit′) noun unmarried;
   *adj.* abstaining from sex
   Priests are celibates.
   In that religion, the priests take vows to remain impoverished and *celibate*.

2. **censure** (sən′shr) verb to criticize sharply
   Congress voted to *censure* the young congressman because of his unethical behavior.
   *syn:* blame, condemn, reproach  
   *ant:* praise, applaud

3. **cessation** (sə′ sə shən′) noun a stopping; a discontinuance
   Although there was a *cessation* in the hostilities, no one doubted that the battle would resume the next day.
   *syn:* a pause, a ceasing  
   *ant:* a beginning, a commencement

4. **chaff** (chaf) noun worthless matter
   “Give me just the facts,” the professor said. “Separate the wheat from the *chaff*.”

5. **chagrin** (shə grən′) noun embarrassment; a complete loss of courage
   Joanne had never felt such *chagrin* as the time when she fell into the mud puddle in front of her fiancée’s family.

6. **chimerical** (kə mər′ ĕ kəl) adj. imaginary; fantastic
   Although they laughed at his plans and called them chimerical, later events proved him to be a visionary.
   *syn:* absurd, illusionary  
   *ant:* practical

7. **coalesce** (kə ə lēs′) verb to blend, to merge
   The anti-war group was made up of such different personalities that it took months before they could *coalesce* into a group that had some power.
   *syn:* mix, unite, combine  
   *ant:* separate, divide

8. **debacle** (də bə′ kəl) noun a complete failure; a total collapse
   After reading the reviews, the actors knew the play was a *debacle* and would close in one night.
   *syn:* a sudden disaster  
   *ant:* success, triumph

9. **debauchery** (də bō′ chə rē) noun corruption; self-indulgence
   He lived a life sunk in sin and *debauchery*.
   *syn:* excess, dissipation

10. **deference** (də′ frəns) noun respect; consideration
    In *deference* to the young widow, we moved quietly aside and allowed her to leave first.
    *syn:* regard, honor  
    *ant:* contempt
11. **defile** (dĕˈfīl′) *verb* to pollute, to corrupt
   The oil spill was of concern to the populace because it was bound to *defile* the streams and rivers for miles around.

12. **deign** (dēn) *verb* to lower oneself before an inferior
   “After what she did to me, I would not *deign* to say hello to her,” Mary said to Joe about her former best friend.
   *syn:* stoop, condescend

13. **delineate** (dēˈlīnēˈāt) *verb* to describe, to depict
   The politician went on to *delineate* his proposal on disarmament in greater detail.

14. **demeanor** (dēˈmēnər) *noun* behavior; manner of conducting oneself
   Believe me, his shy *demeanor* is just an act; he is really quite wild.
   *syn:* deportment

15. **denouement** (dē noun′əmənt) *noun* an outcome, result
   Hazel prided herself on being able to solve mysteries; but the story she was reading was elusive, and the *denouement* didn’t come until the final page.
   *syn:* conclusion

**Exercise I - Words in Context**

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

**cessation**  **chimerical**  **debacle**  **chagrined**

A. The president called for a ________ of hostilities between the two warring countries; but his appeal was ignored, and as a result he was quite _________.

B. Many of his opponents called it a ________ notion and predicted that it would end in a _________ that would take years to recover from.

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

**coalesce**  **demeanor**  **chaff**

**defiling**  **denouement**  **censure**

C. In the ________ Holmes explained to Watson that he was able to infer very much from the ________ of the redheaded man. Then, after a little investigation, the clues began to ________; and a solution became apparent.

D. During the hearings, the senator was accused of ________ the reputation of many innocent men; hence, they voted to ________ him. One of his critics said, “The senator never evaluated his information; if he had separated the important from the _________, he would never have said half the things he did say.”
E. The young priest, who had taken vows of poverty and ________, was sent to work in the poorest section of the city. At first he had problems dealing with the ________ around him and would not ________ to talk with the wasted lives he saw. He found it difficult to ________ his feelings to his superiors, for whom he demonstrated great ________. After many months when he was still unable to work out his feelings, he was transferred to another position.

Exercise II—Root, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The root *celer* means “swift.” The root *cord* means “heart.”
The root *clin* means “lean” “bend.” The root *curr, curs* means “run.”

1. Someone who acts with celerity is acting ________, and the word *accelerate* means ________, but if you slow down, you ________.

2. An inclination is a ________, and another word for a sloping hill is an ________.

3. List as many words as you can think of that contain the root *cor* or *cord*.

4. A cursory reading would be one that is done ________.

5. List as many words as you can think of that contain the root *curr, curs* and give a literal meaning for each.

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

10. *denouement : plot ::*

A. dusk : day  
B. theater : movie  
C. cigarette : cancer  
D. chapter : novel

11. *illustrate : pictures ::*

A. soak : wash  
B. delineate : words  
C. winter : snows  
D. artist : paints

12. *plans : coalesce ::*

A. words : poetry  
B. signs : direct  
C. roads : converge  
D. airplane : pilot
Exercise IV—Reading Comprehension

Read the selection and answer the questions.

In this distribution of functions the scholar is the delegated intellect. In the right state he is Man Thinking. In the degenerate state, when the victim of society, he tends to become a mere thinker, or still worse, the parrot of other men’s thinking. Let us see him in his school, and consider him in reference to the main influences he receives.

The first in time and the first in importance of the influences upon the mind is that of nature. Every day, the sun; and, after sunset, night and her stars. Ever the winds blow; ever the grass grows. Every day, men and women, conversing, beholding and beholden. The scholar is he of all men whom this spectacle most engages. He must settle its value in his mind. What is nature to him? There is never a beginning, there is never an end, to the inexplicable continuity of this web of God, but always circular power returning into itself. Therein it resembles his own spirit, whose beginning, whose ending, he never can find—so entire, so boundless. Nature hastens to render account of herself to the mind. Classification begins. To the young mind everything is individual, stands by itself. By and by, it finds how to join two things and see in them one nature; then three, then three thousand; and so, tyrannized over by its own unifying instinct, it goes on tying things together, diminishing anomalies, discovering roots running underground whereby contrary and remote things cohere and flower out from one stem. It presently learns that since the dawn of history there has been a constant accumulation and classifying of facts. But what is classification but the perceiving that these objects are not chaotic, and are not foreign, but have a law which is also a law of the human mind? The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout matter; and science is nothing but the finding of analogy, identity, in the most remote parts.

Emerson

1. This selection was probably taken from Emerson’s work entitled
   A. “Self Reliance.”
   B. “Nature.”
   C. “Common Sense.”
   D. “The American Scholar.”
   E. “Character.”

2. At his best, the scholar is
   A. the delegated intellect.
   B. the most virtuous person.
   C. the man who thinks.
   D. the man who reads and repeats what he reads.
   E. Both A and B

3. The most important influence on the scholar is
   A. what he reads.
   B. what he learns from others.
   C. what he learns from nature.
   D. what he believes.
   E. Both C and D

4. For Emerson, Nature is
   A. the first influence on the scholar.
   B. one with man.
   C. open to all kinds of classifications because nature is not chaotic.
   D. linked with both man and God.
   E. all of the above.