

**VOCABULARY**

**FOR THE**

**COLLEGE BOUND**

**BOOK A**



**PRESTWICK HOUSE, INC.**

*"Everything for the English Classroom!"*

P. O. Box 658  
Clayton, DE 19938  
1-800-932-4593  
[www.prestwickhouse.com](http://www.prestwickhouse.com)

Copyright © 1987 by Prestwick House. All rights reserved. No portion may be reproduced without permission in writing from the publisher.

*Revised: April, 2002*

**ISBN 978-1-58049-260-7**

# Strategies for Completing Activities

## Analogies

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

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

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

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

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

## Roots, Prefixes, and Suffixes

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

1. Some few words have evolved through usage so that today's definitions are different from the ones 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, check for other possible roots than the one you first assumed if your inferred meaning doesn’t fit the context.

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

## Reading Comprehension

Reading questions generally fall into several types.

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

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

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

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

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

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

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

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

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

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

To answer this type of question, look closely at individual words and their connotations. For example, if an author describes one person as stubborn and another as firm, it tells 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. **adjunct** (əj' ŋkt) *noun* a subordinate; an assistant *adjective* added or connected in a dependent or subordinate manner  
Before his dismissal, Dr. Jones had been an *adjunct* professor at the university.  
*syn: addition, appendage, attachment*
2. **admonish** (əd mŏn' ĭsh) *verb* to warn, to caution  
The lifeguard *admonished* the small children about the high waves and undertow before allowing them to go near the water.  
*syn: advise, notify, warn*
3. **advocate** (əd' və kāt') *verb* to recommend; to speak in favor of  
I would *advocate* a telephone survey to find out if there is backing for the proposed changes.  
*syn: prescribe, support* *ant: oppose, contest*
4. **affiliate** (ə fil' ē ĭt) *noun* an associate, partner  
He denied that he was an *affiliate* of any organized-crime figure.  
*syn: member, subordinate, employee*
5. **affliction** (ə flĭk' shən) *noun* anything causing great suffering  
Intestinal disorders are *afflictions* visited upon the unwary traveler.  
*syn: trouble, pain, distress* *ant: relief, aid*
6. **aghast** (ə gəst') *adjective* feeling great dismay or horror  
We were *aghast* at the sarcastic tone the teenage girl directed at her parents.  
*syn: terrified, horrified, shocked, amazed*
7. **alacrity** (ə lāk' rĭ tē) *noun* liveliness, willingness, eagerness  
He performed his chores with *alacrity*.  
*syn: promptness, briskness, readiness* *ant: slowness, reluctance*
8. **alienate** (āl' yə nāt') *verb* to make others unfriendly toward you  
Don't *alienate* your neighbors unless you really like to be alone.  
*syn: estrange, turn or set against*
9. **allude** (ə lŏd' d') *verb* to hint at, to refer to indirectly  
The attorney *alluded* to a cover-up but was not very specific.  
*syn: suggest, refer, imply*
10. **aloof** (ə lŏf') *adjective* reserved, distant  
The singer looked rather *aloof* as he stood on the step signing autographs in a bored manner.  
*syn: remote, cool, indifferent* *ant: warm, friendly*

## Exercise I—Words in Context

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

*affliction      adjunct      alluded      advocate      aghast*

- A. When his assistant got a promotion, the professor advertised in the local newspaper for a new \_\_\_\_\_ . When the applicants began to arrive for their interviews, Dr. Smith was \_\_\_\_\_ at their inappropriate appearance. One person actually looked as if he were suffering from some \_\_\_\_\_ , such as the plague.
- B. Although the speaker \_\_\_\_\_ to taking drastic action, he was careful not to \_\_\_\_\_ violence as the solution.

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

*affiliated      alienated      aloof      admonished      alacrity*

- C. While some of the guests remained \_\_\_\_\_, others joined in the activity with \_\_\_\_\_.
- D. Although his wife had \_\_\_\_\_ Jones about his behavior, Jones \_\_\_\_\_ just about everyone in the neighborhood, and now, no one speaks to him. He claims that he prefers not being \_\_\_\_\_ with anyone or anything in the neighborhood.

## Exercise II—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The prefix *sub* means *under, below*.  
The root *urb* means *city*.

The suffix *ize* means *to make*.

- A. Without using a dictionary, try to define the following words:
- |                |                |
|----------------|----------------|
| 1. suburb      | 4. standardize |
| 2. urbanize    | 5. subhuman    |
| 3. substandard | 6. humanize    |
- B. The action of many people leaving cities and moving into the \_\_\_\_\_ causes the cities to decay. This results in what is called \_\_\_\_\_ blight.
- C. List as many words as you can think of that use the prefix *sub*, the suffix *ize*, or the root *urb*.

### Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- |                         |                      |                          |
|-------------------------|----------------------|--------------------------|
| 1. adjunct : captain :: | 2. advocate : vox :: | 3. terrified : aghast :: |
| A. student : teacher    | A. avert: vert       | A. frightened : rabbit   |
| B. co-pilot : pilot     | B. police : pole     | B. clear: cloudy         |
| C. garage : house       | C. martin : art      | C. reserved : aloof      |
| D. sock : shoe          | D. reckless : less   | D. noon : evening        |

### Exercise IV—Reading Comprehension

Read the selection and answer the questions.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are like common distilled waters, flashy things.

from: *Of Studies*  
Francis Bacon

1. The author's main point in this selection is that
  - A. it is quite acceptable to read extracts of books.
  - B. all books should be read in the same fashion.
  - C. not all books should be read in the same way.
  - D. books are no substitute for experience.
  
2. The tone of this selection is one of
  - A. repressed anger.
  - B. hopeless sadness.
  - C. biting satire.
  - D. thoughtful reflection.

3. Of “distilled books” the author thinks
  - A. they are trash that no one should read.
  - B. they have a great deal of importance to say.
  - C. they may be read by others and reported on.
  - D. they are to be chewed and digested.
  
4. The author implies or states that
  - A. all books are worth our full attention.
  - B. some books should be read only very quickly or in part.
  - C. mean books are not worth reading because of the violence in them.
  - D. every book an author feels is important enough to be written is important enough to be read.



## Lesson Two

1. **amalgamate** (ə māl' gə māt') *verb* to combine  
Because of his forceful personality, he was able to *amalgamate* the smaller tribes into a large and dangerous army.  
*syn: unite, blend, mix, consolidate*                      *ant: splinter, disunite*
2. **ambidextrous** (ăm bĩ dĕk' strəs) *adjective* equally skillful with either hand.  
Because he was *ambidextrous*, he was good at pitching horseshoes with either hand.  
*syn: versatile*
3. **anachronism** (ă năk' rə nĩz' əm) *noun* something or someone out of its proper time  
The setting for the play was a peasant village in the Middle Ages, but in the middle of the stage was a refrigerator. What an *anachronism* that was!
4. **animate** (ăn' ə māt) *verb* to give life or motion to  
Even a trip to the ice cream parlor did little to *animate* the two lost children.  
*syn: enliven, encourage, excite*                      *ant: deaden*
5. **anthropomorphic** (ăn' thrə pə mōr' fĩk) *adjective* attributing human characteristics or qualities to objects, animals, or gods  
I just hate *anthropomorphic* stories in which pigs and rabbits walk upright, dress in clothes, and speak to each other in a human tongue.
6. **antiquated** (ăn' tĩ kwā tĩd') *adjective* no longer used or useful; very old  
The *antiquated* car chugged slowly up the hill.  
*syn: obsolete, out-of-date*
7. **aphorism** (ăf' ə rĩz' əm) *noun* a concise statement of a truth or principle  
“Waste not, want not” is an *aphorism* that my father lives by.  
*syn: proverb, adage, maxim*
8. **aplomb** (ə plũm') *noun* self-confidence  
The youngest dancer showed such *aplomb* that even the veterans of the troupe were astonished.  
*syn: poise, assurance*                      *ant: awkwardness*
9. **bandy** (băn' dē) *verb* to give and take quickly in conversation; to toss back and forth  
“Let’s not *bandy* words,” the woman told her son. “Just tell me what happened.”  
*syn: exchange (words)*
10. **bane** (bān) *noun* the cause of ruin, harm or distress, death  
As he passed out midterm grades, the teacher woefully told the students, “You’ll be the *bane* of me yet.”

## Exercise I—Words in Context

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

*animate      bane      aphorism      amalgamated      bandied      antiquated*

- A. The novel *Frankenstein* is about a scientist named Victor Frankenstein, who devoted his life to studying the theories of ancient philosophers, who, Victor’s contemporaries said, were too \_\_\_\_\_ to be of any modern use. Nevertheless, it was Victor’s dream to \_\_\_\_\_ non-living matter and create a living being, so he continued his studies.
- B. After discovering the secret of life, Victor \_\_\_\_\_ about the idea of whether or not to create a living being. Finally, he settled the question with the \_\_\_\_\_, “Nothing ventured, nothing gained.”
- C. He took various human parts and \_\_\_\_\_ them into one gigantic body which he brought to life. Victor originally thought this achievement would bring him glory, but it turned out to be the \_\_\_\_\_ of his existence.

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

*anthropomorphic      aplomb      anachronism      ambidextrous*

- D. Most movies portray Victor Frankenstein as a mad scientist of the nineteenth century, but this is an \_\_\_\_\_, as the book was written early in the 1800’s and is actually set some time in the mid-eighteenth century.
- E. Many left-handed people have become \_\_\_\_\_ when forced to adapt to a right-handed world.
- F. In the mythologies of ancient Greece and Rome, we say that the gods are \_\_\_\_\_ because they possess the characteristics and behaviors of humans.
- G. Before reading the book *How to Win Friends and Influence People*, I was terribly shy; but afterwards, I developed such \_\_\_\_\_ that I surprised even myself.

## Exercise II—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *chroma* means *color*.  
The prefix *mono* means *one*.

The prefix *poly* means *many*.

- A. Without using a dictionary, try to define the following words:
- |                  |               |
|------------------|---------------|
| 1. polychromatic | 4. monotonous |
| 2. monochromatic | 5. monorail   |
| 3. polygon       | 6. monomania  |
- B. Morphology is the study of forms. Animals which take on many forms during their life cycles are called \_\_\_\_\_.
- C. List as many words as you can think of which contain the root *chroma*, the prefix *poly*, or the prefix *mono*.

### Exercise III—Analogies

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

- |                        |                        |                      |
|------------------------|------------------------|----------------------|
| 1. antiquated : new :: | 2. mouse : elephant :: | 3. aplomb : poise :: |
| A. warm : hot          | A. cat : dog           | A. tan : brown       |
| B. beginning : end     | B. man : house         | B. secret : gossip   |
| C. never : ever        | C. pen : book          | C. clumsy : awkward  |
| D. precise : concise   | D. aphorism : essay    | D. large : small     |

### Exercise IV—Reading Comprehension

*Read the selection and answer the questions.*

The Industrial Revolution which took place in England between 1750 and 1825 was to change the life of Western Europe fundamentally. These changes would be most marked in the political and social life of the mass of mankind. For example, as a group, the peasants moved or were forced off the farms and into burgeoning cities. There, people provided the cheap labor that kept the wheels of industry rolling. As the people crowded into the cities, life in the city became a matter of survival. Housing conditions were deplorable; overcrowding and unsanitary conditions were the norm. The quality of life plummeted. Because of the terrible social conditions in which the volatile mass of people lived, they were ripe to be led into some political movement. Heretofore the common man had little political voice, but it had never seemed to matter to him. Given the new conditions, however, the common man's indifference to politics would not last.

1. The main idea in this selection is that
- people provided the cheap labor that propelled the industrial revolution forward.
  - the Industrial Revolution made a profound change in the life of Western Europe.
  - the quality of life in Western Europe plummeted as a result of the Industrial Revolution.
  - the Industrial Revolution made Western Europe a mighty political and economic power.

2. The writer states or implies that
  - A. the rich people were the only ones with political power up until this time.
  - B. life in the city, as hard as it was for the peasants, was preferable to life in the country.
  - C. an armed revolution was bound to follow the Industrial Revolution.
  - D. the Industrial Revolution made the common man economically self-sufficient, although conditions were hard.
  
3. In this writer's opinion, it appears that the Industrial Revolution
  - A. brought wealth to the common man.
  - B. brought a good deal of suffering to the common man.
  - C. turned England into a second-rate power.
  - D. brought prosperity to everyone in the country.
  
4. From this article, we might infer that the Industrial Revolution
  - A. brought material wealth to a few but misery for many.
  - B. created slums in many cities.
  - C. made the poor, working people more class conscious.
  - D. All the above are correct.

## Lesson Three

1. **beget** (bĭ gĕt´) *verb* to produce; to be the parent of  
Hatred *begets* more hatred.
2. **begrudge** (bĭ grŭj´) *verb* to resent another's success; to give with reluctance  
The old miser *begrudged* every cent he paid to the caretaker.  
*syn: envy*
3. **belated** (bĭ lā´ tĭd) *adjective* delayed  
Joan sent a *belated* birthday card to her sister.  
*syn: tardy; too late* *ant: timely*
4. **beleaguer** (bĭ lē´ gər) *verb* to besiege by encircling (as with an army); to harass  
The picnickers were *beleaguered* with pesky ants and flies.  
*syn: surround; annoy*
5. **benediction** (bĕn´ ĭ dĭk´ shən) *noun* a blessing  
We bowed our heads for the *benediction* before singing the closing hymn.  
*ant: curse, malediction*
6. **beneficiary** (bĕn´ ə fĭsh´ ē ěr´ ē) *noun* one who receives benefits  
John was the sole *beneficiary* of his Uncle Martin's vast estate.
7. **berate** (bĭ rāt´) *verb* to scold or rebuke severely and at length  
The coach *berated* the three players for arriving late.  
*syn: rebuke; reprimand* *ant: praise*
8. **berserk** (bər sŭrk´) *adjective* in a state of violent or destructive rage  
My father went a little *berserk* when I told him I had put a dent in his new car.  
*syn: frenzied*
9. **bias** (bĭ´ əs) *noun* a prejudiced view (either for or against) that inhibits impartial judgment  
The jurors were instructed to review the facts without *bias*.  
*ant: impartiality*
10. **bibliophile** (bĭb´ lē ə fĭl´) *noun* a lover of books  
Having been a *bibliophile* since childhood, Mrs. Duncan was the perfect librarian.

## Exercise I—Words in Context

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

*benediction    bibliophile    beneficiary    begets*

- A. One can generally find a \_\_\_\_\_ in any library or major bookstore. Such lovers of books believe that reading is not merely an end in itself, but also an activity which \_\_\_\_\_ ideas and philosophies for the betterment of mankind.
- B. While the individual book lover grants an aspiring writer a \_\_\_\_\_ for a noble attempt, mankind itself is the \_\_\_\_\_ of an author's efforts, for it receives all the benefits of the collective ideas of the brightest and best of mankind through the ages.

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

*berserk    berate    begrudge    bias    beleaguered    belated*

- C. For these reasons book lovers may go \_\_\_\_\_ at book burnings and meetings at which book banning is discussed. At these times, true scholars feel \_\_\_\_\_ by the small-minded men and women who think an idea can be killed by burning a book. Yet, rather than verbally \_\_\_\_\_ these book haters for their unintelligent \_\_\_\_\_, thoughtful men and women quietly look forward to a day of awareness and acceptance.
- D. I don't mind paying my bills, but I do \_\_\_\_\_ the money I send away for car insurance.
- E. I'd only recently heard about the death of Joan's mother last month, so I called and offered my \_\_\_\_\_ condolences.

## Exercise II—Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The prefix *biblo* means *book*.  
The root *voc, vox* means *call*.

The root *mort* means *death*.

- A. Without using a dictionary, try to define the following words:
- |                 |               |
|-----------------|---------------|
| 1. bibliography | 4. vocation   |
| 2. Biblical     | 5. vociferous |
| 3. mortician    | 6. mortuary   |

- B. List as many words as you can think of which contain the roots *mort*, *voc* and the prefix *biblio*.

### Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- |                            |                     |                           |
|----------------------------|---------------------|---------------------------|
| 1. benediction : church :: | 2. beget : begot :: | 3. bibliophile : books :: |
| A. sound : sight           | A. walk : run       | A. philosophy : law       |
| B. lecture : school        | B. berate : beret   | B. wisdom : television    |
| C. affliction : disease    | C. hero : heroine   | C. Anglophile : England   |
| D. creation : destruction  | D. swim : swam      | D. actor : movie          |

### Exercise IV—Reading Comprehension

Read the selection and answer the questions.

Children who are regularly spanked or beaten by their parents run a higher risk of becoming delinquents, or even killers, than children who are not physically punished. This is a conclusion drawn by Professor Murray Straus, a sociologist at the University of New Hampshire. Straus believes that the research indicates that there is a link between corporal punishment and homicide.

Straus, an expert on family violence, states: “I found that the more parents spank, and the more corporal punishment is used in schools, the higher the homicide rate.” Straus, who heads his university’s family research laboratory, has published twelve books.

People who receive physical punishment will not necessarily grow up to be criminals, but they may be at increased risk for violent behavior. His research, published in the journal *Social Problems*, compared homicide rates and the use of corporal punishment among United States and ten European nations. Straus also cited research findings indicating that parents who spank frequently are more likely to abuse their own offspring.

“It is difficult to establish a direct cause-and-effect relationship between spanking and violence because parents tend to spank children who are already aggressive and violent,” he said. Most attending the conference would agree that severe physical punishment has damaging long-term effects on children.

1. The phrase that best describes the topic of this piece is
- A. violence in the home.
  - B. a more violent society.
  - C. the dangers of spanking.
  - D. parents and children.

2. The main idea of this piece is
  - A. parents who spank their children are more likely to abuse their children physically than parents who do not spank.
  - B. parents who received large amounts of physical punishment as a child are more likely to abuse their own children than those who didn't.
  - C. spanking and physical abuse may turn children into delinquents.
  - D. Europeans physically punish children less than Americans do.
  
3. The article suggests, or states, that
  - A. children who are aggressive and violent are spanked more often than children who are not.
  - B. severe physical punishment has long-term effects on children.
  - C. more murders are committed in the United States than in Europe.
  - D. Both A and B are correct.
  
4. The author gathered the facts he used to arrive at his conclusions by
  - A. talking with murderers.
  - B. sitting down and thinking a long time about it.
  - C. comparing the homicide rate and the use of corporal punishment in the U.S. with the same data from ten European nations.
  - D. talking with police, killers, and judges.



## Lesson Four

1. **bilk** (bĭlk) *verb* to cheat or swindle; to thwart or frustrate  
The crooks tried to *bilk* older homeowners by charging them for work the homeowner never authorized.  
*syn: to defraud, elude*
2. **blatant** (blāt' nt) *adjective* offensively noisy; obvious, too conspicuous  
His *blatant* efforts to get the girl's attention were embarrassing to everyone.  
*syn: vociferous*
3. **blight** (blīt) *noun* anything that destroys, prevents growth, or causes devaluation  
My tomato plants were all affected with *blight*.  
*syn: disease*
4. **cache** (kăsh) *noun* a hiding place; or things hidden, usually valuables  
They used a hole in a hollow tree, known to only the three of them, as their *cache*.
5. **cadaverous** (kə dāv' ər əs) *adjective* of or like a corpse; pale, gaunt, thin  
The old pirate's *cadaverous* face made the young sailor tremble involuntarily.  
*syn: ghastly* *ant: robust, healthy*
6. **calumny** (kăl' əm nē) *noun* a false and malicious accusation  
The old politician said that he was retiring from public life because he could no longer stand the *calumnies* heaped upon him by his enemies.  
*syn: slander, trickery*
7. **careen** (kə rēn') *verb* to lean sideways; to lurch from side to side while in motion  
The torrential winds caused the ship to *careen* violently.  
*syn: tilt*
8. **caricature** (kăr' ĩ kə choor) *noun* an exaggerated portrayal of one's features  
In his political cartoons, he exaggerates a prominent feature of the person in order to make the *caricature* easily recognized.  
*syn: mockery*
9. **carnage** (kăr' nĭj) *noun* a bloody and extensive slaughter  
It was a stupid war that resulted only in the *carnage* of many innocent civilians.  
*syn: massacre*
10. **carp** (kărp) *verb* to complain or to find fault in a petty or nagging way  
One reason you are not very popular is that you *carp* about every little thing.  
*syn: nag, nitpick* *ant: praise, laud*

## Exercise I—Words in Context

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

*careen*      *caricature*      *carp*      *bilked*      *cadaverous*

- A. After his prolonged illness, old Mr. Johnson looked positively \_\_\_\_\_. He was so thin and pale that he looked like a \_\_\_\_\_ of his former self. His hollow cheeks were extremely sunken and his deep eyes, even deeper. He was so weak that whenever he tried to walk, he would \_\_\_\_\_ down the hallway. But the strangest thing about his illness was that his mind was altered. Mr. Johnson was positive that his doctor was a fraud who had \_\_\_\_\_ his friend and murdered his mother.
- B. While the coach generally did not like to \_\_\_\_\_ or find fault with his players, he did spend forty minutes after this game pointing out their shortcomings.

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

*cache*      *carnage*      *blight*      *blatant*      *calumny*

- C. After the shelling stopped, the battlefield was a scene of mutilation and \_\_\_\_\_.
- D. He said that he didn't mind criticism, but that he objected strenuously to the \_\_\_\_\_ distortions and \_\_\_\_\_ spread by his opponent.
- E. Most of the elm trees in America were destroyed by a \_\_\_\_\_ known as Dutch elm disease.
- F. Before banks became secure, people used to hide their life savings in a \_\_\_\_\_ underneath their mattresses.

## Exercise II—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *term* means *end*.

The root *ver* means *true*.

- A. Without using a dictionary, try to define the following words:

- |                |           |
|----------------|-----------|
| 1. terminal    | 4. verify |
| 2. terminate   | 5. verity |
| 3. exterminate |           |

- B. The end of the bus route is at the city's largest \_\_\_\_\_.
- C. List as many words as you can think of that contain the roots *term* or *ver*.

### Exercise III—Analogies

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

- |                         |                        |                           |
|-------------------------|------------------------|---------------------------|
| 1. sketch : portrait :: | 2. carp : criticize :: | 3. cartographer : maps :: |
| A. snack : dinner       | A. paste : glue        | A. cowboy : horse         |
| B. chocolate : cake     | B. swindle : bilk      | B. potter : pots          |
| C. friend : wife        | C. dew : rain          | C. writer : newspapers    |
| D. noisy : quiet        | D. wing : airplane     | D. doctor : patients      |

### Exercise IV—Reading Comprehension

*Read the selection and answer the questions.*

If the Greek classics are to be read with any benefit by modern men, they must be read as the work of men like ourselves. Regard must be had to their traditions, their opportunities, and their limitations. There is a disposition to exaggeration in all human admiration; most of our classical texts are very much mangled, and all were originally the work of human beings in difficulties, living in a time of such darkness and narrowness of outlook as makes our own age by comparison a period of dazzling illumination. What we shall lose in reverence by this familiar treatment, we shall gain in sympathy for that group of troubled, uncertain, and very modern minds. The Athenian writers were, indeed, the first of modern men. They were discussing questions that we still discuss; they began to struggle with the great problems that confront us today. Their writings are our dawn.

**H. G. Wells**

- In this selection, the author's main point is that
  - the Greeks had their problems, too.
  - the ancient Greek writers were men just like us, not super beings.
  - reading the Greek classics can benefit modern man.
  - the Greeks lived in an age of darkness and uncertainty.
- The author states or implies that modern man
  - is not as strong as the ancients.
  - has an exaggerated admiration for the ancient writers.
  - has underrated the ancient writers.
  - has little to learn from reading the works of ancient writers.

3. It appears that this writer
  - A. greatly admires the ancient writers.
  - B. has little respect for the ancient writers.
  - C. thinks that we have to recognize our common humanity with the ancients.
  - D. Both A and C are correct.
  
4. The selection states or implies that
  - A. our own age, by comparison, is more intellectually enlightened than ancient times.
  - B. the classics have little to say to modern man.
  - C. everything that needs to be said about life has already been said by the ancients.
  - D. the classics come to us in pure and uncorrupted versions.