

Interactive

FOURTH EDITION

VOCA B U L A R Y

GENERAL WORDS



AMY E. OLSEN

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Preface

Because students benefit greatly from increased word power, the study of vocabulary should be enjoyable. Unfortunately, vocabulary workbooks often lose sight of this goal. To help make the study of vocabulary an exciting and enjoyable part of college study, I wrote *Interactive Vocabulary*. The fourth edition of this book keeps the elements that make learning vocabulary enjoyable and adds new features in response to comments offered by instructors across the country who teach vocabulary and reading courses.

The goal of this book—the first level in a three-book interactive series—is to make the study of vocabulary fun through a variety of thematic readings, self-tests, and interactive exercises. As a casual glimpse through the book will indicate, these activities involve writing, personal experience, art, and many other formats. The goal of these activities is simple: to utilize individual learning styles to help students learn new words in a large number of contexts.

Underlying the text's strong visual appeal is this underlying philosophy: an essential part of learning vocabulary is repeated exposure to a word. *Interactive Vocabulary* provides nine exposures to each vocabulary word in the text plus more opportunities for exposure through the Collaborative Activities and games in the Instructor's Manual.

Content Overview

Interactive Vocabulary is an ideal text for both classroom work and self-study. The seventeen main chapters follow a specific and consistent format.

- **Thematic Reading:** Because most vocabulary is acquired through reading, each chapter, with the exception of the Word Parts and Review chapters, begins with a thematic reading that introduces ten vocabulary words in context. These readings come in a variety of formats, including newspaper articles, journal entries, and letters. The goal is to show that new words may be encountered anywhere. Rather than simply presenting a word list with definitions, the readings give students the opportunity to discover the meanings of these new words via context clues.

The themes for *Interactive Vocabulary* were chosen from areas most interesting to students of all ages. In choosing the words, I was guided by six factors: (1) relation to the chapter theme, (2) use in popular magazines such as *Newsweek*, (3) listings in such frequency guides as the *Academic Word List* and *The Educator's Word Frequency Guide*, (4) occurrence in standardized tests such as the SAT, (5) containing word parts introduced in the text, and (6) my own experiences teaching developmental reading and writing.

- **Predicting:** A Predicting activity that gives students the chance to figure out the meaning of each vocabulary word before looking at the definition follows the thematic reading. The Predicting section helps students learn the value of context clues in determining the meaning of a word. While the text does offer information on dictionary use, I strongly advocate the use of context clues as one of the most active methods of vocabulary development.
- **Self-Tests:** Following the Predicting activity are four Self-Tests in various formats. With these tests, students can monitor their comprehension. The tests include text and sentence completion, true/false situations, matching, and analogies. Some tests employ context-clue strategies such as synonyms, antonyms, and general meaning. Critical thinking skills are an important part of each test. (Answers to the Self-Tests appear in the Instructor's Manual.)
- **Interactive Exercise:** Following the Self-Tests is an Interactive Exercise that asks students to begin actively using the vocabulary words. The activity may include writing, answering

questions, or making lists. The Interactive Exercises give students the chance to really think about the meanings of the words, and more importantly, they encourage students to begin using the words actively. Some instructors like to have their students do the Interactive Exercise in small groups (or pairs), and then have the groups share their responses with the whole class. (See the Instructor’s Manual for more ideas on collaborative activities).

- **Hint, Word Part Reminder, or Conversation Starters:** Each chapter includes a Hint, a Word Part Reminder, or Conversation Starters. The Hints cover tips for developing vocabulary, reading, or study skills; they are brief and practical, and students will be able to make use of them in all of their college courses. The Word Part Reminders are short exercises that give students a chance to practice using a few of the word parts they have recently learned. The Conversation Starters are questions that ask the students to use the words while talking with each other. The goal of the Conversation Starters is to get students to use the words in daily life.
- **Word List:** Following the Hint, Word Part Reminder, or Conversation Starters is a list of the vocabulary words with a pronunciation guide, the part of speech, and a brief definition. I wrote these definitions with the idea of keeping them simple and nontechnical. Some vocabulary texts provide complicated dictionary definitions that include words students do not know; I’ve tried to make the definitions as friendly and as useful as possible.
- **Words to Watch:** This section asks students to pick 3–5 words they may be having trouble with and write their own sentences using the words. This section is an additional chance for students to grasp the meaning of a few words that may be difficult for them.

Additional Features

In addition to the features described above, the text includes several sections that will aid students in vocabulary acquisition. The other elements of the text include the following:

- **Getting Started:** The text begins with a Getting Started chapter, which helps familiarize students with some of the tools of vocabulary acquisition. The “Parts of Speech” section within this chapter gives sample words and sentences for the eight parts of speech. “Using the Dictionary” dissects a sample dictionary entry and provides an exercise on using guide words. “Completing Analogies” explains how analogies work, provides sample analogies, and gives students analogy exercises to complete. This section will prepare students for the analogy Self-Tests contained in several chapters of the text. The “Benefits of Flash Cards” section encourages students to make flash cards beginning with Chapter 1. The page explains the advantages of using flash cards and makes students aware of the “Create Your Own Flash Cards” section at the end of the text.
- **Word Parts:** The three Word Parts chapters introduce prefixes, roots, and suffixes used throughout the book. Students learn the meanings of these forms, and sample words illustrate the forms. Self-Tests in each Word Parts chapter give students the opportunity to practice using the word parts. Each Word Parts chapter also features an Interesting Etymology section that gives the history of two of the vocabulary words in the text.
- **Review Chapters:** Five Review Chapters focus on the preceding three or four chapters. They divide the words into different activity groups and test students’ cumulative knowledge. The words appear in artistic, test, written, puzzle, and collaborative formats. These repeated and varied exposures increase the likelihood that the students will remember the words, not for one chapter or a test, but for life.
- **Glossary:** The Glossary is new to this edition. It lists all the vocabulary words along with the part of speech and the definitions given in each chapter. Students may find it handy to refer to the Glossary when reviewing words from several chapters.
- **Create Your Own Flash Cards:** The Create Your Own Flash Cards section teaches students how to make and use flash cards. Students can use the cards for self-study. Additionally, instructors can use them for the supplemental activities and games provided in the Instructor’s Manual. Flash card templates are included in the back of the text. Students can photocopy the blank pages if they want to use this format, or they can use index cards as described in the Flash Card directions.

- **Pronunciation Key:** On the inside front cover is a pronunciation key to help students understand the pronunciation symbols used in this text. The inside front cover also offers some additional guidelines on pronunciation issues.
- **Word List:** The inside back cover features a list of all the vocabulary words and the page numbers on which the definitions are given. A list of the word parts from the Word Parts chapters is also included on the inside back cover with page references.

Features New to This Edition

This fourth edition has several new features in response to instructor comments. The new materials and organization of the book have been employed to make the text more appealing to students and easier for instructors to use.

- **Refined In-Chapter Organization:** All of the analogy Self-Tests have been moved to the third or fourth exercise in a chapter to allow students more time to work with the words before they encounter this more challenging activity.
- **Added Content:** Two additional Review chapters have been added to the text to help students reinforce and more quickly assess their learning of the words. The final activity in the Review chapters has been renamed Mix It Up and features four new collaborative activities in addition to the charades from previous editions. The new activities give students a chance to use other skills such as memorization, writing, musical awareness, and acting with speech. Word Part Reminders and Conversation Starters have been interspersed with the Hints as additional ways to help students remember the vocabulary words. A Glossary has been added to aid instructors and students in quickly finding a definition they want to review.
- **New Readings:** About half of the chapters have new readings in either topics or formats more likely to appeal to students. Several of the readings have been lengthened to give students more reading practice and to provide more background information on the topic. Additionally, new words have been added to several chapters.
- **Updated Design:** New photographs have been added to some of the readings for more visually friendly chapters. The artwork has been redone in some chapters for a more sophisticated look. And the layout of the text has been redesigned for simplicity and freshness.
- **New Web Site:** The CD-ROM that formally accompanied *Interactive Vocabulary* has been transferred to the Internet to allow for easier student access and timelier updating of the exercises.

The Teaching and Learning Package

Each component of the teaching and learning package for *Interactive Vocabulary* has been carefully crafted to maximize the main text's value.

- **Instructor's Manual and Test Bank (ISBN 0-205-63280-7):** The Instructor's Manual and Test Bank, which is almost as long as the main text, includes options for additional Collaborative Activities and games. The collaborative section explains ways students can share their work on the Interactive Exercises in pairs, in small groups, or with the whole class. Ideas for other collaborative activities using different learning styles are also offered. The games section presents games that can be used with individual chapters or for review of several chapters. Some of the games are individual; others are full-class activities. Some games have winners, and some are just for fun. The games may involve acting, drawing, or writing. The Collaborative Activities and games give students the opportunity to use the words in conversational settings and a chance to work with others.

The Test Bank, formatted for easy copying, includes two tests for each chapter as well as combined tests of two chapters. There are also Mastery Tests to accompany the Review chapters and full-book Mastery Tests that can be used as final exams.

- **Interactive Vocabulary:** In the computer age, many students enjoy learning via computers. Available with this text is access to the *Interactive Vocabulary* Web site, which features

additional exercises and tests that provide for even more interaction between the students and the words. The Web site has an audio component that allows students to hear each chapter's thematic reading and the pronunciation of each word as often as they choose. Students are often reluctant to use the new words they learn because they aren't sure how to pronounce them. The pronunciation guides in each chapter do help to address this fear, but actually hearing the words spoken will give students greater confidence in using the words. Contact your Longman publishing representative for information on how to access the Web site.

For Additional Reading and Reference

The Longman Basic Skills Package

In addition to the book-specific supplements discussed above, many other skills-based supplements are available for both instructors and students. All of these supplements are available either free or at greatly reduced prices.

- **The Dictionary Deal.** Two dictionaries can be shrink-wrapped with *Interactive Vocabulary* at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam-Webster's Collegiate Dictionary*, eleventh edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrink-wrap a dictionary with your text, please contact your Longman publishing representative.
- **Longman Vocabulary Web Site.** For additional vocabulary-related resources, visit our free vocabulary Web site at <http://www.ablongman.com/vocabulary>.

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I am proud to present the fourth edition of a book that continues to make learning vocabulary fun and rewarding.

—AMY E. OLSEN

Also Available

Book 2 of the Vocabulary Series:

Active Vocabulary: General and Academic Words, by Amy E. Olsen

Book 3 of the Vocabulary Series:

Academic Vocabulary: Academic Words, by Amy E. Olsen

To the Student

This book is designed to make learning vocabulary fun. You will increase the benefits of this book if you keep a few points in mind:

1. **Interact with the words.** Each chapter contains nine exposures to a word, and your instructor may introduce one or two additional activities. If you're careful in your reading and thorough in doing the activities for each chapter, learning the words will be fun and easy.
2. **Appreciate the importance of words.** The words for the readings were picked from magazines, newspapers, novels, and lists of words likely to appear on standardized tests (such as SAT and GRE). These are words you will encounter in the classroom and in everyday life. Learning these words will help you be a more informed citizen and make your academic life much richer. Even if you don't currently have an interest in one of the readings, keep an open mind: the words may appear in the article you read in tomorrow's newspaper or on an exam in one of next semester's classes. The readings also come in different formats as a reminder that you can learn new vocabulary anywhere, from a letter to a journal entry.
3. **Find your preferred learning style.** The book aims to provide exercises for all types of learners—visual, aural, and interpersonal. But only you can say which learning style works best for you. See which activities (drawings, acting, matching, completing stories) you like most, and replicate those activities when they aren't part of the chapter.
4. **Value critical thinking.** The variety of exercise formats you will find in the following pages make the book fun to work with and build a range of critical thinking skills. For example, the analogies will help you see relationships between words, the fill-in-the-blank formats will aid you in learning to put words in context, and the true/false Self-Tests will focus your attention on whether words are used correctly in a sentence. Each type of activity will develop your critical thinking skills while building your vocabulary.
5. **Remember that learning is fun.** Don't make a chore out of learning new words, or any other new skill for that matter. If you enjoy what you're doing, you're more likely to welcome the information and to retain it.

Enjoy your journey through *Interactive Vocabulary*!

—AMY E. OLSEN

Interactive Vocabulary Web Site

The Web site features additional exercises and tests for more interaction between you and the words. The Web site also has an audio component that allows you to hear each chapter's thematic reading and the pronunciation of each word as often as you choose. Ask your instructor how to access the Web site.

Getting Started

Parts of Speech

There are eight parts of speech. A word's part of speech is based on how it is used in a sentence. Words can, therefore, be more than one part of speech. For an example, note how the word *punch* is used below.

nouns: (n.) name a person, place, or thing

EXAMPLES: Ms. Lopez, New Orleans, lamp, warmth

Ms. Lopez enjoyed her *trip* to *New Orleans* where she bought a beautiful *lamp*. The *warmth* of the *sun* filled *Claire* with *happiness*. I drank five *cups* of the orange *punch*.

pronouns: (pron.) take the place of a noun

EXAMPLES: I, me, you, she, he, it, her, him, we, they, which, that, anybody, everybody

Everybody liked the music at the party. *It* was the kind that made people want to dance.

They bought a new car, *which* hurt their bank account.

verbs: (v.) express an action or state of being

EXAMPLES: enjoy, run, think, read, dance, am, is, are, was, were

Lily *read* an interesting book yesterday. I *am* tired. He *is* an excellent student. She *punched* the bully.

adjectives: (adj.) modify (describe or explain) a noun or pronoun

EXAMPLES: pretty, old, two, expensive, red, small

The *old* car was covered with *red* paint on *one* side. The *two* women met for lunch at an *expensive* restaurant. The *punch* bowl was *empty* soon after Uncle Al got to the party.

adverbs: (adv.) modify a verb, an adjective, or another adverb

EXAMPLES: very, shortly, first, too, soon, quickly, finally, furthermore, however

We will meet *shortly* after one o'clock. The *very* pretty dress sold *quickly*. I liked her; *however*, there was something strange about her.

prepositions: (prep.) placed before a noun or pronoun to make a phrase that relates to other parts of the sentence

EXAMPLES: after, around, at, before, by, from, in, into, of, off, on, through, to, up, with

He told me to be *at* his house *around* noon. You must go *through* all the steps to do the job.

conjunctions: (conj.) join words or other sentence elements and show a relationship between the connected items

EXAMPLES: and, but, or, nor, for, so, yet, after, although, because, if, since, than, when

I went to the movies, *and* I went to dinner on Tuesday. I will not go to the party this weekend *because* I have to study. I don't want to hear your reasons *or* excuses.

interjections: (interj.) show surprise or emotion

EXAMPLES: oh, hey, wow, ah, ouch

Oh, I forgot to do my homework! *Wow*, I got an A on the test!

Using the Dictionary

There will be times when you need to use a dictionary for one of its many features; becoming familiar with dictionary **entries** will make using a dictionary more enjoyable. The words in a dictionary are arranged alphabetically. The words on a given page are signaled by **guide words** at the top of the page. If the word you are looking for comes alphabetically between these two words, then your word is on that page. When using online dictionaries, you will simply type in the word you are looking for, so guide words will not be important, but the other features of an entry remain the same.

1436 wing tip • wintry ← Guide words

wing tip *n* (ca. 1908) **1a**: the edge or outer margin of a bird's wing **b usu wingtip**: the outer end of an airplane wing **2**: a toe cap having a point that extends back toward the throat of the shoe and curving sides that extend toward the shank **3**: a shoe having a wing tip

1wink *v* **wɪŋk** \ *vb* [ME, fr. OE *wincian*; akin to OHG *winchan* to stagger, wink and perh. to L *vacillare* to sway, Skt *vañcati* he goes crookedly] *vi* (bef. 12c) **1**: to shut one eye briefly as a signal or in teasing **2**: to close and open the eyelids quickly **3**: to avoid seeing or noting something — usu. used with *at* **4**: to gleam or flash intermittently: TWINKLE <her glasses ~ing in the sunlight — Harper Lee> **5 a**: to come to an end — usu. used with *out* **b**: to stop shining — usu. used with *out* **6**: to signal a message with a light ~ *vt* **1**: to cause to open and shut **2**: to affect or influence by or as if by blinking the eyes

2wink *n* (14c) **1**: a brief period of sleep: NAP <catching a ~> **2 a**: a hint or sign given by winking **b**: an act of winking **3**: the time of a wink: INSTANT <quick as a ~> **4**: a flicker of the eyelids: BLINK

winker *n* **wɪŋ-kər** \ *n* (1549) **1**: one that winks **2**: a horse's blinder

1win-kle *n* **wɪŋ-kəl** \ *n* [by shortening] (1585): ²PERIWINKLE

2winkle *vi* **wɪn-kled; win-klɪŋ** \-k(ə-)liŋ \ [freq. of *wink*] (1791): TWINKLE

3winkle *vt* **wɪn-kled; win-klɪŋ** \-k(ə-)liŋ \ [¹*winkle*; fr. the process of extracting a wrinkle from its shell] (1918) **1 chiefly Brit**: to displace, remove, or evict from a position — usu. used with *out* **2 chiefly Brit**: to obtain or draw out by effort — usu. used with *out* <no attempt to ~ out why they do it — Joan Bakewell>

winner *n* **wɪ-nər** \ *n* (14c): one that wins: as **a**: one that is successful esp. through praiseworthy ability and hard work **b**: a victor esp. in games and sports **c**: one that wins admiration **d**: a shot in a court game that is not returned and that scores for the player making it

win-ter-ize *v* **wɪn-tə-rīz** \ *vt* -ized; -izing (1934): to make ready for winter or winter use and esp. resistant or proof against winter weather <~ a car> — **win-ter-i-za-tion** \,wɪn-tə-rə-'zā-shən \ *n*

winter-kill *v* **wɪn-tər-,kɪl** \ *vt* (ca. 1806): to kill (as a plant) by exposure to winter conditions ~ *vi*: to die as a result of exposure to winter conditions — **winterkill** *n*

winter-ly *adj* **wɪn-tər-lē** \ (1559): of, relating to, or occurring in winter: WINTRY

winter melon *n* (ca. 1900) **1**: any of several muskmelons (as a casaba or honeydew melon) that are fruits of a cultivated vine (*Cucumis melo indorus*) **2**: a large white-fleshed melon that is the fruit of an Asian vine (*Benincasa hispida*) and is used esp. in Chinese cooking

winter quarters *n pl but sing or pl in constr* (1641): a winter residence or station (as of a military unit or a circus)

winter savory *n* (1597): a perennial European mint (*Satureja montana*) with leaves used for seasoning — compare SUMMER SAVORY

winter squash *n* (1775): any of various hard-shelled squashes that belong to cultivars derived from several species (esp. *Cucurbita maxima*, *C. moschata*, and *C. pepo*) and that can be stored for several months

winter-tide *n* **wɪn-tər-,tɪd** \ *n* (bef. 12c): WINTERTIME

winter-time *n* **wɪn-tɪm** \ *n* (14c): the season of winter

win through *vi* (1644): to survive difficulties and reach a desired or satisfactory end <*win through* to a better life beyond — B. F. Reilly>

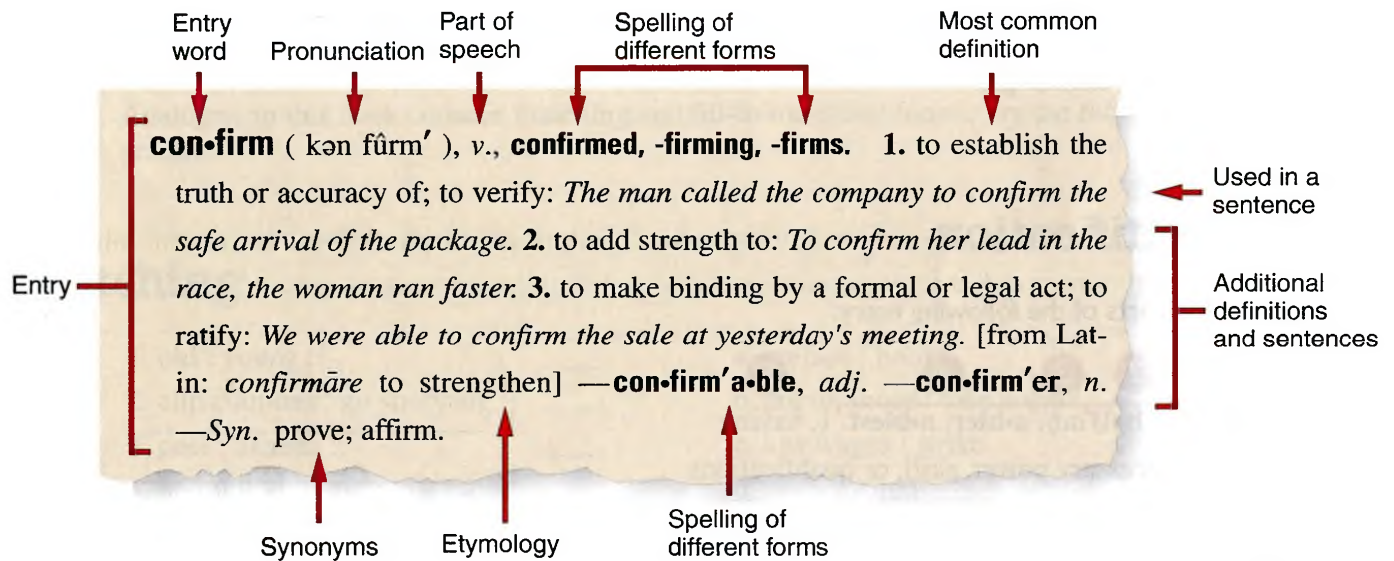
wintle *v* **wɪ-nəl, wɪn-təl** \ *vi* **wɪn-tled; wɪn-ting** \wɪn(t)-liŋ; 'wi-nəl-iŋ, 'wɪn-təl- \ [perh. fr. D dial. *windtelen* to reel] (1786) **1 Scot**: STAGGER, REEL **2 Scot**: WRIGGLE

wint-ry *adj* **wɪn-trē** \ also **wint-ery** \wɪn-t(ə-)rē \ *adj* **wint-ri-er; -est** (bef. 12c) **1**: of, relating to, or characteristic of winter **2 a**: weathered by or as if by winter: AGED, HOARY **b**: CHEERLESS, CHILLING <a ~ greeting> — **wint-ri-ness** \wɪn-trē-nəs \ *n*

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Most dictionaries contain the following information in an entry:

- The **pronunciation**—symbols that show how a word should be spoken, including how the word is divided into syllables and where the stress should be placed on a word. The Pronunciation Key for this book is located on the inside front cover. The key shows the symbols used to indicate the sound of a word. Every dictionary has a pronunciation method, and a pronunciation key or guide is usually found in the front pages, with a partial key at the bottom of each page. The differences in the pronunciation systems used by dictionaries are usually slight.
- The **part of speech**—usually abbreviated, such as *n.* for noun, *v.* for verb, and *adj.* for adjective. A key to these abbreviations and others is usually found in the front of the dictionary.
- The **definition**—usually the most common meaning is listed first followed by other meanings.
- An **example of the word in a sentence**—the sentence is usually in italics and follows each meaning.
- **Synonyms and antonyms**—*synonyms* are words with similar meanings, and *antonyms* are words that mean the opposite. (You should also consider owning a **thesaurus**, a book that lists synonyms and antonyms.)
- The **etymology**—the history of a word, usually including the language(s) it came from.
- The **spelling of different forms** of the word—these forms may include unusual plurals and verb tenses (especially irregular forms).



Despite the popularity of online dictionaries, it can still be handy to own a paper version. When choosing a dictionary, take the time to look at different dictionaries to see what appeals to you. Dictionaries come in several sizes and are made for different purposes. First read some of the entries to see if the definitions make sense to you. See which of the features above are used in the dictionary. Is it important to you to be able to study the etymology of a word? Would you like sample sentences? Some dictionaries have illustrations in the margins. Decide if that is a feature you would use. Check to see if the print is large enough for you to read easily.

Decide on how you will use this dictionary. Do you want a paperback dictionary to put in your backpack? Or is this going to be the dictionary for your desk and a large hardback version would be the better choice? Several disciplines have specialized dictionaries with meanings that apply to those fields, such as law or medicine. There are also bilingual dictionaries, such as French/English or Spanish/English, that can be helpful for school or travel. Take time in picking out your dictionary because a good dictionary will be a companion for years to come. A few dictionaries to consider are *Merriam-Webster's Collegiate Dictionary*, *The American Heritage Dictionary*, *The Random House College Dictionary*, and *The Oxford Dictionary*.

In general, when you are reading, try to use context clues, the words around the word you don't know, to first figure out the meaning of a word, but if you are still in doubt don't hesitate to refer to a dictionary for the exact definition. Don't forget that dictionaries also contain more than definitions and are an essential reference source for any student.

Using Guide Words

Use the sample guide words to determine on which page each of the ten words will be found. Write the page number next to the entry word.

Page	Guide Words		
		_____	1. pane
157	bone/boo	_____	2. panda
159	boot/born	_____	3. bonnet
435	endemic/endorse	_____	4. vendor
654	humanist/humongous	_____	5. ending
655	humor/hunter	_____	6. Hungarian
975	pamphlet/pandemonium	_____	7. borax
976	pander/pant	_____	8. pandowdy
1480	velvet/venom	_____	9. humid
		_____	10. humble

EXAMPLE: 654 humdinger

Entry Identification

Label the parts of the following entry:

1
2
3
4
5

6
7
8
5

a•ble ¹ / (ā' bəl) ² *adj.* ³ **a•bler, a•blest.** ⁴ 1. having the necessary power, skill, or qualifications to do something: *She was able to read music.* ⁵

⁶ 2. having or showing unusual talent, intelligence, skill, or knowledge: *Washington was an able leader.* ⁷ [1275–1325; ME < MF < L ⁸ *habilis* easy to handle, adaptable=*hab*(ēre) to have, hold + *ilis* -ile] ⁵ *Syn.* apt, talented.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____

Completing Analogies

An **analogy** shows a relationship between words. Working with analogies helps one to see connections between items, which is a crucial critical thinking skill. Analogies are written as follows: “big : large :: fast : quick.” The colon (:) means *is to*. The analogy reads “big *is to* large as fast *is to* quick.” To complete analogies

1. find a relationship between the first pair of words
2. look for a similar relationship in another set of words

In the example above, *big* and *large* have similar meanings; they are synonyms. *Fast* and *quick* also have similar meanings, so the relationship between the four words uses synonyms.

Common relationships used in analogies (with examples) include

synonyms (trip : journey)	grammatical structure (shaking : shivering)
antonyms (real : fake)	cause and effect (step in a puddle : get wet)
examples (strawberry : fruit)	sequences (turn on car : drive)
part to a whole (handle : cup)	an object to a user or its use (spatula : chef)

Analogies in this book come in matching and fill-in-the-blank forms. Try the following analogies for practice.

Matching

- | | |
|--|-------------------------------|
| 1. old : young :: _____ | a. preface : book |
| 2. clip coupons : go shopping :: _____ | b. put on shoes : take a walk |
| 3. peel : banana :: _____ | c. low wages : strike |
| 4. no rain : drought :: _____ | d. rested : tired |

Fill-in-the-Blank

writer

passion

abduct

sadly

5. frozen : chilled :: kidnap : _____
6. interrupting : rude :: embracing : _____
7. slow : slowly :: sad : _____
8. baton : conductor :: computer : _____

Answers

1. To figure out this analogy, first one needs to see that *old* and *young* are opposites, or **antonyms**. Next look at the choices and see if another pair of words are antonyms, and, yes, *rested* and *tired* are opposites. The answer is d.
2. A person would *clip coupons* and then *go shopping*, so there is a **sequence** of events. Of the choices, one would *put on shoes* and then *take a walk*, another sequence. The answer is b.
3. A *peel* is a part of a *banana*, while a *preface* is part of a *book*, so the connection is **part to a whole**. The answer is a.
4. When an area gets *no rain*, it can lead to a *drought*, and when people get paid *low wages*, they can go on *strike*. The connection among these pairs is **cause and effect**. The answer is c.
5. *Frozen* and *chilled* have similar meanings; they are **synonyms**. To solve the analogy, pick a word that has a similar meaning to *kidnap*, which would be *abduct*.
6. *Interrupting* a person is **an example** of a *rude behavior*. *Embracing* is an example of another type of behavior; in this case, it fits as an example of *passion*.
7. *Slow* is an adjective and *slowly* an adverb; *sad* is an adjective and *sadly* an adverb. This analogy works by using the same **grammatical structure** between the words.
8. A *baton* is used by a *conductor*. Who uses a *computer*? Among the choices, a *writer* obviously fits. The relationship here is **object to user**.

Sometimes you may come up with a relationship between the first two words that makes sense but doesn't fit any of the choices. Look at the choices and the two words again to see if you can find a way any four words fit together. Also do any obvious matches first, and, with fewer choices, it will be easier to spot the harder connections. Doing analogies can be fun as you begin to make clever connections and see word relationships in new ways. Finding word connections will help your brain make other connections in areas as diverse as writing essays, doing math problems, and arranging travel plans. Analogies are just another way to exercise your thinking skills.

Try a few more analogies, and check your answers on page 12 to see how you did.

Matching

- | | |
|--|-------------------------------|
| 1. button : shirt :: _____ | a. broom : janitor |
| 2. map : traveler :: _____ | b. drawer : desk |
| 3. calm : tranquil :: _____ | c. stayed up late : exhausted |
| 4. watched a comedy : laughed :: _____ | d. wise : smart |

Fill-in-the-Blank

huge

beverage

warmth

sleep

5. make dinner : eat :: put on pajamas : _____
6. dull : bright :: tiny : _____
7. trunk : storage :: coat : _____
8. the Nile : a river :: iced tea : _____

Benefits of Flash Cards

There are several benefits to using flash cards to help you study vocabulary words.

Making the Cards The first benefit comes from just making the cards. When you make a card, you will practice writing the word and its definition. You may also write a sentence using the word, record its part of speech, or draw a picture of the word. See the section “Create Your Own Flash Cards” on page 162 at the back of this book for ideas on how to make flash cards. Creating the cards allows for a personal experience with the words, which makes learning the words easier.

Working with Others Another benefit is that using the cards can lead to collaborative activities. When you ask a friend, family member, or classmate to quiz you on the words, you get the chance to work with someone else, which many people enjoy. You may even establish a study group with the friends you find from quizzing each other on your flash cards.

Evaluating Your Learning A third benefit is that the cards serve as pre-tests that let you evaluate how well you know a word. When a friend quizzes you, ask him or her to go over the words you miss several times. As the stack of flash cards with words you don’t know gets smaller, you know that the words are becoming part of your vocabulary. You know that you are prepared to face a word on a quiz or test when you can correctly give the definition several times.

Making and using the flash cards should be fun. Enjoy the process of learning new words. Turn to the back of the book now to review the directions for creating flash cards, and you will be ready to make cards beginning with Chapter 1. You can use the templates provided at the end of the book to get started.

1

Vocabulary Growth

Finding the Right Words

No one can predict what vocabulary words one will need to know in the future, but it is assured that a well-developed vocabulary will lead to increased success in life both in educational settings and in the work world. Through **diligent** work, anyone can improve his or her vocabulary. All it takes is time and careful study. By some estimates 5 there are close to a million words in the English language (including about 500,000 scientific words that aren't used by most people), so learning new words is a continuous process. One can, however, **derive** great pleasure in learning new words if one has a positive attitude and focuses on the many benefits of a sizeable vocabulary. 10

Key concepts in vocabulary growth:



1. *Read.* Words are best learned through reading. Become an **inquisitive** reader; those who are excited about learning are more likely to increase their vocabularies. Look for **context clues** as you read. Context clues are the words around a word that give hints about its meaning. Context clues may be a **synonym** (a word with a similar meaning to another word), an **antonym** (a word that means the opposite of a word), or examples of a word. The general meaning of the whole sentence or paragraph can also be a context clue that helps you understand an unknown word. 15
2. *Use phonics to sound out a word.* Sometimes you think you might not know a word when you read it, but if you say it out loud, you may discover that you do know the word. You can refer to a dictionary to find out how to pronounce a word. 20
3. *Make connections.* Be interactive with the words you want to learn. Make your learning a two-way communication by creating flash cards, drawing pictures of the words, and using new words in your writing and speech. **Delve** into a topic you are interested in, and write or talk about it using the words you are studying. For example, if you like cars, you can research the latest models coming out and then share the information through e-mails to friends. You can also write journal entries about your investigations or compose an essay on the subject. Remember to also use your new vocabulary when you write or talk about your daily life, such as problems you are encountering at your job or the latest developments in your love life. 25
4. *Work with others.* **Collaborative** activities can be fun and help you remember a subject better. There are a lot of ways to work with other people, but a couple of ideas are to meet with a friend and quiz each other using your flash cards or have a conversation with a classmate where you each use six of the words you are studying. Also consider creating a study group to keep you motivated. 30

Learning vocabulary is like reading a mystery novel. When reading a mystery, you look for clues, you interact with the plot, you try different solutions, and eventually you discover who did it. 35 The **analogy** works when you do the same with your vocabulary studies: look for context clues, interact with the words, try different meanings, and eventually find the right one. You will also discover that, as your vocabulary grows, reading will be more fun, and it will be easier to find the right words to use in your writing and speech.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 8, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 13. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

word with a similar meaning attentive to obtain eager for knowledge
words around another word that give hints about its meaning

- 1. **diligent** (line 4) _____
- 2. **derive** (line 9) _____
- 3. **inquisitive** (line 13) _____
- 4. **context clues** (line 14) _____
- 5. **synonym** (line 15) _____

Set Two

a reading method in which letters are associated with their sounds word that means the opposite
working with other people to investigate a comparison

- 6. **antonym** (line 16) _____
- 7. **phonics** (line 19) _____
- 8. **delve** (line 24) _____
- 9. **collaborative** (line 30) _____
- 10. **analogy** (line 36) _____

Self-Tests

1 Circle the word that correctly completes each sentence.

1. By using (antonyms, phonics) I can usually correctly pronounce new words.
2. I didn't like (diligent, collaborative) projects until I met my boyfriend while working on a history class assignment with him.
3. I decided to (delve, derive) into my family history after I found a letter from my great grandfather in my grandmother's attic.
4. I have found that using (phonics, synonyms) has made my writing more interesting to read.
5. Now that I know about (phonics, context clues), I can figure out the meaning of unknown words more easily.
6. I was so (diligent, collaborative) about doing my homework on Friday that I was able to go to the party on Saturday.

7. My sister made the (analogy, phonics) that her vacation was like spending a week in a life raft. After hearing about the difficulties she faced, I think she was right.
8. I like that my nephew is (diligent, inquisitive). I love answering his questions about history and science.
9. I (derive, delve) a lot of pleasure from volunteering at the hospital two days a week.
10. My friend described the cake as tasty, but I can think of several (antonyms, analogies) that would fit it better: horrid, rotten, gross.

2 Answer each question by writing the vocabulary word on the line next to the example it best fits. Use each word once.

VOCABULARY LIST

analogy	collaborative	diligent	phonics	synonyms
inquisitive	derive	antonyms	delve	context clues

1. *Cold, freezing, and chilly* are what type of words for hot? _____
2. Keri proofreads her papers six times. What kind of student is she? _____
3. Matt reads five books a week about geography. What is he about the topic of geography? _____
4. Tony figured out where his sister had gone from clues she left around the house. What was Tony able to do? _____
5. June says, "Life is one big tea party." What kind of comparison has she made? _____
6. *Warm, boiling, and sweltering* are what type of words for hot? _____
7. Milt looks up *chrome* in the dictionary and finds the pronunciation krōm. What is he using to help him pronounce the word? _____
8. When a brother and sister help each other pick up their toys, what are they being? _____
9. After reading a story about kids in Australia, Katy went to the library to learn more about the country. What is Katy doing? _____
10. Dan says, "I am famished. I haven't eaten anything since yesterday." If you use the sentence "I haven't eaten anything since yesterday" to figure out the meaning of *famished*, what have you benefited from? _____

3 Pick the best word from the list below to complete the sentence. Use each word once.

VOCABULARY LIST

synonym	delve	inquisitive	collaborative	antonyms
diligent	analogy	phonics	derives	context clues

1. My father believes that my interest in cars _____ from our trip to a speedway when I was six.
2. Sometimes I bothered my mother by being too _____, but there was so much I wanted to know about when I was young.
3. I listened to ten _____ tapes in the reading lab to improve my pronunciation.

4. The student made an interesting _____ between writing a paper and riding a bike.
5. The woman wanted to become an executive in the company, so she was _____ at her job.
6. Making a movie is a _____ project because it involves writers, actors, technicians, and the director to put it together.
7. When I am reading and come across a word I don't know, I look for _____ to help me figure out the meaning.
8. When I travel to Egypt this summer, I plan to _____ into the mysteries of the pyramids.
9. When I want to stop repeating the same word in a paper, but I need another word with a similar meaning, I look in a thesaurus to find a _____.
10. *Stubborn* and *flexible* are important _____ to learn. I discovered the difference between the two when my friends told me to stop being stubborn and start being more flexible or they wouldn't see me anymore.

4 For each set, complete the analogies. See Completing Analogies on page 5 for instructions and practice. Use each word once.

Set One

VOCABULARY LIST

collaborative

phonics

context clues

analogy

diligent

1. combine : join :: hard-working : _____
2. traffic jam : got home late :: used _____ : pronounced a word easier
3. shampoo : to clean hair :: _____ : to show comparison
4. eating a whole turkey : hungry :: building a house together : _____
5. petal : flower :: _____ : paragraph

Set Two

VOCABULARY LIST

derive

antonym

delves

synonyms

inquisitive

6. loud : noisy :: _____ : curious
7. a person enters a running race : compete :: a person uses reasoning : _____
8. a mansion : huge :: lovely and beautiful : _____
9. kind : cruel :: synonym : _____
10. bike rider : pedals :: detective : _____

Interactive Exercise

Write an e-mail to a classmate about the benefits of increasing one's vocabulary. Use at least five of the vocabulary words introduced in this chapter. Draft your e-mail below.

Hi _____



Best,

HINT

Flash Card Reminder

Flash cards are an excellent way to study vocabulary. Turn to the "Create Your Own Flash Cards" section (page 162) for suggestions on ways to make and use flash cards. Remember to carry your flash cards with you and study for at least a few minutes each day. Also ask classmates, friends, and family members to quiz you using the flash cards. There are a few templates to get you started at the end of this book. Make copies of them before you fill them all out if you want to use them for all the chapters in this book.

Answers to the analogies practice in the Getting Started section on page 6:

1. b 2. a 3. d 4. c 5. sleep 6. huge 7. warmth 8. beverage

Word List

analogy [ə nal' ə jē]	<i>n.</i> a comparison; likeness	diligent [dil' ə jənt]	<i>adj.</i> hard-working; attentive; careful
antonym [an' tə nim]	<i>n.</i> word that means the opposite	inquisitive [in kwiz' i tiv]	<i>adj.</i> curious; eager for knowledge
collaborative [kə lab' ū ə tiv']	<i>adj.</i> working together; working with other people	phonics [fon' iks]	<i>n.</i> a reading method in which letters are associated with their sounds or pronunciation
context clues [kon' tekst klooz']	<i>n.</i> words around another word that give hints about its meaning	synonym [sin' ə nim]	<i>n.</i> word with a similar meaning
delve [delv]	<i>v.</i> to investigate; to dig into		
derive [di rīv']	<i>v.</i> 1. to obtain 2. to arrive at by reasoning 3. to come from a source; originate		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Using a College Wisely



Dear New Student,

We want to welcome you to Mountain College. Transitioning to college whether from high school, the work world, or raising children can **intimidate** some people. Everything from finding parking to choosing classes can seem overwhelming, but the experience doesn't need to be faced alone. An important **factor** in a college education is getting help when you need it. This letter introduces you to some of the resources our college offers. 5

The Counseling Center is likely to be the first place you will visit. The Counseling Center provides an **orientation** for new students that covers required courses, majors available, and **assessment** tests you will need. Assessment tests are usually required for math and English courses. Their purpose is to put students in the right class. You don't want to be in a class that is too easy for you, nor do you want to be stuck in a class that is too difficult for your current skills. The orientation this fall will be Saturday, August 15, at 10 a.m. in the cafeteria. We hope you will be able to join us. The Counseling Center also gives **aptitude** tests that can show you where your talents lie and help you decide on a major. The Counseling Center will also be the place to return to when you are ready to **declare** your major. The counselors will make sure you are taking the right courses and put you on track to graduate in a time frame appropriate for you. 10

Other resources the college offers include a Learning Lab, health clinic, and day-care center. The Learning Lab provides tutoring and computers and offers workshops on subjects such as test-taking strategies. Besides being a place to turn to when you need a Band-Aid or aspirin, the health clinic can help you **cope** with some of the stressors often associated with college. The clinic offers workshops on relaxation techniques, counseling on addiction problems, and advice on how to deal with the loneliness that can come with being away from family and friends. The day-care center provides students with young children a safe place for their kids to play and learn while Mom and Dad are in class. Please stop by each facility to check on their hours and other services they provide. 15

Another major resource is the **faculty**. Your professors are here to help you. Take advantage of their office hours. Your professors will be pleased when you take the time to further discuss information presented in class or ask them to **clarify** an assignment. When you are confused about anything in a class, it is important to check with the instructor to make sure you are headed in the right direction. Making a one-on-one connection with an instructor can lead to your being more involved in the class and its subject matter. Several professors from each department will be at the orientation to greet new students. 20

Remember people are here to help you with your education, but you need to take the first step in making these contacts. College can **empower** a person to achieve great deeds. While you are in college, you have the chance to stretch your mind, explore innovative topics, and meet new people—take full advantage of this opportunity. 25

We look forward to meeting you on the 15th.

Sincerely,
The Counseling Department

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 14, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 19. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

evaluation talent to frighten a part
a program to help people adapt to a new environment

- 1. **intimidate** (line 3) _____
- 2. **factor** (line 4) _____
- 3. **orientation** (line 6) _____
- 4. **assessment** (line 7) _____
- 5. **aptitude** (line 10) _____

Set Two

to handle to announce formally teachers to make clear to enable

- 6. **declare** (line 12) _____
- 7. **cope** (line 16) _____
- 8. **faculty** (line 20) _____
- 9. **clarify** (line 21) _____
- 10. **empower** (line 26) _____

Self-Tests

1 In each group, circle the word that does not have a connection to the other three words.

EXAMPLE: ability faculty helplessness power

When you have the faculty to do something, you have the ability or power. *Helplessness* is not related to the other words.

- | | | | |
|----------------|--------------|------------|----------|
| 1. instructors | faculty | teachers | students |
| 2. handle | survive | fail | cope |
| 3. scare | frighten | intimidate | befriend |
| 4. talent | intelligence | inability | aptitude |
| 5. permit | refuse | enable | empower |
| 6. factor | component | whole | part |

7. announce	declare	assert	suppress
8. explain	clarify	confuse	simplify
9. conclusion	introduction	program	orientation
10. testing	plunge	assessment	evaluation

2 Juanita is participating in Mountain College's study abroad program in France for a year. Fill in the blanks of her letter to her parents with the appropriate vocabulary word. Use each word once.

VOCABULARY LIST

cope	assessment	factor	faculty	intimidated
orientation	declare	empowered	aptitude	clarify

Dear Mom and Dad,

The semester is going well. At first I was ⁽¹⁾_____ by Paris and my new surroundings. It was also a bit hard to ⁽²⁾_____ with the differences in cultures, especially hearing French all day, but now it is not that difficult. We had an excellent ⁽³⁾_____ to the program during the first week. They told us about our classes and took us on a tour of Paris to become familiar with the city. The ⁽⁴⁾_____ here are great. They are friendly and helpful with the course work and with understanding a different culture. The ⁽⁵⁾_____ test I took before I came over put me in the right level of French. I understand most of what the professors say. I only have to ask them to ⁽⁶⁾_____ an assignment every once in a while. I am taking a cooking class for fun and have found I have quite the ⁽⁷⁾_____ for making crepes. I can't wait to cook for you when I get home. Thank you for supporting my education. Your help was a major ⁽⁸⁾_____ in making this trip possible. This experience has ⁽⁹⁾_____ me to go on to graduate school. I want to get a Master's in Business Administration. You might think that is a lot to ⁽¹⁰⁾_____ after eight weeks in France, but I know I can do it. I hope all is well at home. I will write more later.

Love,
Juanita

3 Put a T for true or F for false next to each statement.

- _____ 1. Learning to read will not empower a person to do better in school.
- _____ 2. It can be hard to cope with planning a wedding.
- _____ 3. A candidate needs to declare that he or she is running for office.
- _____ 4. The faculty at most colleges usually have no more than a high school education.

- _____ 5. A company might hold an orientation for new employees.
- _____ 6. If you are sure what time the meeting is, you would want to call and clarify the time.
- _____ 7. If Alicia has an aptitude for singing, she is likely to be a good singer.
- _____ 8. Spending a day at home relaxing on the back porch would intimidate most people.
- _____ 9. Knowing how many people are going on the field trip is a factor in deciding how many cars will be needed.
- _____ 10. After a hurricane, various government and insurance agencies will make an assessment of the damages.

4 The following are comments heard around a college campus. Finish each sentence using the vocabulary words below. Use each word once.

Set One

VOCABULARY LIST

declare faculty cope orientation aptitude

1. "Thanks to my friend Doug's help, I was able to _____ with geometry."
2. "I have decided to _____ my major as art. I am going to fill out the paperwork tomorrow."
3. "I just discovered that I have a(n) _____ for tap dancing!"
4. "I appreciate the _____ on this campus; two of my favorite professors are Remsburg and Ramsey."
5. "I learned about tutoring services at the _____ meeting I came to the week before classes began."

Set Two

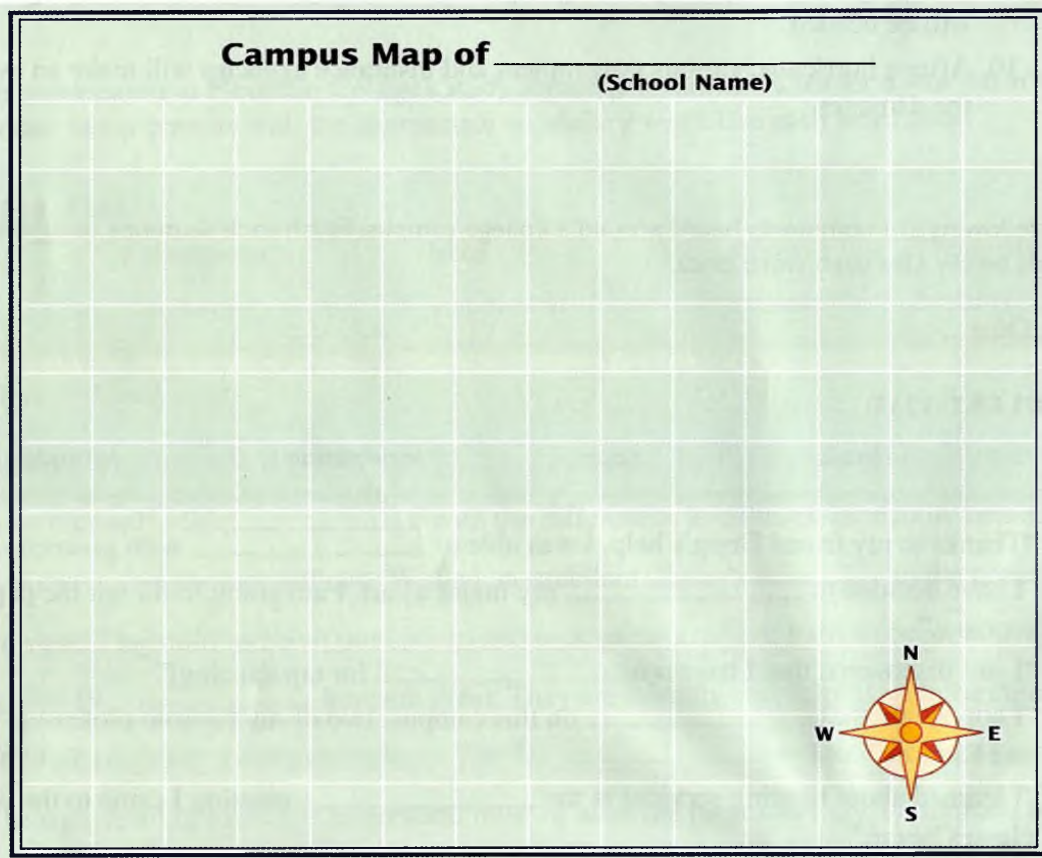
VOCABULARY LIST

clarify empower factor assessment intimidate

6. "I will not let algebra _____ me; I know that there are tutors available if I need help."
7. "I have to go to the _____ office to sign up for a writing test. I want to be placed in the right level of English next semester."
8. "I went to the counseling department to _____ what courses I need to take next semester, so I can graduate on time."
9. "I did not _____ in the time needed to type my paper, so I had to turn it in three days late."
10. "Next week I become editor of the college newspaper, which will _____ me to make the changes the paper needs."

Interactive Exercise

Draw a simple map of your campus. Label the map with at least five vocabulary words showing where you go to do activities at your college. For example, show where you go for *orientation*, where *faculty* offices are located, and where *assessment* tests are given. You can be imaginative with some of the labels: where you go if you have an *aptitude* for music, where you go to *cope* with writing problems.



HINT

Context Clues

When you encounter a word whose meaning you don't know, keep reading the passage looking for clues to help you decipher the meaning. These clues might be in the same sentence as the unknown word or in a sentence that comes before or after the word. Look for these types of clues in the passage:

- Synonyms—words that have a similar meaning to the unknown word
- Antonyms—words that mean the opposite of the unknown word
- Examples—a list of items that explain the unknown word
- General meaning—the meaning of the sentence or passage as a whole that could clarify the meaning of the unknown word

You will not find a context clue every time you encounter a word you don't know, but being aware of context clues will help you determine the meaning of many new words and make reading more enjoyable.

Word List

aptitude *n.* 1. talent; ability
[ap' tə tōōd'] 2. quickness in learning; intelligence

assessment *n.* testing; evaluation
[ə ses' mənt]

clarify *v.* to make clear; to explain
[klâr' ə fi']

cope *v.* to survive; to handle
[kōp]

declare *v.* to announce formally; strongly assert
[di klâr']

empower *v.* to enable; to authorize; to permit
[em pou' ə, im-]

factor *n.* a part that adds to an outcome or a situation; a cause; a component
[fak' tər]

faculty *n.* 1. teachers at a school, college, or university
[fak' əl tē] 2. the ability to do something

intimidate *v.* to scare or frighten; to threaten
[in tim' ə dāt']

orientation *n.* a program intended to help people adapt to a new environment
[ôr' ē ən tã' shən]

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Planning Your Time

Being Successful



Orientation Handout #6 Planning Your Time

One of the most important lessons a college student can learn is how to deal with time **constraints**. This handout will help you **hone** your time **management** skills. You will become the one in control of your life.

5 Know your goals: Take the **initiative** and realize that you are responsible for your future. Only you know what you are aiming for. Make a list of the areas in your life that are important to you. Think about what you want to achieve in college, after college, in terms of your health, and for your social life.

10 Create a to-do list: Make a list of what you need to do to achieve your goals. Create both short-term (weekly) and long-term (semester or longer) lists of what you need to do to achieve each goal. Keep your list current as you complete your goals or change them.

Decide what is important: **Prioritize** your to-do list to decide what you need to do first and what can be done later. Get a weekly planner to schedule important dates (when papers are due or tests are scheduled). Placing items in order of importance will keep you from being **disorganized**. You will find that your life isn't so confusing anymore.

15 Plan your time: Learning how to **allot** your time will help you make wise decisions. Use your planner to write down when your classes meet, times you work, and time for sleep. Then fit in study, exercise, and social time. Knowing how you spend your time will make you more **efficient**.

20 Don't **procrastinate**: If you put off starting a project by finding other things to do (such as watching repeats on television or throwing socks in a wastebasket), stop and ask yourself why you are afraid to begin. Maybe the job seems too hard. Break the task into smaller parts. It can help to start with the hard part first, and when that part is over, the job won't seem so bad. Set deadlines for yourself and stick to them—that way you can't postpone a job forever. Concentrate on one project at a time, and you will get it done.

25 Reward yourself: When you finish a project, give yourself a reward, even a small one (a slice of your favorite pizza, a CD, an extra thirty minutes on the court). You will be motivated to accomplish more by occasionally rewarding yourself.

30 Ask for help: Don't be afraid to ask others for help or give them jobs to do if appropriate. You don't have to take care of the kids, cook, and clean alone. You will feel less **frazzled** and have more energy if you ask your family to help with chores. If you aren't sure how to do something, ask for advice. Asking the right person for help can save you hours of wasted time.

By making wise use of your time, you will be able to study, to work, to exercise, and to relax. It takes planning, but setting your goals, writing a to-do list, and deciding on priorities will lead to a more fulfilling life.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 20, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 25. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

the first step to sharpen to place in order of importance limitations
the ability to control something

- 1. **constraints** (line 2) _____
- 2. **hone** (line 2) _____
- 3. **management** (line 2) _____
- 4. **initiative** (line 4) _____
- 5. **prioritize** (line 11) _____

Set Two

tired well-organized to give confused to postpone

- 6. **disorganized** (line 13) _____
- 7. **allot** (line 15) _____
- 8. **efficient** (line 17) _____
- 9. **procrastinate** (line 18) _____
- 10. **frazzled** (line 28) _____

Self-Tests

1 Match the description with one of the vocabulary words below. Context clues are underlined to help you make the connections. Use each word once.

VOCABULARY LIST

initiative	efficient	prioritize	allot	disorganized
constraints	frazzled	procrastinate	management	hone

- 1. _____ I will give myself two hours to write a rough draft of my paper; however, I will assign a lot more time to revising it.
- 2. _____ Because I have lost twenty pounds, I will continue to deal with the restrictions of this diet.
- 3. _____ Jay puts off doing anything until the last minute.

VOCABULARY LIST

initiative	efficient	prioritize	allot	disorganized
constraints	frazzled	procrastinate	management	hone

- _____ Ali took the first step and held a meeting to organize a food drive; we appreciated her getting us started.
- _____ It's more important to study for my test than watch TV tonight.
- _____ Isis is so organized that she never forgets any birthdays or anniversaries.
- _____ I feel tired and stressed.
- _____ I go to batting practice three times a week to work on my swing.
- _____ Patricia is so confused that she forgets appointments and loses things.
- _____ It has taken awhile, but I finally feel that I have the ability to control my finances.

2 Complete the sentences below using the vocabulary words. Use each word once.

VOCABULARY LIST

constraints	disorganized	initiative	efficient	frazzled
allot	management	hone	prioritize	procrastinate

- Maria is so _____ it takes her an hour to find her keys each morning.
- Due to budget _____, the college will not be holding its annual Spring Fair.
- We need to _____ what we want to do on our vacation. We only have five days, and there is so much to see in Washington D.C.
- I took the _____ and called everyone in my class to see if they wanted to start a study group.
- After a weekend of babysitting my sister's triplets, I was _____.
- The assistant was so _____ that he had the report ready by the end of the day; his boss thought it would take a week to organize.
- The clerk wasn't able to deal with my problem, so I asked to talk to the _____.
- I _____ thirty minutes each day to exercise.
- I need to _____ my speaking skills, so I'm going to take a speech class next semester.
- I don't like to _____; I get too nervous if I'm not done with an assignment a week before it is due.

3 For each set, finish the analogies. See Completing Analogies on page 5 for instructions and practice.

Set One

- | | |
|---------------------------------|---------------------------|
| 1. lose : disorganized :: _____ | a. hone : knife |
| 2. faculty : student :: _____ | b. find : efficient |
| 3. day : night :: _____ | c. planner : prioritize |
| 4. dial : a phone :: _____ | d. constraint : liberty |
| 5. pencil : write :: _____ | e. management : secretary |

Set Two

- | | |
|--------------------------------|--|
| 6. wasteful : careful :: _____ | f. disorganized : confused |
| 7. run : a marathon :: _____ | g. procrastinate : time |
| 8. gamble : money :: _____ | h. allot : forty dollars to spend on shoes |
| 9. drink : thirsty :: _____ | i. laziness : initiative |
| 10. job : work :: _____ | j. rest : frazzled |

4 Circle the correct meaning of each vocabulary word.

- | | | |
|--------------------------|------------|---------------------|
| 1. hone: | sharpen | dull |
| 2. disorganized: | confused | neat |
| 3. efficient: | messy | orderly |
| 4. frazzled: | exhausted | rested |
| 5. initiative: | first step | do nothing |
| 6. allot: | assign | remove |
| 7. management: | unsure | control |
| 8. prioritize: | random | order of importance |
| 9. procrastinate: | put off | get started |
| 10. constraint: | freedom | limitation |

Interactive Exercise

Write your answers in one or two sentences. Use at least one vocabulary word in each answer.

How Organized are You?

1. Which word describes you more—efficient, disorganized, or frazzled? Explain.

2. What do you see as your biggest constraint to developing better time management skills?

3. Describe a situation when you procrastinated or where you took the initiative.

4. What skill do you want to hone? Why?

5. Do you use a planner to help you allot your time or prioritize your responsibilities? Explain why or why not.

Conversation Starters

An excellent way to review the vocabulary words and help to make them your own is to use them when you are speaking. Gather three to five friends or classmates and use one or more of the conversation starters below. Before you begin talking, have each person write down six vocabulary words he or she will use during the conversation. Share your lists with each other to check that you did not all pick the same six words. Try to cover all of the words you want to study whether you are reviewing one, two, or more chapters.

1. What do you see as the major benefits of improving one's vocabulary?
2. Which of the resources at your college would you highly recommend someone use? Why?
3. What have you done to become a more organized student?
4. How is your semester or quarter going? What experience has been the most rewarding, and which has been the most difficult?

Word List

allot [ə lot']	v. to give; to assign	initiative [i nish' ē ə tiv]	n. the first step; the ability to start a plan
constraint [kən strānt']	n. limitation; restriction	management [man' ij mən]	n. 1. the ability to control something 2. the people who direct a business
disorganized [dis ôr' gə nīzd']	adj. confused; messy; not having order	prioritize [prī ôr' ə tīz']	v. to place in order of importance
efficient [ē fish' ənt, i fish' ənt]	adj. effective; well-organized	procrastinate [pro kras' tə nāt']	v. to postpone; to put off
frazzled [fraz' əld]	adj. tired; exhausted		
hone [hōn]	v. to sharpen; to work on n. a tool for sharpening cutting instruments		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Look for words with these **prefixes, roots, and/or suffixes** as you work through this book. You may have already seen some of them, and you will see others in later chapters. Learning basic word parts can help you figure out the meanings of unfamiliar words.

prefix: a word part added to the beginning of a word that changes the meaning of the root

root: a word's basic part with its essential meaning

suffix: a word part added to the end of a word; indicates the part of speech

Word Part	Meaning	Examples and Definitions
Prefixes		
dis-	away from, not	<i>disorganized:</i> not organized <i>disappear:</i> move away from sight
inter-	between, among	<i>interactive:</i> making connections between things <i>international:</i> between nations or countries
pre-	before	<i>predict:</i> to tell in advance <i>preview:</i> to see before
Roots		
-chron-	time	<i>chronological:</i> following time order <i>chronic:</i> all the time
-dic-, -dict-	to say, to tell, to use words	<i>predict:</i> to tell in advance <i>dictation:</i> the process of saying or reading aloud to be recorded or written by someone else
-man-	hand	<i>manuscript:</i> a handwritten document <i>manually:</i> done by hand
-ten-	to stretch	<i>intention:</i> a plan (to stretch toward) <i>intense:</i> to an extreme degree (stretched tight)
Suffixes		
-ment (makes a noun)	action, state of being	<i>assessment:</i> state of assessing or measuring <i>merriment:</i> the state of being merry
-er, -or (makes a noun)	one who	<i>baker:</i> a person who bakes <i>counselor:</i> a person who counsels or gives advice
-ation, -tion (makes a noun)	condition, act of	<i>opposition:</i> the act of opposing or being in conflict <i>action:</i> condition of being active or doing

Self-Tests

- 1** Read each definition, and choose the appropriate word from the list below. Use each word once. The meaning of the word part is underlined to help you make the connection. Refer to the Word Part list on page 26 if you need help.

VOCABULARY LIST

enchantment	manage	extend	predict	chronological
discourage	intersperse	philosopher	imitation	dictionary

1. to say before _____
2. to stretch out _____
3. to distribute between things _____
4. to be able to handle _____
5. relating to time order _____
6. one who is wise _____
7. the state of being charmed _____
8. a book on how to use words _____
9. condition of being false _____
10. to take away one's hope _____

- 2** Finish the sentences with the meaning of each word part from the list below. Use each meaning once. The word part is underlined to help you make the connection.

VOCABULARY LIST

not	hand	person who	to stretch	before
tells	between	state of being	act of	time

1. When you go to a preview of a movie, you see it _____ other people do.
2. The Olympics is an international event. This means it is held _____ different countries.
3. To have chronic pain means to have pain all the _____, or constantly.
4. An actor is a _____ acts.
5. If someone is feeling merriment, he or she is in the _____ merry.
6. When giving a verdict, the jury _____ the decision it has made.
7. To set up the tent, we had _____ it over the poles.
8. If you do something manually, you do it by _____.
9. If you dislike someone, you do _____ like him or her.
10. Graduation is the _____ finishing school.

3 Finish the story using the word parts below. Use each word part once. Your knowledge of word parts, as well as the context clues, will help you create the correct words. If you do not understand the meaning of a word you have made, check the dictionary for the definition or to see whether the word exists.

WORD PARTS

ation	pre	tend	inter	er
dic	man	chron	dis	ment

THE JOB

June was worried about her ⁽¹⁾_____ view. She really needed a job. She sat in the waiting room thinking about her skills. She knew how to behave in a professional manner. She could speak to people on the telephone and make them feel like the company cared about them. She could also ⁽²⁾_____tate well—she had no problem telling other people what to do. She knew she would be a good office ⁽³⁾_____ager.



As she waited in the office, she looked at the other applicants. She could tell one man was very nervous, although he was trying to pre⁽⁴⁾_____ he wasn't. June sympathized with him because she felt the same way. June went to sit next to him. She told him that she also ⁽⁵⁾_____liked looking for a job. Milt told her that this was not a situ⁽⁶⁾_____ he enjoyed. There was too much to ⁽⁷⁾_____pare for. June asked Milt what time it was. She suggested they syn⁽⁸⁾_____ize their watches, so they could meet at the coffee shop at the same time after the interviews. Milt thought that was a great idea as it would ease his resent⁽⁹⁾_____ of having to go through the interview process. They agreed that it was frustrating to be interviewed. They continued to talk until the interview⁽¹⁰⁾_____ called June's name.

4 Pick the best definition for each underlined word using your knowledge of word parts. Circle the word part in each of the underlined words.

- a. likely to act a certain way
- b. state of being satisfied
- c. not at the proper time
- d. came between
- e. to move away from
- f. one who translates
- g. planned beforehand
- h. to say the opposite
- i. way of handling things
- j. act of expressing joy

- _____ 1. The police knew the murder had been premeditated when they found the receipt for the poison dated a week ago.
- _____ 2. Her manner was so friendly that I felt relaxed right away at the party.
- _____ 3. It was easy to find the anachronism in the picture of the medieval castle: the microwave.
- _____ 4. The police told the crowd to disperse because the rally was over.
- _____ 5. My boyfriend always contradicts me. Why can't he ever agree with me?
- _____ 6. My sister has a tendency to exaggerate; I never know when to believe her.
- _____ 7. Mother intervened when the argument between my brother and me got so serious we were about to hit each other.
- _____ 8. The translator had a hard job when everyone spoke at the same time.
- _____ 9. I appreciated the congratulation cards from my friends when I passed my driver's test—it took me six tries.
- _____ 10. My contentment was complete as I nestled under the blanket with a good book and a cup of cocoa.

5 A good way to remember word parts is to pick one word that uses a word part and understand how that word part functions in the word. Then you can apply that meaning to other words that have the same word part. Use the words to help you match the word part to its meaning.

Set One

- _____ 1. -ten-: intention, contention, extend
- _____ 2. -ment: assessment, contentment, resentment
- _____ 3. inter-: interactive, international, intervene
- _____ 4. -chron-: chronological, chronic, synchronize
- _____ 5. -man-: management, manuscript, manually
- a. action, state of being
- b. between, among
- c. time
- d. hand
- e. to stretch

Set Two

- _____ 6. -or, -er: counselor, philosopher, interviewer
- _____ 7. pre-: predict, preview, preliminary
- _____ 8. -dic-, -dict-: predict, dictionary, dictation
- _____ 9. -tion, -ation: opposition, graduation, congratulations
- _____ 10. dis-: disorganized, discourage, dislike
- f. away from, not
- g. condition, act of
- h. one who
- i. before
- j. to say, to tell, to use words

Interactive Exercise

Use the dictionary to find a word you don't know that uses the word part listed below. Write the meaning of the word part, the word, and the definition. If your dictionary has the etymology (history) of the word, see how the word part relates to the meaning, and write the etymology after the definition.

Word Part	Meaning	Word	Definition Etymology
EXAMPLE:			
-chron-	time	chronograph	an instrument that graphically records time intervals such as the length of an event. Chrono- (time) + -graph (written)
1. pre-			
2. -man-			
3. dis-			
4. inter-			
5. -dict-			

HINT

Etymologies

An etymology is the history of a word. Some dictionaries will tell in an entry how the word came into existence. There are several ways words are developed, such as being made up, coming from a person's name, or evolving over time from foreign languages. Reading a word's etymology can sometimes help you remember the meaning. For example, the word **addict** comes from the Latin *addictus*, which meant someone given to another as a slave. This history helps to show how being addicted to something is being a slave to it. Not all words have interesting histories, but taking the time to read an etymology can be useful. If you get excited about word origins, there are books available on the subject that show how fascinating words can be.

Interesting Etymologies

Derive (Chapter 1): comes from the Latin *derivare*, “to draw off (a stream of water) from its source.” The word is formed from *de-*, “from,” plus *rivus*, “stream.” The broader meanings of “to come from a source” and “to obtain” have obvious relationships to the Latin origin. The wider meanings began in the late 1300s.

Seminar (Chapter 18): comes from the Latin *seminarium*, “plant nursery.” The word is formed from *semen*, “seed,” plus *arium* or *-ary*, “pertaining to, connected with.” The word *seminary* also comes from *seminarium*. A *seminary* is a type of school, such as a secondary school for girls or one for the education of rabbis, ministers, or priests. It also means a place where something is developed. *Seminar* means “a meeting or class for discussion of a particular subject.” The word's origins are connected with the seed of learning.

Focus on Chapters 1–4

The following activities give you a chance to interact some more with the vocabulary words you've been learning. By looking at art, taking tests, answering questions, doing a crossword puzzle, and working with others, you will see which words you know well and which you still need to work with.

Art

Match each picture below to one of the following vocabulary words. Use each word once.

VOCABULARY LIST

intimidate

frazzled

disorganized

faculty

orientation

collaborative



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Self-Tests

1 Pick the word that best completes each sentence.

- I _____ today to be one of total relaxation. No one is allowed to do any chores or homework.
a. clarify b. derive c. declare d. procrastinate
- My father always thought it was the perfect _____ to compare my brother and his friends to a pack of wild hyenas as they devoured the contents of our refrigerator after a big game.
a. orientation b. analogy c. management d. phonics
- The treasurer of the club felt _____ to make the decision to change the date of the annual meeting because the officers had told him he was in charge of the event.
a. empowered b. disorganized c. derived d. procrastinated
- Priscilla was so _____ at doing her homework that she could relax on the weekends.
a. collaborative b. efficient c. frazzled d. inquisitive
- I didn't think the _____ was doing a good job of training the staff; all of the servers were rude and slow.
a. faculty b. factor c. context clues d. management

2 Complete the following sentences using the vocabulary words. Use each word once.

a. disorganized b. diligent c. clarify d. delve e. prioritize

- I was so _____ about reviewing my notes each evening that, by the time of the midterm, I didn't need to study much.
- I am going to _____ into the world of BMX racing this week. I have a friend who often competes, and he invited me to come along on his road trip.
- I need to _____ my activities for this weekend. I have so much to do that I need to focus on the most important matters first because I might not get to everything.
- The meeting was so _____ no one knew what issue they were voting on.
- I have to _____ what Emma said she wanted for her birthday. I can't remember if she said she did or did not want more pajamas.

3 Finish the story using the vocabulary words below. Use each word once.

VOCABULARY LIST

inquisitive

allot

antonyms

context clues

coped

factor

honed

derive

procrastinated

intimidated

LEARNING WORDS

Matt was afraid to go to college because he did not have a big vocabulary. His friend Dan, however, told him not to be ⁽¹⁾_____ because he could take a class to build his vocabulary skills. Matt began to see himself in college. At first he pictured himself in Edvard Munch's painting *The Scream*, but after thinking about it overnight, he decided it wouldn't be so bad, and he signed up for the class.



On the first day the instructor told the class that they would ⁽²⁾_____ the most benefit from the course if they were willing to study. Matt didn't want to make things hard, so he was ready to ⁽³⁾_____ several hours a week to doing his assignments. Matt got the book for the class and saw that it was going to be fun to use because it had several interactive exercises. It was great to do activities like art and crossword puzzles to learn new words. He was going to have to work hard, but he would also enjoy it.

One of the techniques Matt learned first was to look for ⁽⁴⁾_____. Those were words around a word that could give him an idea of what the word meant. Matt became an expert at finding these clues. He knew they could come in different forms such as examples, synonyms, or ⁽⁵⁾_____. Looking for words that meant the opposite of the word he didn't know was something he had never thought of doing.

On the first quiz, Matt got a C. He knew he could have done better if he hadn't ⁽⁶⁾_____ and studied only the night before. Matt decided that he had better ⁽⁷⁾_____ in at least six hours a week to study for the class. By doing so, Matt got an A on the next test and on all the rest.

Near the end of the class, Matt saw his friend Dan who asked how Matt had ⁽⁸⁾_____ with the vocabulary class. Matt told him, "I have ⁽⁹⁾_____ my reading skills, and I am no longer frazzled by the job of reading college-level books. I now consider myself a(n) ⁽¹⁰⁾_____ reader who will continue to learn new words throughout my lifetime." Dan smiled at his friend and nodded in agreement.

Interactive Exercise

Answer the following questions to further test your understanding of the vocabulary words.

1. Who might need help with phonics? _____

2. What is something you need to take the initiative in? _____

3. How do you feel about collaborative projects? _____

4. What are two subjects that you are especially inquisitive about? _____

5. What activities would make you frazzled by the end of the day? _____

6. What helps you to cope with the stresses involved with attending college? _____

7. What are two synonyms for “relax”? _____

8. What do you have an aptitude for? _____

9. What are two areas of your life that you should take at least a yearly assessment of? _____

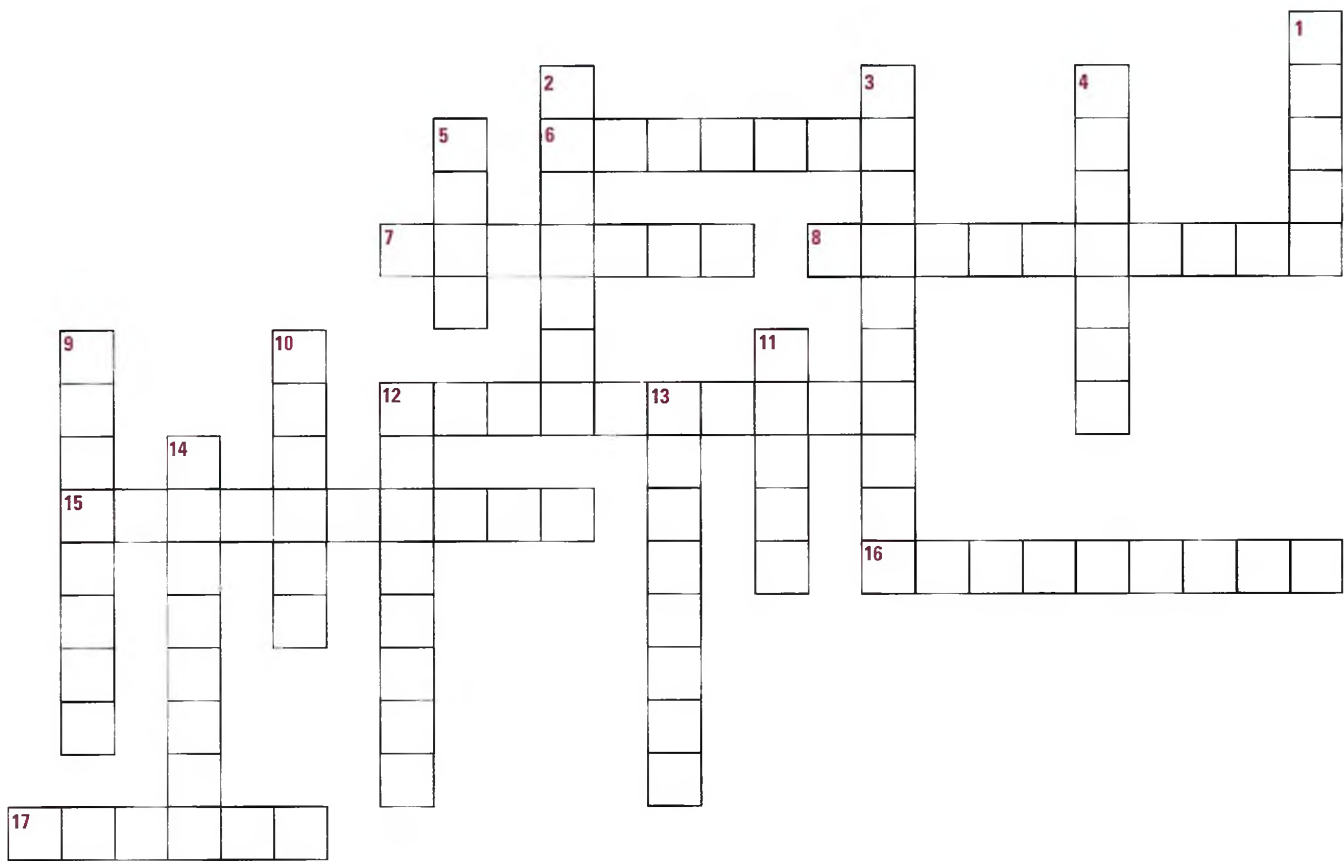
10. What is one of the biggest constraints to your getting work done early or on time? _____

HINT

Test Anxiety

Studying is essential to do well on a test, but for some people that isn't enough to ease the stress that testing can bring. A few strategies may help you deal with test anxiety. A healthy body leads to a good test-taking experience, so get a good night's rest, and eat a healthy breakfast, lunch, or dinner before the exam. Exercise before the exam. Take a walk or do some stretching to help you relax. When you get to the classroom, take a few deep breaths and imagine yourself in a soothing spot such as strolling on a beach or sitting in the shade of a tree. Also picture yourself as being successful on the test; don't focus on any negatives. Being a bit nervous can help during a test by keeping you alert, but too much stress can ruin even the most prepared student's chances of success. If test anxiety becomes a serious problem for you, contact your college's counseling center for advice.

Crossword Puzzle



Use the following words to complete the crossword puzzle. Use each word once.

VOCABULARY LIST

allot	derive
analogy	diligent
antonyms	efficient
aptitude	empower
assessment	factor
clarify	hone
constraint	initiative
declare	prioritize
delve	synonyms

Across

6. to enable
7. up : down :: slow : fast
8. limitation
12. testing
15. the ability to start a plan
16. well-organized
17. a cause or a component

Down

1. to give
2. I am running for mayor.
3. This task needs to be done first.
4. Let me make this easy to understand.
5. to work on
9. talent
10. to come from a source
11. to dig into
12. naughty and nice
13. happy, glad, and cheerful
14. hard-working; attentive

Mix It Up

Matching Meanings

Get four to six classmates together, and make teams of two to three people. You will need two sets of flash cards. Lay out a square of 25 flash cards with the words face up. Lay out another square of the same 25 words with the definitions face up. One person on a team picks up a word and tries to find the matching definition in the other square. Teammates can help the person. If the person is right, he or she gets to keep both cards. If the person is wrong, he or she returns the cards to their places. A team can keep going until it misses a match. When all the words and definitions are matched, the team with the most cards wins. This activity can also be played with pairs, or you can test yourself individually if you have two sets of flash cards (or you can write the words on slips of paper and match them to the definition side of your flash cards).

Sample Layout:

empower			diligent	
	frazzled			delve
		cope		factor
hone			allot	
inquisitive		aptitude		

	n. talent	v. to survive		
adj. curious				adj. careful
		n. a cause	adj. tired	
	v. to enable			v. to dig into
v. to sharpen		v. to give		

6

Odd Places

Journey Beyond the Ordinary

ODD PLACES TOURS

If you are enthusiastic about the unusual, this is the **opportune** moment to travel. Join us for an Odd Places Tour. Enjoy leafing through this brochure and discovering places that excite the imagination. You will also find compatible travel companions on our tours.

Tour 1 Winchester Mystery House San Jose, California



Departures:
monthly

Sarah Winchester had this house built to **appease** the spirits after inheriting millions of dollars from her husband's interest in the manufacturing of Winchester rifles. Trying to cope with the death of her husband, she went to a psychic who told her that the **malevolent** spirits of those killed by Winchester rifles wanted revenge; however, they couldn't harm her if she bought a house and maintained continuous construction. Mrs. Winchester's grasp of reality must have been a bit **tenuous** at this period because she did as the spiritualist recommended. From 1884 to 1922 for twenty-four hours a day workers built and demolished sections of her house. The result is a house with stairways that end at ceilings, doors that open onto walls, one-inch closets, and other bizarre features. The house at one time had 750 rooms, but many were torn down as the building plans changed daily to soothe the spirits. Join us for an exclusive tour of the house.

Tour 2 The Nazca Lines Nazca, Peru



Departures:
April 10 and
May 12

These mysterious shapes in the Peruvian desert still **baffle** human understanding. Created about 1,500 years ago, the designs can only be detected from the air. The lines were made using different methods such as moving black pebbles to reveal the white ground underneath or scrapings on rocks. The designs include rectangles, triangles, a giant whale, a monkey, and a spider. Some of the shapes are several miles long. **Interceding** on our behalf, a Peruvian official has arranged for us to fly over figures that few tourists ever see. We have also been lucky to **retain** one of the top experts on the lines. He will help us **speculate** on why the lines were made (as clocks, airfields for the gods, for religious ceremonies). We may even develop new ideas.

Tour 3 Easter Island Pacific Ocean



Departures:
April 17 and
May 19

With its fantastic statues, Easter Island will be an adventure for all. Most of the huge statues were begun around the year 1100. We will be shown how a dozen islanders could lift a 25-ton statue simply using logs and stones. We will also have **access** to the island's strange wooden tablets, and our guides will provide ideas on what the mysterious writing on the tablets might **symbolize**. One theory is that the shapes do not represent a language, but are memory aids for events in religious celebrations. The unusual thrives on Easter Island—join the journey.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 38, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 43. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

to confuse

weak

to soothe

favorable

mean

- 1. **opportune** (line 2) _____
- 2. **appease** (line 7) _____
- 3. **malevolent** (line 11) _____
- 4. **tenuous** (line 16) _____
- 5. **baffle** (line 26) _____

Set Two

state of being able to approach or enter

to suppose

to hold

to represent

requesting something for someone else

- 6. **interceding** (line 33) _____
- 7. **retain** (line 35) _____
- 8. **speculate** (line 36) _____
- 9. **access** (line 43) _____
- 10. **symbolize** (line 46) _____

Self-Tests

1 Circle the correct meaning of each vocabulary word.

- | | | |
|-----------------------|-------------|------------------------|
| 1. baffle: | frustrate | quiet |
| 2. intercede: | to ignore | to request for another |
| 3. appease: | excite | calm |
| 4. access: | get | stop |
| 5. malevolent: | kind | mean |
| 6. opportune: | convenient | ill-timed |
| 7. speculate: | wonder | know |
| 8. tenuous: | slight | powerful |
| 9. symbolize: | represent | fake |
| 10. retain: | to remember | to forget |

2 Finish each sentence using the vocabulary words below. Use each word once.

VOCABULARY LIST

retain	opportune	baffle	tenuous	access
intercede	malevolent	appease	symbolize	speculating

1. I have _____ to my client files on the computer.
2. Let me _____; I speak Italian. They want directions to the Washington Monument.
3. The number of candles on a birthday cake _____ the person's age.
4. The king's control of the country was _____. The people were rebelling, and only the promise of greater freedom could stop them.
5. I was able to _____ the hungry child with a peanut butter and jelly sandwich and a glass of milk.
6. I felt I picked the _____ moment to visit my sister; her family was just sitting down to dessert.
7. I was able to _____ a dozen words of Swedish even after traveling through four other countries.
8. How the murder was committed continued to _____ the police ten years after the crime.
9. Nettie said she was not being _____, but telling my boyfriend that I was at a party with another boy and failing to mention that it was my cousin didn't seem nice to me.
10. My friends and I spent the spring _____ on what the new building downtown was going to be used for. None of us had supposed a fitness center.

3 For each set, finish the analogies. See Completing Analogies on page 5 for instructions and practice.

Set One

- | | |
|--------------------------------------|------------------------------|
| 1. doubt : believe :: _____ | a. a writer : composes |
| 2. access : denied :: _____ | b. malevolent : ex-lover |
| 3. baffle : confuse :: _____ | c. laughter : contagious |
| 4. a scientist : speculates :: _____ | d. opportune : inappropriate |
| 5. controlling : boss :: _____ | e. hard : difficult |

Set Two

- | | |
|--------------------------------|---------------------------|
| 6. calm : appease :: _____ | f. standard : standardize |
| 7. laugh : joke :: _____ | g. sleep : rested |
| 8. symbol : symbolize :: _____ | h. strong : tenuous |
| 9. study : retain :: _____ | i. escort : accompany |
| 10. dark : light :: _____ | j. intercede : argument |

4 Replace the underlined synonym with the correct vocabulary word. Use each word once.

VOCABULARY LIST

intercede	access	symbolize	appease	speculate
retain	tenuous	baffles	opportune	malevolent

1. An unexplained face on a palm tree in Hawaii confuses visitors and scientists. _____
2. Several airlines attempt to calm delayed passengers with free food and drinks. _____
3. Online availability to health information while traveling has been improved. _____
4. Now is a favorable time to visit Australia; airfares have never been lower. _____
5. A local tour company is offering a “keep your sanity” tour with an escape to a Greek island for a week. _____
6. The probability of Quest Tours running its trip to historic sites in Asia is slight as a mysterious virus has broken out in several countries. _____
7. An evil ghostly voice has been terrorizing tourists at a hotel in Vermont.

8. Officials in Kenya intervene on behalf of a tour group stuck in a border dispute.

9. Scientists continue to wonder about the causes of unusual behavior observed among a few penguins this past year in Antarctica.

10. Tourists in France are amazed by an ancient cave painting believed to represent a rocket ship. _____



Interactive Exercise

LET'S TRAVEL: It's time for a mini-vacation. You have three days and \$600 to spend. Decide where you would like to go, and prepare the following items.

1. Select a travel companion. What might this person do that would baffle you on the trip? What could you do to appease the person if there is a problem? _____

2. Imagine a malevolent force (natural or human) that you might encounter on your trip. Who might be able to intercede and help deal with this problem? _____

3. List two places you want access to on your trip. How do these places symbolize your interests?

4. Speculate on what you will do each day. Make a chronological list of activities you want to do. Think about the most opportune time to do each activity. Circle the activity your interest is most tenuous in.

Day 1

Day 2

Day 3

morning

afternoon

evening

5. What memories do you think you will retain from this trip?

HINT

Fewer Choices

If you get stuck on one question in a matching test, go on to the next question. When you finish answering the ones that are easy for you, see which choices are left. With fewer choices, the answers should be easier to figure out. Look at Self-Tests 2 and 3 in this chapter as examples.

Word List

access [ak' ses]	<i>n.</i> state of being able to approach or enter <i>v.</i> to get	opportune [op' ar tōōn']	<i>adj.</i> 1. favorable; appropriate 2. convenient; well-timed
appease [ə pēz']	<i>v.</i> 1. to calm; to soothe 2. to satisfy	retain [rē tān']	<i>v.</i> to hold; to keep; to remember
baffle [baf' ə]	<i>v.</i> to confuse; to frustrate	speculate [spek' yə lāt']	<i>v.</i> to suppose; to wonder; to think curiously about
intercede [in' tər sēd']	<i>v.</i> to request something for someone else; to intervene	symbolize [sim' bə līz']	<i>v.</i> to represent; to mean
malevolent [mə lev' ə lənt]	<i>adj.</i> wishing or producing evil or harm on others; mean	tenuous [ten' yōō əs]	<i>adj.</i> slight; weak; thin

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Amazing Animals

Special Abilities

Cats

It isn't **evident** today what attracted the Egyptians to cats, but they believed cats had divine qualities. The penalty for killing a cat was death. Several cat temples and graveyards have been discovered in Egypt.

Today the **nimble** cat is often seen jumping surprising distances, but it also has an ability that isn't as widely known. Some cats have demonstrated the aptitude to find their way back to their owners when lost or left behind. In 1951 a cat named Sugar had to be left in Anderson, California, when he wouldn't travel in the car for the family's move to Oklahoma. A neighbor adopted the cat, but within three weeks he disappeared. Thirteen months later, Sugar showed up at the Woods' house in Oklahoma. At first Mrs. Woods thought it was another Persian cat that looked like Sugar, but she was able to **verify** that it was Sugar because this cat had the same unusual hipbone deformity as Sugar. It seems **implausible**, but Sugar had traveled 1,500 miles to be reunited with his family.



Elephants

Animal communication has many remarkable qualities. A method that baffled humans was how elephants could talk to each other over several miles. The answer proved **elusive** until 1985 when researcher Katherine Payne sensed movement in the air while watching elephants at the zoo. She **surmised** that this movement was related to the fluttering of the elephant's forehead she had just noticed. Using recording equipment, she discovered that the elephants were using low-frequency sounds that humans can't hear. By using this low-frequency sound, which travels well, elephants with their **keen** sense of hearing can warn distant members of the herd about approaching dangers or locate a mate miles away.



Porcupine Fish

The **tenacious** nature of animals is evident in how they face danger—they don't just give up. To cope with the various dangers of their environments, animals have to have a continuous **awareness** of their surroundings, and the oceans supply as many threats as the land. To **thwart** an attacker, the porcupine fish has developed an efficient method. The fish puffs itself up with water if caught underwater or with air if trapped on the surface. Its spines become erect and can tear the mouth of its attacker. When the danger has passed, the porcupine fish takes a few minutes to let the water or air out and then swims away.



Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 44, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 49. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

clear causing disbelief hard to get hold of to confirm quick and light in movement

- 1. **evident** (line 1) _____
- 2. **nimble** (line 4) _____
- 3. **verify** (line 12) _____
- 4. **implausible** (line 13) _____
- 5. **elusive** (line 17) _____

Set Two

guessed to stop alertness extremely sensitive tough

- 6. **surmised** (line 19) _____
- 7. **keen** (line 23) _____
- 8. **tenacious** (line 25) _____
- 9. **awareness** (line 27) _____
- 10. **thwart** (line 29) _____

Self-Tests

1 For Set One, match each term with its synonym. For Set Two, match each term with its antonym.

Synonyms

Set One

- | | |
|----------------------|---------------|
| _____ 1. surmise | a. mysterious |
| _____ 2. evident | b. quick |
| _____ 3. elusive | c. suspect |
| _____ 4. nimble | d. unlikely |
| _____ 5. implausible | e. clear |

Antonyms

Set Two

- | | | |
|-------|--------------|----------------|
| _____ | 6. awareness | f. weak |
| _____ | 7. keen | g. dull |
| _____ | 8. thwart | h. inattention |
| _____ | 9. tenacious | i. allow |
| _____ | 10. verify | j. deny |

2 Circle the word that best completes each sentence.

1. It sounded (implausible, nimble), but my daughter assured me that a squirrel had eaten the note from her teacher.
2. The Tennessee state quarter I have been looking for has proved to be quite (elusive, keen).
3. My (surmise, awareness) of why I was in the hospital was slow to come until I remembered the skiing accident.
4. His (elusive, keen) mind enabled him to comprehend new duties at work quickly.
5. The storeowner hoped to (verify, thwart) thefts by installing bars on all the windows.
6. Fred was (tenacious, nimble) and finally beat his brother at basketball after losing ten straight games.
7. I want to (verify, surmise) your address, so I can send you a postcard.
8. It's 7:20, and my appointment is at 7:30 twenty miles away. It is (awareness, evident) that I will not make it there on time.
9. Tricia was excellent at yoga because her body was so (nimble, implausible).
10. I thought I could (surmise, thwart) what my birthday present was after my boyfriend gave me three clues.

3 Answer the questions about each example. Use each word once.

VOCABULARY LIST

verify	elusive	awareness	evident	implausible
keen	surmise	tenacious	nimble	thwart

1. During her solo, Toni's fingers danced over the piano keys to the delight of the audience. What can be said about her fingers? _____
2. Alexander calls the store to confirm that it is open. What does he want to do? _____
3. Fluffy trotted into the kitchen when he heard the lid of the cat-food can being opened. What is Fluffy showing his owner? _____
4. The windshield was cracked, and the bumper smashed. It didn't take long for Erikson's friends to figure out that he had been in an accident because it was what? _____

5. A hamster has avoided being caught for two weeks. What has the hamster proven to be?

6. Laura can hear her kids talking three rooms away. What kind of hearing does she have?

7. Connie tried to learn the tango, but she kept stumbling during one step. What was that move doing to her? _____
8. Karl, who lives in Los Angeles, said he was late because a herd of elephants was blocking his driveway. What would most people call his reason? _____
9. Marin and Anders were so hungry that they spent most of the afternoon trying to guess what their mom was going to make for dinner. What did the kids spend their time doing? _____
10. Kris refused to quit fishing though he had been out for six hours and hadn't gotten one bite. What word would describe his behavior? _____

4

Complete the following reading by using the vocabulary words. Use each word once.

VOCABULARY LIST

awareness

evident

verify

thwarts

elusive

implausible

tenacious

surmised

keen

nimble

It is usually ⁽¹⁾_____ that animals have special skills, but some of them aren't so obvious. For example, it seems ⁽²⁾_____ that an animal can survive after eating cyanide, but the golden bamboo lemur does just that. It eats the shoots of a bamboo in Madagascar that contain cyanide. It eats about 18 pounds a day, which is equal to 12 times the deadly dose for humans. Scientists have not been able to ⁽³⁾_____ how the golden bamboo lemur can survive on such a diet. However, they have ⁽⁴⁾_____ different theories. One theory is that eating the iron-rich soil of the area ⁽⁵⁾_____ the ill effects of the cyanide.

After years of observation, researchers developed a(n) ⁽⁶⁾_____ that chimps and gorillas could be taught American Sign Language. It was discovered that it was difficult for chimps to form words using speech, but with their ⁽⁷⁾_____ fingers, apes have been able to talk to humans. Through the ⁽⁸⁾_____ efforts of researchers, chimps and gorillas have been taught hundreds of words. Koko, a gorilla, is especially ⁽⁹⁾_____. She has learned more than one thousand signs. A word was never ⁽¹⁰⁾_____ for the chimp Lucy. She made up her own words such as "candy drink" to describe watermelon. Animals certainly have amazed humans with what they are capable of doing.

Interactive Exercise

Answer the following questions in the spaces provided.

1. What are two activities you are keen on doing? _____

2. What animal do you think is especially nimble? _____

3. What is something you are tenacious about? _____

4. How could you thwart an animal from eating your plants? _____

5. Name a situation where you would need to surmise something. _____

6. How would you verify the statement that chimps can use tools? _____

7. Create an implausible reason for not doing your homework. _____

8. What are two situations today that you think people need a greater awareness about? _____

9. What is something that has been elusive in your life? _____

10. Name one evident way that animals are important to people. _____

Word Part Reminder

Below are a few short exercises to help you review the word parts you have been learning. Fill in the missing word part from the list, and circle the meaning of the word part found in each sentence. Try to complete the questions without returning to the Word Parts chapter, but if you get stuck, look back at Chapter 4.

Example: I had to come between the men; if I hadn't intervened, one of them would have been seriously hurt.

or dict dis er man

1. If someone moves away from you, they have increased the _____tance between you.
2. When the jury tells the judge their decision, they give their ver_____.
3. If you get your hands worked on by having the nails shaped and polished, you are getting a _____icure.
4. One who performs in movies is an act_____, while one who does ballet is a danc_____.

Word List

awareness [ə wâr' nes]	<i>n.</i> alertness; consciousness; knowledge	nimble [nim' bəl]	<i>adj.</i> 1. quick and light in movement; lively 2. quick to think or comprehend
elusive [i lōō' siv]	<i>adj.</i> tending to avoid or escape understanding or reach, hard to get hold of; mysterious	surmise [sər mīz']	<i>v.</i> to guess; to suspect; to assume <i>n.</i> a suspicion; a theory
evident [ev' ə dənt]	<i>adj.</i> easily seen; clear	tenacious [tə nā' shəs]	<i>adj.</i> holding fast; stubborn; tough; firm
implausible [im plō' zə bəl]	<i>adj.</i> causing disbelief; unlikely; doubtful	thwart [thwôrt]	<i>v.</i> 1. to prevent; to stop 2. to frustrate
keen [kēn]	<i>adj.</i> 1. extremely alert or sensitive; sharp 2. eager; enthusiastic; intense 3. intelligent	verify [ver' ə fī']	<i>v.</i> to prove the truth of; to confirm

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

People Really Do This

Wife Carrying

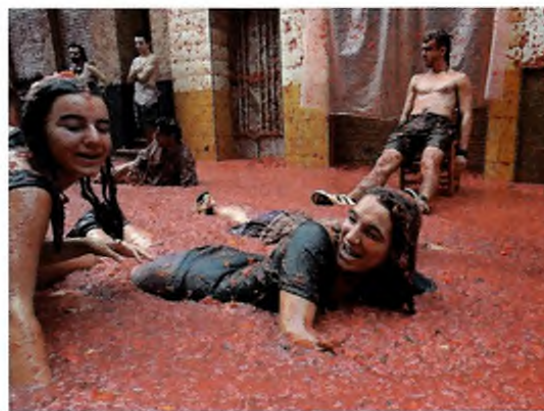
Born out of the former practice of capturing women from nearby towns to bring back as wives, Sonkajarvi, Finland, devised the Wife Carrying World Championships in 1992. The event involves a
 5 277 yard (253.5 meter) run through sand, grass, and gravel with a woman on the man's back (she needn't be his wife). To stay in **contention** for the title, participants must successfully make it through two dry obstacles (such as log hurdles) and one water obstacle (such as a waist-deep pool of water). The contestants' biggest **quandary** must certainly be how to



back, the fireman's carry, and the Estonia carry. The Estonia method has the woman upside down with her arms around the man's waist and her legs enfolded over his shoulders. This method has proved to be quite
 15 successful in allowing the man to keep his balance and more easily **maneuver** the course. In addition to prizes, an **incentive** for winning the race is receiving the equivalent of the wife's weight in beer. Though all of this may seem like a **laborious** undertaking, the event attracts competitors from Japan, Canada, the United States, Australia, Kenya, and several European countries.

Tomato Throwing

Try to **envision** 40,000 people covered in tomato pulp. If
 20 you can imagine this, you have a good idea of what the aftermath of La Tomatina looks like. On the last Wednesday in August, Bunol, Spain, transforms its main square into a food-fighting arena, and the only food is the tomato. About 300,000 pounds of ripe tomatoes are
 25 trucked into the town. People begin to **converge** on Bunol the week before when the town holds a street festival with food, music, parades, and fireworks. On the morning of the tossing, merchants cover their buildings with large sheets of plastic to protect against the on-
 30 slaught of tomatoes. The **fray** begins around 11 a.m. with the firing of a rocket. Then people madly throw tomatoes



at each other. Everyone is a fair target. Old clothes are strongly recommended. After an hour, another rocket calls the event to an end. **Contradictory** stories hide the true origin of the event. It is said to have started in 1944 or 1945, possibly from an argument in a restaurant that got out of hand, or as a crowd's re-
 35 sponse to an unpopular musician or politician. Whatever the origin, La Tomatina's fame has continued to grow. An **impartial** observer watching people hurl tomatoes at each other might think the town had gone crazy, but the participants love it.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 50, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 55. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

difficult to manage with skill something that motivates greater effort
a determination to win in competition a confused state

- 1. **contention** (line 7) _____
- 2. **quandary** (line 11) _____
- 3. **maneuver** (line 15) _____
- 4. **incentive** (line 16) _____
- 5. **laborious** (line 17) _____

Set Two

fair differing imagine a fight to come together

- 6. **envision** (line 19) _____
- 7. **converge** (line 25) _____
- 8. **fray** (line 30) _____
- 9. **contradictory** (line 33) _____
- 10. **impartial** (line 36) _____

Self-Tests

1 Circle the correct meaning of each vocabulary word.

- | | | |
|--------------------------|--------------|--------------|
| 1. contradictory: | consistent | opposing |
| 2. impartial: | fair | prejudiced |
| 3. converge: | meet | separate |
| 4. fray: | assist | battle |
| 5. maneuver: | to be direct | to scheme |
| 6. envision: | foresee | surprise |
| 7. laborious: | lazy | hard-working |
| 8. incentive: | motivation | obstacle |
| 9. quandary: | certain | confused |
| 10. contention: | friendship | competition |

2 Finish the sentences using the vocabulary words. Use each word once.

VOCABULARY LIST

converge	contradictory	laborious	envision	quandary
impartial	fray	maneuvering	incentive	contention

1. I was in a _____ about whether to go to my high school reunion or a friend's wedding. Luckily for me, the wedding was postponed.
2. I tried to be _____, but deep inside I really wanted my former high school to win the championship.
3. I was in _____ for the gold medal until I tripped and fell.
4. In high school, permission to go to dances was my _____ for doing well on math tests. It worked; I got a "B" in my math class.
5. We will all _____ on my brother's house to celebrate the 4th of July this year.
6. I hate to be _____, but I can't agree with my cousin that this summer has been beautiful. We have had lots of cloudy and rainy days.
7. Doing a research paper seemed _____ to me until I looked at it as a big puzzle.
8. My pants are beginning to _____, but that isn't too surprising since I have been wearing them two to three times a week for the past seven years.
9. The driver did an excellent job of _____ the car through the obstacle course.
10. From our phone conversation, I couldn't _____ how my friend had remodeled her kitchen; I had to visit her to see what it looked liked.

3 Put a T for true or F for false next to each statement.

- _____ 1. You would be in contention for a prize if you were one of the three finalists in a contest.
- _____ 2. Winning a free trip for nine friends and yourself is a strong incentive for entering a contest.
- _____ 3. Deciding what to major in can be a quandary for some people.
- _____ 4. Most people like to be around someone who is contradictory all the time.
- _____ 5. People tend to converge around a table once the dessert is set out.
- _____ 6. It would be easy to maneuver a large truck through a garden without destroying any flowers.

- _____ 7. It is easy for most people to envision where they will live and what job they will have thirty years from now.
- _____ 8. Most people find relaxing in a lounge chair a laborious task.
- _____ 9. It is easy to be impartial about a project one has put hours into doing.
- _____ 10. A day spent listening to a jack hammer could fray a person's nerves.



4 Use the vocabulary words to complete the following analogies. For instructions on how to complete analogies, see Completing Analogies on page 5.

VOCABULARY LIST

contention	converge	envision	impartial	fray
quandary	incentive	laborious	contradictory	maneuver

1. mowing the neighbor's lawn : kindness :: what to wear on a big date : _____
2. run : race :: _____ : winning the lottery
3. laugh : a joke :: _____ : to get a better office
4. expensive : cheap :: supportive : _____
5. dancer : nimble :: judge : _____
6. empty : blank :: meet : _____
7. math : subject :: getting \$5 for every "A" : _____
8. shout : yell :: _____ : opinion
9. rehearsal : play :: disagreement : _____
10. separate : unite :: _____ : easy

Interactive Exercise

Envision yourself participating in one of the peculiar events and as an impartial observer at the other. Write two notes, one from each viewpoint. Use at least three of the vocabulary words in each note.

AS A PARTICIPANT

AS AN IMPARTIAL OBSERVER

Conversation Starters

Gather three to five friends or classmates and use one or more of the conversation starters below. Before you begin talking, have each person write down six of the vocabulary words he or she will use during the conversation. Share your lists with each other to check that you did not all pick the same six words. Try to cover all of the words you want to study whether you are reviewing one, two, or more chapters.

1. Where is some place you have always wanted to travel?
2. What is one of your favorite animals? Why do you especially like this animal?
3. Which of the two events in Chapter 8 would you prefer to participate in? Why?
4. Have you ever been involved in an unusual event or been somewhere strange? Explain why the experience was unusual.

Word List

<p>contention [kən ten' shən]</p>	<p><i>n.</i> 1. a determination to win in competition 2. an argument; an opinion</p>	<p>incentive [in sen' tiv]</p>	<p><i>n.</i> encouragement; something that motivates action or greater effort <i>adj.</i> motivating, as to action</p>
<p>contradictory [kon' trə dik' tə rē]</p>	<p><i>adj.</i> stating the opposite; conflicting; differing</p>	<p>laborious [lə bôr' ē əs]</p>	<p><i>adj.</i> 1. requiring hard work; difficult 2. hard-working; industrious</p>
<p>converge [kən vûrj']</p>	<p><i>v.</i> to come together; to meet</p>	<p>maneuver [mə nōō' vər]</p>	<p><i>v.</i> 1. to manage with skill 2. to steer in various directions as needed 3. to scheme <i>n.</i> 1. an act of changing directions as needed 2. a skillful move, especially demonstrated by trickiness</p>
<p>envision [en vizh' ən]</p>	<p><i>v.</i> to picture mentally, especially future events; imagine; foresee</p>	<p>quandary [kwon' drē, -də rē]</p>	<p><i>n.</i> a confused state; a difficulty</p>
<p>fray [frā]</p>	<p><i>n.</i> 1. a fight or battle 2. a competition, especially in sports <i>v.</i> 1. to strain; to upset 2. to wear away by rubbing, such as the edges of cloth</p>		
<p>impartial [im par' shəl]</p>	<p><i>adj.</i> fair; unprejudiced</p>		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Look for words with these prefixes, roots, and/or suffixes as you work through this book. You may have already seen some of them, and you will see others in later chapters. Learning basic word parts can help you figure out the meanings of unfamiliar words.

prefix: a word part added to the beginning of a word that changes the meaning of the root

root: a word's basic part with its essential meaning

suffix: a word part added to the end of a word; indicates the part of speech

Word Part	Meaning	Examples and Definitions
Prefixes		
im-, in-, ir-	in, into, on	<i>impress:</i> have an impact on <i>inspect:</i> look into; examine
im-, in-, ir-	not	<i>immovable:</i> not able to move; set <i>invincible:</i> not able to be hurt
mal-	bad, wrong, ill	<i>malicious:</i> wanting to do wrong; full of malice <i>malfunction:</i> working badly
Roots		
-clar-	clear	<i>clarify:</i> to make a point clear <i>declare:</i> to state clearly
-gen-	birth, creation	<i>generate:</i> to create something <i>genealogy:</i> the study of the birth and life of one's ancestors
-lab-	work	<i>collaborative:</i> working together <i>laboratory:</i> a workshop for scientific experiments
-scrib-, -script-	write	<i>scribble:</i> to write quickly <i>manuscript:</i> a handwritten document
Suffixes		
-able, -ible (makes an adjective)	capable of	<i>remarkable:</i> capable of being noticed <i>possible:</i> capable of being done
-ive (makes an adjective)	performing an action	<i>interactive:</i> the action of making connections <i>decorative:</i> the action of decorating or looking nice
-ness (makes a noun)	state of being	<i>awareness:</i> the state of being aware or knowing <i>sadness:</i> the state of being sad or unhappy

Self-Tests

- 1** Read each definition, and choose the appropriate word. Use each word once. The meaning of the word part is underlined to help you make the connection. Refer to the Word Parts list if you need help.

VOCABULARY LIST

productive	manuscript	malnourished	collaborate	courageousness
inspect	inactive	clarify	generate	invincible

1. the action of making something _____
2. the state of being brave _____
3. to look into something _____
4. to create something _____
5. suffering from bad nutrition _____
6. not capable of being hurt _____
7. to make clear _____
8. not in use _____
9. work together _____
10. a written document _____

- 2** Finish the sentences with the meaning of each word part. Use each meaning once. The word part is underlined to help you make the connection.

VOCABULARY LIST

clear	workers	creation	write	capable of
wrong	not	into	state of being	performing an action

1. Labor Day honors _____.
2. My intention was to become a lawyer. I wanted to go _____ law to help others.
3. The plan was irregular because we usually meet at one o'clock and _____ at two.
4. It is impossible for me to attend the meeting at 6 a.m.; I am not _____ getting up that early.
5. When something malfunctions, it goes _____.
6. The _____ sad is called sadness.
7. Her generous nature led to the _____ of the fund to help students buy books.
8. He scribbled the note on the back of an envelope. He would later _____ it on a piece of paper.
9. The candidate declared he was going to run for office; he made his position _____ to everyone.
10. The decorative hanging is _____ of making the room more cheerful.

3 Finish the story using the word parts below. Use each word part once. Your knowledge of word parts, as well as the context clues, will help you create the correct words. If you do not understand the meaning of a word you have made, check the dictionary for the definition or to see whether the word exists.

WORD PARTS

in	clar	able	ive	mal
lab	gen	scribe	im	ness

THE HAPPY HORROR

I don't know how to de⁽¹⁾_____ the night

I had last night. I awoke when I heard a strange noise. At first I thought it was the wind, but that idea turned out to be ⁽²⁾_____ accurate. It was something more ⁽³⁾_____ evolent, or so

I thought at first. It was my great-grandfather's ghost. He had been a ⁽⁴⁾_____ orer; he worked in the fields of our old farm. I had been

studying my family's ⁽⁵⁾_____ ealogy, and I had come across a picture of him in a scrapbook. He was a very ⁽⁶⁾_____ pressive man. He was tall and had an angry face. With much firm⁽⁷⁾_____, I asked him what he wanted with me. He told me he had come back for "a special reason." I asked for some ⁽⁸⁾_____ ification of that statement. He told me that he found me to be an admir⁽⁹⁾_____ person and that I was the only member of the family he could trust. He said I wouldn't find what I had to do offens⁽¹⁰⁾_____; he said I would likely enjoy it. After digging in the back yard for an hour, I found the thousand dollars he had hid, and he disappeared when I smiled at him.



4 Pick the best definition for each underlined word using your knowledge of word parts. Circle the word part in each of the underlined words.

- | | |
|---------------------------------|---|
| a. capable of being true | f. state of having warm feelings |
| b. ill smelling | g. a formal statement |
| c. a coming in | h. taking long, hard work |
| d. hard to find | i. the creation of something |
| e. not capable of being trusted | j. a message written at the end of a letter |

- _____ 1. My fondness for my aunt goes back to my childhood when she took me to the park to play.
- _____ 2. The Declaration of Independence clearly stated the views of the American colonies toward England.
- _____ 3. The genesis of the idea for Sarah's surprise party came from Sarah herself.
- _____ 4. It is probable that I will be late to the meeting because I am coming from across town, and the traffic is bad at noon.
- _____ 5. The babysitter's actions were irresponsible—how could she leave a baby alone in a bathtub?
- _____ 6. The malodorous air of the basement caused me to step back before entering.
- _____ 7. There was an influx of students to the college when the school began to offer more literature courses; students had wanted to read more.
- _____ 8. When I tried to find my friend to get the money he owed me, he was very elusive.
- _____ 9. It wasn't until the postscript that John wrote what time he would arrive.
- _____ 10. Making the garage sparkle was a laborious task.

5 A good way to remember word parts is to pick one word that uses a word part and understand how that word part functions in the word. Then you can apply that meaning to other words that have the same word part. Use the words to help you match the word part to its meaning.

Set One

- | | |
|--|-------------------------|
| _____ 1. -clar-: clarify, clarity, declare | a. work |
| _____ 2. -ive: interactive, supportive, decorative | b. bad, wrong, ill |
| _____ 3. im-, in-, ir-: impartial, invincible, irregular | c. clear |
| _____ 4. -lab-: collaborative, elaborate, laboratory | d. not |
| _____ 5. mal-: maladjusted, malicious, malfunction | e. performing an action |

Set Two

- | | |
|--|--------------------|
| _____ 6. -ness: awareness, tenderness, happiness | a. capable of |
| _____ 7. -gen-: generate, genealogy, congenial | b. in, into, on |
| _____ 8. -able, -ible: remarkable, probable, possible | c. write |
| _____ 9. im-, in-, ir-: impress, influx, inspect | d. birth, creation |
| _____ 10. -scrib-, script-: scribble, inscribe, manuscript | e. state of being |

Interactive Exercise

Use the dictionary to find a word you don't know that uses the word part listed below. Write the meaning of the word part, the word, and the definition. If your dictionary has the etymology (history) of the word, see how the word part relates to the meaning, and write the etymology after the definition.

Word Part	Meaning	Word	Definition and Etymology
EXAMPLE:			
<i>ir-</i>	<i>not</i>	<i>irrefragable</i>	<i>incapable of being refuted or disproved</i> <i>Latin in-, not + refrāgāri, to oppose</i>
1. <i>-clar-</i>			
2. <i>-gen-</i>			
3. <i>im-</i>			
4. <i>in-</i>			
5. <i>mal-</i>			

HINT

Read for Fun

Many people forget that reading for fun makes a better reader overall. If you think you don't like to read, search for reading material about subjects that interest you. Textbooks are not always the most exciting reading material, so don't give up on reading if you don't enjoy what you currently have to read.

Evaluate your interests to see what kind of material you might like to read:

- Do you like to keep up on current events? Become a newspaper or weekly newsmagazine reader.
- Do you have a hobby? Subscribe to a magazine on the topic.
- Do you like to look into people's lives? Pick up a collection of short stories or a novel. You can find everything from romance to mystery in fiction writing.
- Is there a time period you are interested in? Nonfiction and fiction books deal with events from ancient Egypt to the unknown future.
- Are you interested in travel or different countries? Try books by authors from foreign lands.
- Do you like to read in short spurts or for long periods? Newspaper articles, essays, poetry, and short stories may appeal more to those who like to read a little at a time. Novels, plays, and nonfiction books may appeal more to those who like intricate tales.

Visit the library to try out different types of reading material. It's free! Also explore the Internet for various reading sources.

Finding the type of reading material that is right for your personality and interests will make reading fun, will lead to better reading skills, and will even make the reading you are required to do more productive.

Interesting Etymologies

Incentive (Chapter 8): comes from Latin *incentivus*, “setting the tune.” The word stem is *incinere*, “to strike up or to play.” The word is formed from *in-*, “in, into” and *cinere*, “to sing,” plus *-ivus* or *-ive*, “performing an action.” Music obviously played a part in encouraging people. Today an incentive is “something that motivates action or greater effort,” and for many people music still fills that role.

Dismal (Chapter 19): comes from the Latin *dies mali*. *Dies* is the plural of “day” and *mali* the plural of “evil.” The word meant “unlucky days.” There were two days in each month that were thought to be unfavorable, and it was considered best not to start anything important on those days. For example, in January the two days were the 1st and 25th. The days were even marked on calendars during the Middle Ages. It is easy to see how unlucky days could develop into today's meaning of dismal: “miserable, depressing.”

Focus on Chapters 6–9

The following activities give you a chance to interact some more with the vocabulary words you've been learning. By looking at art, taking tests, answering questions, doing a crossword puzzle, and working with others, you will see which words you know well and which you still need to work with.

Art

Match each picture below to one of the following vocabulary words. Use each word once.

VOCABULARY LIST

intercede

converge

tenuous

nimble

fray

elusive



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Self-Tests

1 Pick the word that best completes each sentence.

1. It was _____ that my nephew was visiting; I saw a pile of toys as soon as I opened the door.
a. implausible b. incentive c. diligent d. evident
2. The _____ woman easily jumped over the mud puddle without getting wet.
a. nimble b. evident c. opportune d. impartial
3. I want to _____ membership in my gym, so I will continue to pay the dues although I will be gone for more than six months.
a. access b. envision c. retain d. verify
4. Ted's upcoming ten-year high school reunion was the _____ he needed to lose weight.
a. incentive b. awareness c. contention d. fray
5. For many Americans, owning a house _____ the American Dream.
a. accesses b. symbolizes c. retains d. baffles

2 Complete the following sentences using the vocabulary words. Use each word once.

a. intercede

b. envision

c. verify

d. converge

e. surmise

1. I called my mother to _____ my time of birth. My friends and I were comparing times, and I wasn't sure if I remembered mine correctly.
2. The principal had to _____ in the playground argument. It looked like three of the kids were getting ready to hit each other.
3. I _____ a summer filled with great books to read, long hikes to take, and extended visits to see distant friends, but I don't know if it will really turn out that way.
4. I _____ that Maxine is late because she usually takes Broad Street, and I heard on the radio that a stalled car has backed up traffic in that area.
5. The crowd will _____ on the concert site starting Friday afternoon, so we need to have everything set up by early Friday.

3 Finish the story using the vocabulary words below. Use each word once.

VOCABULARY LIST

access	tenuous	elusive	contention	quandary
baffled	awareness	contradictory	keen	speculate

The Mysterious Door

After three months at my new job, I developed a(n)

(1) _____ that there was a secret area in the building. I noticed about a dozen people each day walk past my office and go through a door at the end of the corridor. I asked a few people what was behind the door, but I got (2) _____ answers.

Some said it led to a restroom for executives; a couple others said it went to a super high-tech computer area. One person's (3) _____ was that it connected to an elevator directly to the company president's office. For some reason I became especially (4) _____ to know what was behind the door. I began to (5) _____ on what was really behind it. I came up

with some wild ideas, from a research center on aliens to a

gourmet restaurant. I decided the secret might seem less (6) _____ if I investigated the door up close. I discovered that to gain (7) _____ one needed to enter numbers on a keypad near the door. Besides that the door's only oddity was that it was red while the other doors on the floor were white.

One Saturday I had to go to work to finish a project. When I arrived, I noticed that the mysterious door was open. Now I faced a (8) _____. Should I look in the door? I knew that keeping my job at the company would be (9) _____ if I was caught somewhere I wasn't supposed to be; however, I decided I had to look. As I neared the door, I heard a whistling coming from within the doorway. I was almost at the entrance, and I could see a dim blue light. Then I heard someone call my name. I swung around and waved at my coworker Janice. As I headed toward her, I was more (10) _____ than ever as to what was behind the mysterious door.



Interactive Exercise

Answer the following questions to further test your understanding of the vocabulary words.

1. What do you most like to eat to appease a hungry stomach? _____

2. What would be an implausible reason for missing a class? _____

3. What is a task you completed that you considered laborious? _____

4. Which malevolent force of nature (such as earthquakes, tornadoes, and hurricanes) do you consider most dangerous? _____

5. What can you do to thwart boredom? _____

6. What is a benefit of being impartial about things? _____

7. What do you consider the opportune time to study? Why? _____

8. When was a time that you were tenacious? _____

9. What obstacles have you had to maneuver to attend college? _____

10. What could you do to prevent angry friends from getting into a fray? _____

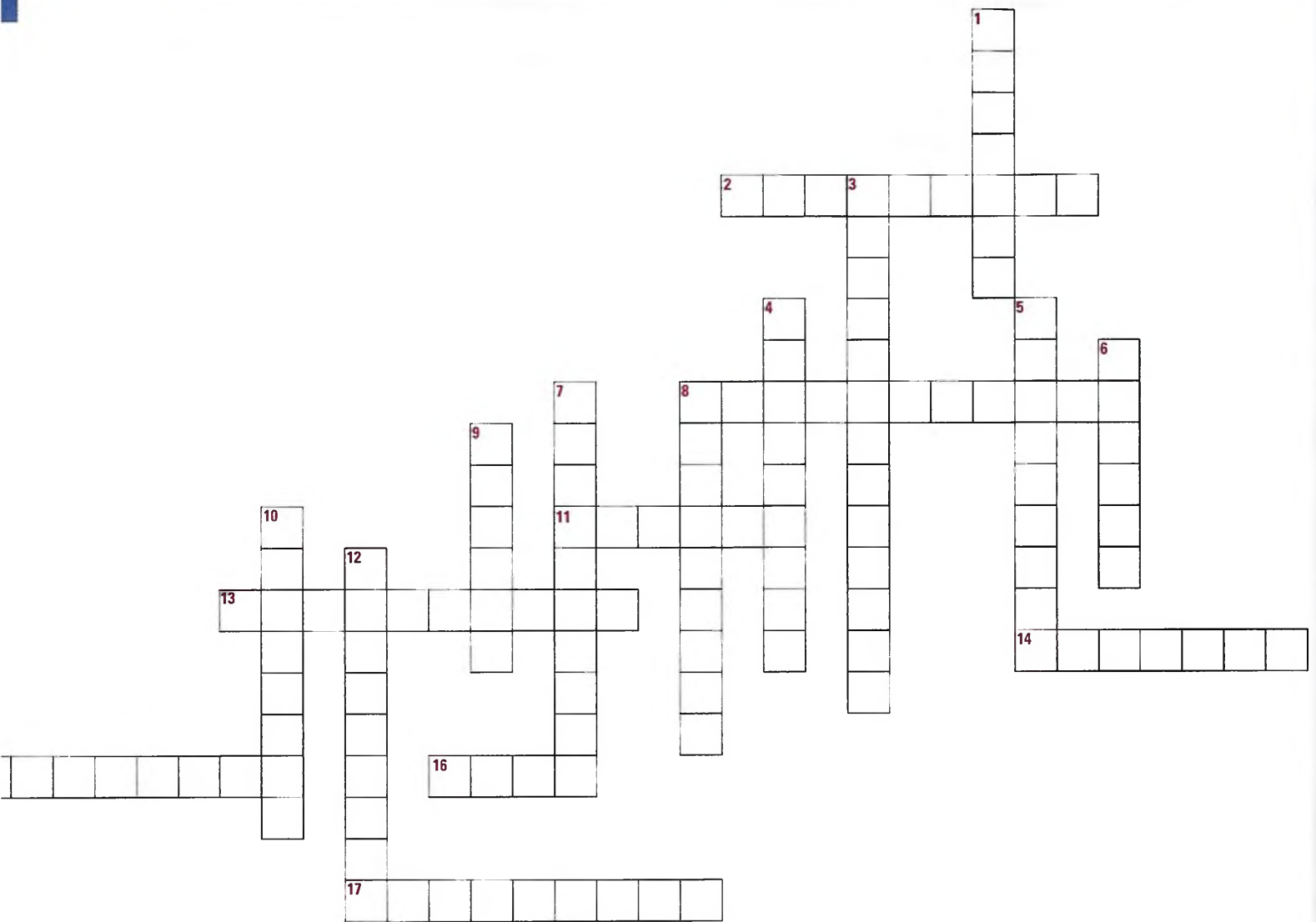
HINT

Make Your Own Tests

A great way to study is to make your own tests in the same style of the tests that you will have in class. Making the tests puts you in the instructor's frame of mind and makes you think about what is important to study.

- Before the first test (or quiz), ask your instructor what format(s) the test will be in—true/false, multiple choice, matching, essay.
- Create a test in the same format(s) with questions that you think will be asked, neatly handwritten or typed.
- Set the test aside for a day.
- The next day, take the test and correct yourself. How much did you remember?
- Make a test for a friend and exchange with each other. Did you come up with similar questions?
- If you examine the first in-class test, you will have a better idea of what the instructor is looking for, and then your homemade tests will be even more useful.

Crossword Puzzle



Use the following words to complete the crossword puzzle. Use each word once.

VOCABULARY LIST

appease	baffle
contention	contradictory
impartial	implausible
keen	laborious
malevolent	maneuver
opportune	quandary
speculate	surmise
symbolize	tenacious
thwart	verify

Across

2. I wonder about that.
8. raining penguins
11. to prevent
13. mean
14. to guess or suspect
15. a skillful move
16. Yeah! I can't wait to go!
17. a flag for a nation

Down

1. to calm
3. conflicting or differing
4. well-timed
5. requiring hard work
6. I need to confirm that.
7. an argument or opinion
8. fair
9. to confuse
10. whether to go to the ball game or a movie
12. a dog that won't let go of a bone

Mix It Up

Drama

Get together with some classmates to play charades. Use the words below or any of the vocabulary words you want to study. You can write the words on slips of paper and pick them out of a bowl or use your flash cards. One person picks a word, and the other people try to guess what word the person is acting out. You cannot talk or use sounds as you act out the word.

thwart

nimble

intercede

quandary

tenacious

maneuver

appease

elusive

envision

malevolent

access

laborious

What Do You Want?

What are you **passionate** about? What is important to you? To make any goal happen, you need to plan.

- Step One: Define what you want. Look at various areas of your life—social, financial, career, health, education—to help you **generate** ideas about what you want to achieve. This **preliminary** step gets you thinking about what is important to you. Maybe you want to run a marathon or lose weight to improve your health. Maybe you would like to have \$1,000 in the bank as a financial goal. Make sure your goals are manageable. Is it possible for you to save \$90 a month, so you can have \$1,000 in the bank after a year? If you can cut expenses or work extra hours, then your goal is realistic. Being realistic doesn't mean you can't aim high. Follow your dreams when you make your goals, but have a reasonable time frame. A person can't usually graduate from college in a year, and it's nearly impossible to lose thirty pounds in two weeks. You can, however, do both if you give yourself enough time.
- Step Two: Write down your goal. Writing your goal makes it more **tangible**, and you are more likely to make it happen. When you write your goal, make it specific so your subconscious can visualize it. If your social goal is to take a trip to Hawaii with your friends, write what you want to do: surf, learn the hula, relax on the beach. Picture yourself lounging on your beach towel with the sun warming your face as you listen to the waves hit the beach. When you can see your goal with such **clarity**, you are likely to work harder to make it happen.
- Step Three: Set deadlines for various stages of your goal. So many activities **vie** for our attention each day; only by establishing deadlines are we likely to meet our goals. If you have considered being a writer as a career goal, set a deadline to have two thousand words written by every Sunday. By creating this deadline, your **manuscript** will become a reality. If you want to save the \$1,000, plan to put \$45 in the bank on the 15th and 30th of every month.
- Step Four: Review your goals daily to make sure you are on track, to reinforce the mental image of accomplishing the goal, and to decide whether the goal is still important. Writing down one's goals does not **preclude** changing them later. Sometimes our values, wants, or needs change, and a goal is no longer important. Changing one's goals is not a sign of failure. If you injure your knee, running a marathon is no longer a realistic goal. In order not to **jeopardize** your body in the long term, consider walking a half-marathon as a new goal that will still satisfy your health needs.
- Step Five: Match your actions to your goals. When you do something, ask yourself, "Is this going to further my goal?" If it is, go ahead. If not, stop and rethink your decision. Will buying a shirt that you don't need move you closer to your \$1,000 goal? Will skipping a study session help you graduate? If you do slip, don't be discouraged. Taking a backward step is a **predicament** that most people face as they reach for their goals. Simply return to your plan and continue to think positively about your goal.



Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 68, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 73. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

possible to accomplish to create having strong emotions introductory clearness

- 1. **passionate** (line 1) _____
- 2. **generate** (line 5) _____
- 3. **preliminary** (line 6) _____
- 4. **tangible** (line 19) _____
- 5. **clarity** (line 24) _____

Set Two

to prevent to compete for something a difficult situation a document to risk

- 6. **vie** (line 25) _____
- 7. **manuscript** (line 28) _____
- 8. **preclude** (line 32) _____
- 9. **jeopardize** (line 34) _____
- 10. **predicament** (line 39) _____

Self-Tests

- 1** Match the vocabulary word to the situation it best fits. Use the underlined context clues to help you make the connections. Context clues may be synonyms, antonyms, examples, or the general meaning of a sentence.

Set One

- | | |
|---|----------------|
| _____ 1. At the introductory meeting with the voice instructor, he said I showed <u>great promise</u> . | a. jeopardize |
| _____ 2. I skipped football practice because I didn't want <u>to risk</u> hurting my knee before my big trip to New Orleans this weekend. | b. manuscript |
| _____ 3. Shauna and Stephanie could <u>reach out and touch</u> the flag at the top of the mountain; they had finally reached their goal. | c. tangible |
| _____ 4. Bob spent all weekend <u>writing</u> his life story. | d. clarity |
| _____ 5. The singer's voice was so <u>clear</u> that I could understand every word of her song. | e. preliminary |

Set Two

- _____ 6. Penelope stuck her head between the fence rails and couldn't get it out. f. preclude
g. generate
- _____ 7. The storm prevented us from getting to the New Year's party. h. vie
- _____ 8. The math major was enthusiastic about her homework. She stayed up all night solving equations, and she wanted more. i. passionate
j. predicament
- _____ 9. Before completing his project, Paul talked to several people to get ideas.
- _____ 10. I compete with my sister over everything from having a boyfriend to getting good grades.

2 Complete the sentences using the word list below. Use each word once.

VOCABULARY LIST

vie	clarity	preclude	jeopardized	tangible
generate	manuscript	passionate	preliminary	predicament

1. The _____ of her writing made it easy to understand her argument.
2. Dorian _____ his chances of getting into the college he wanted because he forgot to mail his application on time.
3. A _____ student will be eager to study.
4. A mascot's job is to _____ excitement in the crowd.
5. The author's _____ was turned down two hundred times before it was published.
6. The _____ plans for the house didn't look a thing like the completed project.
7. There is a debate as to whether owning _____ objects or having experiences makes a person happier.
8. My _____ is how to get to class now that my car won't start.
9. We have an excellent turn out this year. Ten students will _____ for student council president.
10. My cold will not _____ my going to the concert. I'll take some medicine and be fine.

3 In each group, circle the word that does not have a connection to the other three words.

1. brightness clearness darkness clarity
2. risk protect jeopardize threaten
3. allow prevent preclude stop
4. excited passionate calm loving
5. introductory beginning preliminary final
6. surrender compete vie struggle

7. generate	complete	create	develop
8. text	document	photo	manuscript
9. comfort	predicament	problem	mess
10. tangible	real	elusive	actual

4 For each set, answer the questions about the quotations. Look for context clues to help you. Use each word once.

VOCABULARY LIST

vying jeopardize manuscript clarity passionate

Set One

1. "I have papers to sort through, phone calls to return, and e-mail to check." What were these things doing for the person's attention? _____
2. "Lana doesn't want to hurt her chances of winning the bake-off, so she has gone to the store to buy all fresh ingredients." What does Lana not want to do? _____
3. "Roberto is enthusiastic about cooking spicy food; he loves to make hot dishes." How does Roberto feel about cooking? _____
4. "The audience nodded in agreement as Melissa finished her speech." What can be assumed about the way Melissa presented her information? _____
5. "Critics say that Rosenquist's first book is 'a gem.'" What did Rosenquist have to send the publisher before his book could be printed? _____

VOCABULARY LIST

predicament tangible generate preliminary preclude

Set Two

6. "On today's field trip, three students took a wrong turn on the tour and ended up getting locked in the mansion." What did those students get themselves into? _____
7. "I can't go to the movies because my cousins have come to visit." What is the visit doing? _____
8. "Seeing the movie set in Kenya has created an interest in me to travel there." What did the film do to the person? _____
9. "The walls are up. The new kitchen looks like it will be a reality soon." What is the kitchen becoming? _____
10. "The early findings indicate that there is nothing dangerous about the drug, but more studies are needed." What kind of findings are these? _____

Interactive Exercise

Write a goal for each of the five areas below. Use at least one of the vocabulary words in each goal. Remember to make your goal specific so you can visualize it.

Social: _____

Financial: _____

Career: _____

Health: _____

Education: _____

HINT

Shades of Meaning

Learning new vocabulary is more than learning synonyms. While some words you learn may be similar to other words you know and may be used in place of another word, every word is unique. Good writers choose their words carefully. Words have different shades of meaning, and conscientious writers think about those differences when picking a word to use. A careful reader also responds to those differences in meaning. In some cases the differences are slight, such as "On Sundays I eat a big dinner" or "On Sundays I eat a large dinner." But replacing "big" or "large" with "huge" or "gigantic" (both synonyms for "big") does alter the image of how much food the person is eating. Some synonyms have even bigger differences. For the sentence, "The clever woman found a way to get out of debt," "clever" could be replaced with the synonyms "smart" or "crafty." The reader would have a different reaction to the woman depending on whether the writer selected "smart" or "crafty." When reading or writing, pay attention to the diverse ways words can be used.

Word List

clarity [klār' ə tē]	<i>n.</i> clearness; brightness; easy to understand	predicament [pri dik' ə mənt]	<i>n.</i> a difficult, embarrassing, or ridiculous situation
generate [jen' ə rāt']	<i>v.</i> to start up; to develop; to create	preliminary [pre lim' ə nâr' ē]	<i>adj.</i> beginning; introductory
jeopardize [jep' ūr dīz']	<i>v.</i> to risk; to threaten	tangible [tān' jə bəl]	<i>adj.</i> 1. possible to understand or accomplish 2. possible to touch; real
manuscript [man' yōō skript]	<i>n.</i> a document, generally handwritten	vie [vi]	<i>v.</i> to compete for something; to struggle
passionate [pash' ən it]	<i>adj.</i> having strong emotions; enthusiastic; loving		
preclude [pri klōōd']	<i>v.</i> to keep from happening; to prevent		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Who Is Out There?

Making New Friends – Message (HTML)

File Edit View Insert Format Tools Actions Help Adobe PDF

Reply Reply to All Forward

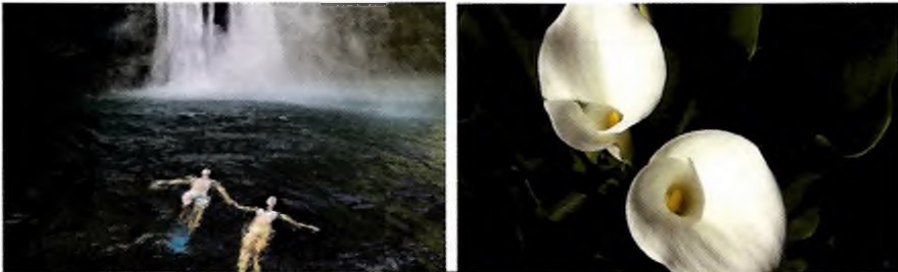
From: Lizzie Austen(lizzie22a@mountaincollege.edu) Sent: Fri 9/18/09 2:05 PM
 To: Mike Austen (mike634!@company.com)
 Cc:
 Subject: Making New Friends
 Attachments: Hawaii10.jpg(30.0kb) InBloom.jpg(53.4kb)

Hey Mike,

I'm getting ready to create a MySpace page. I've decided I want to make new friends around the world. I understand some people have hundreds of friends on MySpace. I was hoping you could give me advice since this is my first time at social **networking**. For my Interests I'm going to list running, bicycling, reading, and traveling. Can you think of any other general interests I have? I thought I'd **chronicle** my daily struggles of managing work and school in my Blog space. I also want to join some groups. I'm hoping I can find some people who can **empathize** with my busy life. In the **Blurb** section, I'm going to tell more about me and what I like to do when I have free time. I thought I'd also **elaborate** on the information in my Interests—telling more about my favorite bands, movies, and writers. You will be one of the first people I invite to be a friend.

Love,
 Lizzie

P.S. Attached are two possible photos for my Pics. Do you like either of them?



Re: Making New Friends – Message (HTML)

File Edit View Insert Format Tools Actions Help Adobe PDF

Reply Reply to All Forward

From: Mike Austen (mike634!@company.com) Sent: Fri 9/18/09 4:15 PM
 To: Lizzie Austen (lizzie22a@mountaincollege.edu)
 Cc:
 Subject: Re: Making New Friends

Hi Lizzie,

Wow! You are moving into cyberspace. I can't wait to see your profile. I like the photo of your vacation in Hawaii, and I think the photo of the flowers is **exquisite**. You have a great talent for taking pictures. This reminds me that you forgot to list photography as one of your interests. Remember not to post any photos of yourself that you wouldn't want mom to see. I know a guy who in **retrospect** wishes he hadn't posted a picture of himself drunk on the beach during spring break that his boss later saw. Also review the privacy policy on the Web site. There are some **malicious** people out there just waiting to take advantage of people online. I know you aren't usually **gullible**, but sometimes we are too trusting of people we meet online, and we don't really know if anything they are telling us about themselves is true. Just be careful of who you allow as a friend (I don't mean me, of course). And remember to keep information like passwords and your address **confidential**. Some things need to be kept a secret. Have fun putting your profile together, and I'll look for my invite soon.

Love,
 Your Protective Big Brother

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 74, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 79. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

a short notice to record to understand a person's feelings to provide more information
a supportive method of sharing

- 1. **networking** (line 4) _____
- 2. **chronicle** (line 6) _____
- 3. **empathize** (line 7) _____
- 4. **blurb** (line 7) _____
- 5. **elaborate** (line 9) _____

Set Two

looking back at the past secret showing a desire to harm another excellent easily fooled

- 6. **exquisite** (line 16) _____
- 7. **retrospect** (line 19) _____
- 8. **malicious** (line 21) _____
- 9. **gullible** (line 22) _____
- 10. **confidential** (line 26) _____

Self-Tests

1 For each set, match the sentence to the kind of comment or situation it best demonstrates. Use each word once.

Set One

VOCABULARY LIST

empathize elaborate malicious gullible blurb

- 1. "A collection of short stories this good is rare. *Ripening* will certainly be in contention for some notable awards this year. What a remarkable work!" _____
- 2. "I'm sorry to hear about your mother's death. I understand how you feel; my mother passed away last month." _____

VOCABULARY LIST

empathize

elaborate

malicious

gullible

blurb

3. "You want more than 'it was a horrible hike.' I'll give you details: the weather was extremely hot—about 100 degrees—I lost the map in the first hour, I sprained my ankle, and we ran out of water by noon." _____
4. "I can't believe I wore my pajamas to the party. I didn't realize you were joking when you said to wear them." _____
5. "Henry is always so perfect. I can't stand it. I'm going to have to tell the boss something bad about him, even if I have to make it up." _____

Set Two

VOCABULARY LIST

confidential

chronicle

networking

exquisite

retrospect

6. "In 1850 my great grandparents headed west. After twenty years of working in the California gold mines, they decided to move on to Alaska. My grandmother was born in a cabin during a snow storm." _____
7. "Fellow cat fanciers, help! I've got a problem. My cat only eats one small can of cat food a day now. He used to eat three. He is getting very skinny. What can I do to get him to eat more?" _____
8. "Looking back at yesterday's meeting, we should have made a lot more progress." _____
9. "I'm going to quit this job, but it's still a secret, so don't tell anyone!" _____
10. "This bowl is gorgeous! It is so beautifully made. I'm in love with it." _____

2 For Set One, match each word with its synonym. For Set Two, match each word with its antonym.

Synonyms

Set One

- | | |
|---------------------|------------------|
| _____ 1. blurb | a. record |
| _____ 2. retrospect | b. advertisement |
| _____ 3. networking | c. identify |
| _____ 4. empathize | d. remember |
| _____ 5. chronicle | e. sharing |

Antonyms

Set Two

- | | |
|-----------------------|---------------|
| _____ 6. malicious | f. open |
| _____ 7. confidential | g. ugly |
| _____ 8. elaborate | h. suspicious |
| _____ 9. exquisite | i. kind |
| _____ 10. gullible | j. simple |

- 3** Use the vocabulary words to complete the following analogies. For instructions, see Completing Analogies on page 5. Use each word once.

VOCABULARY LIST

chronicle	exquisite	elaborate	confidential	networking
blurb	retrospect	gullible	malicious	empathize

1. cold : hot :: dull : _____
2. strong wind : downed power lines :: _____ : manuscript
3. tap : touch :: complicated : _____
4. snow : white :: a code : _____
5. write : a form :: _____ : on a computer
6. slow waiter : anger :: after running into an old friend : _____
7. open a book : read :: meet a friend also going through a divorce : _____
8. simple : complex :: _____ : distrustful
9. tire : car :: _____ : back of a book
10. bashful : shy :: mean : _____

- 4** Circle the word that best completes each sentence.

1. I've joined a breakfast club to start (networking, blurb) with other business leaders in my community.
2. My professor says I need to (elaborate, retrospect) on my ideas for my papers to make a strong point.
3. The letter was supposed to be (malicious, confidential), but somehow everyone in the office found out about its contents.
4. There was a (retrospect, blurb) in the paper about a rummage sale this weekend at the community center; I think I'll go.
5. This book (chronicles, elaborates) how the Roman Empire grew and fell apart.
6. I thought Julio liked Wanda, but he made some (malicious, gullible) comments about her at lunch today.
7. In (retrospect, networking) it wasn't a good idea to eat that fifth slice of pizza.
8. The pain was (confidential, exquisite) when I broke my arm and leg at the same time.
9. Because of the student's (exquisite, gullible) nature, he believed the teacher when she said, "I like it when students come to class unprepared." The next day he felt foolish when he didn't bring his textbook.
10. I (empathize, chronicle) with Lori; I too had a hard time adjusting to college.

Word List

blurb [blûrb]	<i>n.</i> a short advertisement or notice, usually an admiring one	exquisite [ek' skwi zit, ik skwiz' it]	<i>adj.</i> 1. beautiful; skillfully made; excellent 2. intense; sharp
chronicle [kron' i kəl]	<i>v.</i> to record <i>n.</i> a chronological record of historical events	gullible [gul' ə bəl]	<i>adj.</i> easily fooled; believing; trusting
confidential [kän' fə den' chəl]	<i>adj.</i> spoken or written for only a few people to know about; secret	malicious [mə lish' əs]	<i>adj.</i> feeling or showing a desire to harm another; hateful; mean
elaborate <i>v.</i> [i lab' ə rat'] <i>adj.</i> [i lab' ə r it]	<i>v.</i> 1. to provide more information 2. to work out completely <i>adj.</i> planned with attention to details; complicated	networking [net' wûrk' ing]	<i>n.</i> 1. A supportive method of sharing information among people with shared interests 2. The creation of a computer network
empathize [em' pə thiz]	<i>v.</i> to identify with another person's situation; to understand a person's feelings	retrospect [ret' rə spekt']	<i>n.</i> looking back at the past <i>v.</i> to look back on; to remember

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

How Do You Know?

NEWS
ADVICE

Dear Lee,
I can't tell you how many times I've come home from a party and **lamented** that I didn't approach a woman I was interested in. I'm extremely afraid of rejection. Are there any signals I should be looking for that can reassure me that a woman would welcome my talking to her?

Dejectedly, Worried Guy

Dear Worried,
There are many nonverbal clues that can **disclose** a person's feelings for someone. In fact, scientists have found that about 55% of human communication involves nonverbal signals. The tone of voice and the speed at which we speak usually account for 38% of the way a message is received. What we say is only about 7% of the actual message we get from each other. Here are a few nonverbal signals to look for. When we are interested in another person, we tend to blink more often and our pupils automatically **dilate**. So look for enlarged pupils in the woman you are interested in. Also if a woman holds eye contact with you, that is an initial way to tell she is interested. To determine if the woman really likes you, notice if she points toward you. If a person is interested in someone, he or she will point a foot or a knee or aim a gesture toward the person. If that fork she is holding points toward you, introduce yourself.

Dear Lee,

I thought I liked this guy when we made eye contact across the room, but when we got close to each other, I totally lost interest. What happened?

Sadly, Turned Off By Hot Guy

Dear Turned Off,

The man may have had a posture that showed confidence, which would **impress** you from across the room, but it could be his **pheromones** that turned you off when you got closer. Pheromones are chemical substances with one function being to attract a mate. More research is needed in humans to determine how much of an impact pheromones really have, but several animals use pheromones to mark territory and to attract mates. The idea is that each person has a specific body odor that we often aren't consciously aware of. When you find a person who **exudes** pheromones that are attractive to you, your nervous system responds by making you excited. There are many ways that people need to **synchronize** with each other in order to find an acceptable mate, so keep searching!

Dear Lee,

I like this woman, and I think she likes me too, but I need advice on how to get closer to her.

Truly, Wanting More

Dear Wanting,

When you are talking, does she rotate or lean in toward you? These are both clues that show a **genuine** interest in another person. If you feel that you are establishing a **rapport** with each other, try the accidental touch. It might seem a bit **manipulative**, but it is the next step in finding out if you connect with each other. Find an excuse to touch her, such as when handing her a drink, have your fingers touch, or when reaching to get the salt, rub your arm briefly on hers. Her reaction will let you know if she likes you or not.
Good luck!

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 80, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 85. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

to interest expressed grief chemicals released by an animal to make public to make larger or wider

- 1. **lamented** (line 3) _____
- 2. **disclose** (line 12) _____
- 3. **dilate** (line 23) _____
- 4. **impress** (line 41) _____
- 5. **pheromones** (line 43) _____

Set Two

real gives off controlling a connection to function together

- 6. **exudes** (line 53) _____
- 7. **synchronize** (line 56) _____
- 8. **genuine** (line 67) _____
- 9. **rapport** (line 69) _____
- 10. **manipulative** (line 70) _____

Self-Tests

I Circle the correct meaning of each vocabulary word.

- | | | |
|-------------------------|-------------|--------------|
| 1. synchronize: | differ | match |
| 2. exude: | hold | release |
| 3. manipulative: | freeing | controlling |
| 4. lament: | mourn | celebrate |
| 5. pheromones: | chemicals | food |
| 6. genuine: | fake | real |
| 7. impress: | interest | bore |
| 8. dilate: | contract | enlarge |
| 9. rapport: | clash | relationship |
| 10. disclose: | make public | hide |

2 Complete the reading using the vocabulary words from the list below. Use each word once.

VOCABULARY LIST

rapport

lament

disclose

dilate

impressed

exude

genuine

synchronized

pheromones

manipulative

Sam and Eva didn't know it when the night began, but their lives would be changed forever. Sam spotted Eva across the room. When Eva looked at Sam, her pupils began to (1) _____ (not that she was aware of this). Sam didn't notice it either, but he was (2) _____ by Eva's smile. It looked (3) _____. She didn't look like she was being (4) _____. Maybe she would really like him and not just want him to buy her drinks. He hoped he wasn't going to (5) _____ it, but he started toward her. She slid off her stool and met him halfway. The (6) _____ was instantaneous. There must have been something in the air. Was it the flowers on the patio? The smell of barbeque? Or their (7) _____ sending out signals? As they talked, Sam began to (8) _____ more confidence. He felt everything was so right about their meeting. Before the night was over, they had (9) _____ their movements and begun to dream of a harmonious future together. I won't (10) _____ the next chapter in their adventure, but let's just say bells, a cake, and rings are involved.



3 Put a T for true or F for false next to each statement according to the information from the letters on page 80.

- _____ 1. When you make a gesture toward a person, you exude a dislike for the person.
- _____ 2. People might lament what happens if they don't pay attention to nonverbal signals.
- _____ 3. You usually have a good rapport with someone if the person doesn't establish eye contact with you.
- _____ 4. If you point a knee toward a person, it means you have synchronized movements.
- _____ 5. Using nonverbal signals is manipulative.

- _____ 6. A person's posture can impress people.
- _____ 7. A person's eyes can disclose how he or she feels toward a person.
- _____ 8. A man or woman shows genuine interest by leaning toward a person.
- _____ 9. Pheromones have a strong odor like perfume.
- _____ 10. A person's pupils dilate when he or she is interested in a person.

4 Complete the sentences using the word list below. Use each word once.

VOCABULARY LIST

rapport	lamented	genuine	dilate	pheromones
manipulated	exuded	disclosed	impressed	synchronize

1. After he failed the test, the student _____ going to the party instead of studying.
2. The horrid smell that _____ from my trunk reminded me that I had left the hamburger meat that I bought at the grocery in the car for three days.
3. I _____ myself by getting a perfect score on the test.
4. Jill and I established a strong _____ in the first hour that we met.
5. At a special meeting yesterday, the government _____ the contents of files that had been sealed for forty years.
6. We should _____ our watches to make sure we are both back at the car at the same time.
7. My husband seems so different from anyone I thought I might marry. It must be his _____ that attracted me to him.
8. The mother showed _____ love for her baby.
9. Carol _____ the place cards at the dinner table so she was sitting next to Bill.
10. The doctor had to _____ my eyes during the examination to help see what might be wrong with them.

Word List

dilate [dī lāt', dī' lāt']	v. to make larger or wider; to enlarge; to expand	manipulative [mə nip' yə lā' tiv, -lə tiv]	adj. using for one's own purposes; controlling
disclose [dis klōz']	v. to make public	pheromone [fer' ə mōn']	n. a chemical released by an animal that influences behavior or development in others of the same type
exude [eg zōōd', ig-, ek sōōd']	v. to give off; to release; to project	rapport [rə pôr', -pôr']	n. a relationship or connection, especially one involving trust
genuine [jen' yōō in]	adj. real; true	synchronize [sing' krə nīz', sin-]	v. 1. to function together; to match 2. to happen at the same time; to cause to show the same time
impress [im pres']	v. to interest; to influence		
lament [lə ment']	v. to express grief; to mourn		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Look for words with these **prefixes**, **roots**, and/or **suffixes** as you work through this book. You may have already seen some of them, and you will see others in later chapters. Learning basic word parts can help you figure out the meaning of unfamiliar words.

prefix: a word part added to the beginning of a word that changes the meaning of the root

root: a word's basic part with its essential meaning

suffix: a word part added to the end of a word; indicates the part of speech

Word Part	Meaning	Examples and Definitions
Prefixes		
col-, con-	together, with	<i>collaborative:</i> working together <i>context:</i> a situation; involved with other elements
re-	again, back	<i>review:</i> to look at something again <i>reflect:</i> to look back on
un-	not	<i>uncharted:</i> not charted or mapped <i>unwanted:</i> not wanted or desired
Roots		
-pas-, -pat-, -path-	feeling, disease	<i>sympathy:</i> a feeling of tenderness for someone's pain <i>psychopath:</i> a person with a disease of the mind
-que-, -qui-	to seek, to ask	<i>request:</i> to ask permission <i>acquire:</i> to get something one has been seeking
-spect-	look	<i>inspection:</i> the act of looking into something <i>spectator:</i> someone who looks at something
-vid-, -vis-	see	<i>evident:</i> clearly seen <i>television:</i> a device for seeing images shown from faraway
Suffixes		
-ate, -ize (makes a verb)	to make	<i>anticipate:</i> to wait for; to look forward to <i>empathize:</i> to feel the same way
-al, -ic (makes an adjective)	relating to	<i>musical:</i> relating to music <i>thematic:</i> relating to a theme or topic
-ose, -ous (makes an adjective)	full of	<i>morose:</i> full of sadness <i>monotonous:</i> full of monotony; boring

Self-Tests

1 Read each definition, and choose the appropriate word from the list below. Use each word once. The meaning of the word part is underlined to help you make the connection. Refer to the Word Part list if you need help.

VOCABULARY LIST

passionate	evident	collaborate	inspect	relate
courageous	memorize	chronological	inquisitive	uninformed

1. to work together _____
2. to tell again _____
3. to feel strongly about _____
4. full of courage _____
5. relating to time order _____
6. to make part of memory _____
7. to look into something _____
8. plainly seen _____
9. not knowledgeable _____
10. seeking information _____

2 Finish the sentences with the meaning of each word part from the list below. Use each meaning once. The word part is underlined to help you make the connection.

VOCABULARY LIST

look at	full of	disease	related to	with
to ask	not	to make	see	again

1. Because the invisible man was impossible to _____, he could overhear a lot of gossip about himself.
2. I am going to request tomorrow off from work. When I go _____ for my boss's approval, I will tell him how important it is that I go skiing.
3. If you repeat a class, you have to take it _____.
4. A psychopath is a person with a mental _____.
5. Something comical is _____ comedy.
6. Because Tina is congenial, people like to work _____ her.
7. The wedding was a joyous occasion; it was _____ happiness.
8. The house was unusual because it did _____ have a front door.
9. I need to put on my spectacles to _____ the newspaper.
10. I fantasize about being a famous pianist; _____ my dream come true, I need to spend more time practicing.

3 Finish the story using the word parts below. Use each word part once. Your knowledge of word parts, as well as the context clues, will help you create the correct words. If you do not understand the meaning of a word you have made, check the dictionary for the definition or to see whether the word exists.

VOCABULARY PARTS

con	vis	al	ate	ous
qui	spect	un	re	path

THE SEARCH

Tony and Lena were looking for an inexpensive apartment to rent. Neither of them had jobs that provided much money. They in⁽¹⁾_____red about availability at one place and were told to come see it. The place was ⁽²⁾_____acular. The complex had a pool, a recreation area, and a laundry room. The bedrooms were so large they could easily accommod⁽³⁾_____ four people, and the kitchen was recently remodeled. However, they were ⁽⁴⁾_____able to work it into their budgets. They had to be very economic⁽⁵⁾_____.



They thought the chance of finding a two-bedroom apartment within their price range was impossible. Their friends sym⁽⁶⁾_____ized with them and said they would keep their eyes open. Then Pam called and said she knew how she could ⁽⁷⁾_____nect them with a good deal. She had just seen an ad on tele⁽⁸⁾_____ion for apartments. The apartments were supposed to be affordable. They called the number and went to visit the place. The grounds and the apartment were wondr⁽⁹⁾_____. They could not ⁽¹⁰⁾_____sist renting there. Their happiness was now complete.

4 Pick the best definition for each underlined word from the list below using your knowledge of word parts. Circle the word part in each of the underlined words.

- a. to make a judgment
- b. look into one's feelings
- c. view
- d. full of offense; disgraceful
- e. the act of seeking something
- f. have similar feelings
- g. relating to drama
- h. come together with force
- i. to make new again
- j. not good; regrettably

- _____ 1. The vista of the lake from the path among the elms looked inviting.
- _____ 2. My latest quest is to climb the highest peak in every state.
- _____ 3. After some introspection, Alexa knew which job would be the best for her.
- _____ 4. I should not always criticize my brother; sometimes I need to say something nice.
- _____ 5. Unfortunately I forgot to bring spoons, so we will have to eat our ice cream with forks.
- _____ 6. The student's dramatic presentation caused the class to weep.
- _____ 7. I have to renew my library card; I haven't used it in four years.
- _____ 8. My new roommate and I are compatible; we both like the same things.
- _____ 9. If a space shuttle and a planet collide, there will be a huge mess.
- _____ 10. Her low-cut dress was outrageous; it was not at all appropriate for a family gathering.

5 A good way to remember word parts is to pick one word that uses a word part and understand how that word part functions in the word. Then you can apply that meaning to other words that have the same word part. Use the words to help you match the word part to its meaning.

Set One

- _____ 1. col-, con-: collaborative, context, congenial
- _____ 2. -que-, -qui-: request, acquire, exquisite
- _____ 3. -al, -ic: vital, philosophical, phonics
- _____ 4. un-: unbridled, uncharted, uncertain
- _____ 5. -spect-: inspect, aspect, spectator
- a. look
- b. not
- c. to seek, to ask
- d. together, with
- e. relating to

Set Two

- _____ 6. re-: repeat, retain, reflect
- _____ 7. -ate, -ize: passionate, procrastinate, prioritize
- _____ 8. -pas-, -pat-, -path-: passionate, empathize, psychopath
- _____ 9. -vid-, -vis-: evident, visible, visionary
- _____ 10. -ose, -ous,: morose, tenacious, villainous
- f. feeling, disease
- g. to make
- h. full of
- i. again, back
- j. see

Interactive Exercise

Use the dictionary to find a word you don't know that uses the word part listed below. Write the meaning of the word part, the word, and the definition. If your dictionary has the etymology (history) of the word, see how the word part relates to the meaning, and write the etymology after the definition.

Word Part	Meaning	Word	Definition and Etymology
EXAMPLE: -vid-	see	videlicet	that is. Used to introduce examples or lists. Latin videlicet, it is easy to see; vidēre, to see + licet, it is permitted
1. con-			
2. -pat- or -path-			
3. re-			
4. -spect-			
5. un-			

HINT

Creating a Study Group

A class can be more rewarding if you find classmates to study with. To create effective study groups, keep these points in mind.

- Get people who really want to learn, not just socialize.
- Have everyone who is interested in the group write out a weekly schedule with class times, work schedules, family obligations, and the best times to meet. Exchange e-mail addresses and phone numbers so you can easily contact each other.
- Pick a time that can accommodate most people; it may be impossible to get everyone together all the time.
- Decide how often you will meet—once a week, every other week, once a month.
- Find a place to meet. See whether the library has study group rooms, or meet at a person's house where you can snack but where you won't be interrupted by the telephone, children, or other distractions.

Interesting Etymologies

Genuine (Chapter 13): comes from the Latin *genuinus* meaning “natural or native.” The word is formed from *genu-*, “native,” plus *-inus* or *-ine*, “pertaining to.” The root is *gignere* meaning “bring into being, birth.” The history of the word may also come from the root *genu-*, “knee,” plus *-inus* or *-ine*, “pertaining to.” There was an ancient custom of a father placing a baby on his knees to show that he accepted the child as his. Both etymologies relate to today's meaning of “real or true.”

Harbinger (Chapter 23): comes from the German *herbergier*, “to shelter.” It combines *heri*, “army,” plus *berga*, “shelter.” A harbinger was a person who went ahead to find lodgings for an army. It came to apply to any “person or thing that announces the approach of another.”

Focus on Chapters 11–14

The following activities give you a chance to interact some more with the vocabulary words you've been learning. By looking at art, taking tests, answering questions, doing a crossword puzzle, and working with others, you will see which words you know well and which you still need to work with.

Art

Match each picture below with one of the following vocabulary words. Use each word once.

VOCABULARY LIST

confidential

rapport

exquisite

manuscript

clarity

lament



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Self-Tests

1 Pick the word that best completes the sentence.

- I am angry at Julian for putting me in such a _____. He was supposed to meet my train, but he isn't here, and now I don't know what to do.
a. blurb b. predicament c. chronicle d. pheromone
- The _____ on the back of the book made the story sound fantastic, but I wasn't that impressed with the plot.
a. manuscript b. retrospect c. blurb d. predicament
- Colin saw the solution to his difficulties at work with such _____ after he took the night to sleep on the problem.
a. predicament b. clarity c. networking d. rapport
- Elaine _____ ever taking the trip; it was one disaster after another.
a. empathized b. lamented c. jeopardized d. generated
- I was shocked when Sumiko _____ her secret that she was from outer space.
a. dilated b. generated c. disclosed d. synchronized

2 Complete the following sentences using the vocabulary words. Use each word once.

a. genuine

b. confidential

c. tangible

d. manipulative

e. elaborate

- I can't believe my dream of going on a safari is almost _____. Shortly after the plane lands, I'll be seeing elephants and gazelles up close.
- Colleen is a _____ friend. She is there for me during the good and bad times.
- Katy is a person I trust with my secrets; she knows _____ information should not be shared with others.
- My professor thought my responses on the quiz were too short; she said I needed to _____ on my ideas to make my points clear.
- Dan can be so _____ sometimes. I wanted to go to the car show, but he ended up getting me to see the ballet instead.

3 Finish the story using the vocabulary words below. Use each word once.

VOCABULARY LIST

retrospect

exquisite

disclose

vying

rapport

generated

passionate

malicious

impressed

exude

FLOWER POWER

A new garden opened in my neighborhood last week. There were so many gorgeous flowers

(1) _____ for my attention, but one variety called out to me. The flowers on the plant were (2) _____. I don't know if it was the color or shape of the flowers that made them so beautiful, but the plant seemed to



(3) _____ a special quality.

I was so (4) _____ by the flowers that I returned the next day to see if they had the same effect on me. Again the plant (5) _____ a strong attraction. I had never developed a(n) (6) _____ with a flower before, but I felt such a connection with this one. I sat and looked at the bush for hours. I didn't (7) _____ my feelings about the flowers to anyone. My friends would have called me crazy. I knew it was silly to be so (8) _____ about a plant, but I couldn't help myself.

During the second week of my visits, I found that some (9) _____ person had cut down my special flowers. I was heartbroken. In (10) _____ I can see how ridiculous it had been of me to be so obsessed about flowers that wouldn't last more than a few weeks. I will keep my love of flowers but not get so carried away in the future.

Interactive Exercise

Answer the following questions to further test your understanding of the vocabulary words.

1. What kind of group would you be interested in networking with? Why?

2. When were you able to empathize with a friend?

3. When you have a lot of studying to do, what two other activities does it preclude you from doing?

4. When might you want to synchronize watches with someone?

5. Do you think pheromones really have an impact on people's behavior? Why do you feel this way?

6. What can someone do to become less gullible?

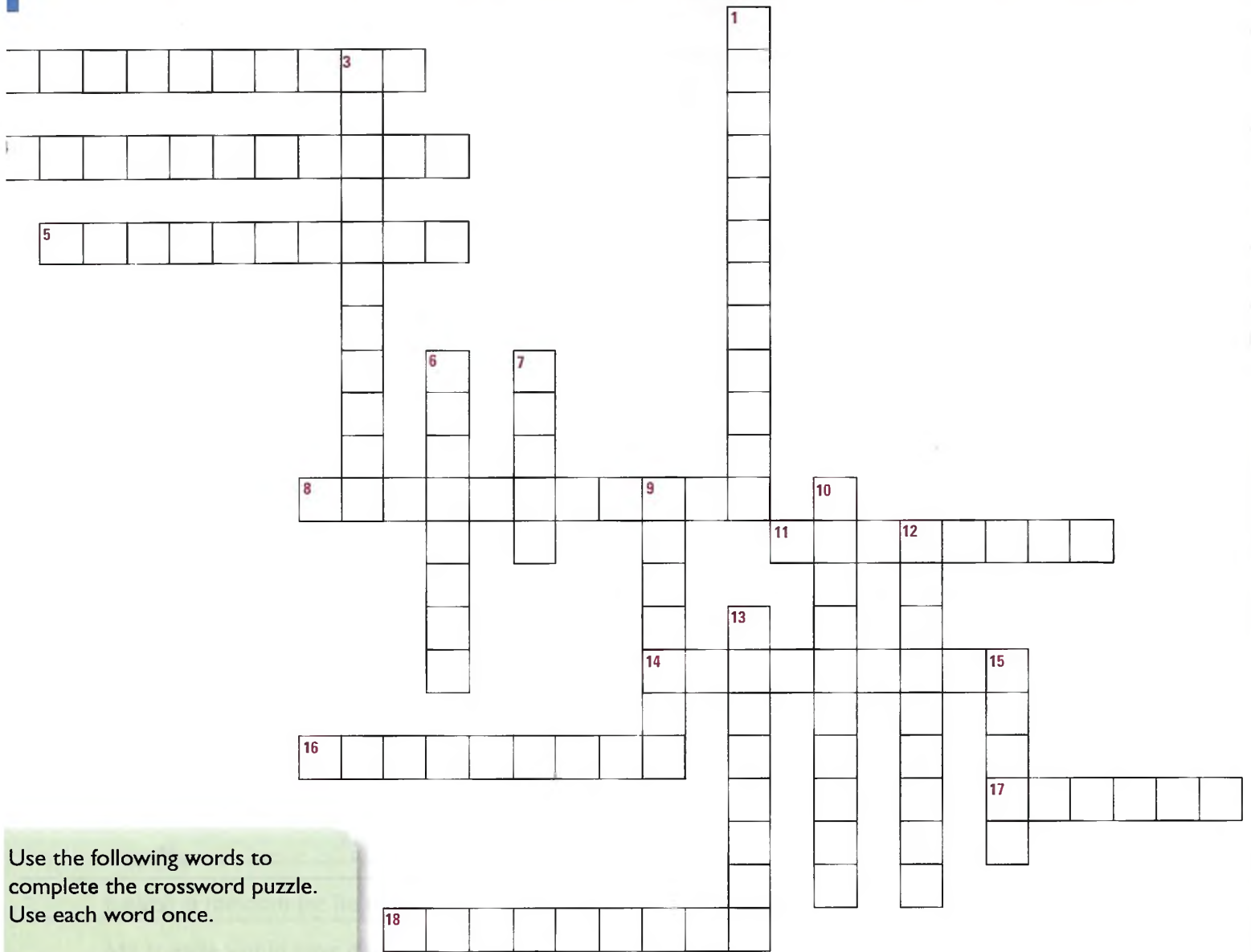
7. List two of the preliminary steps for preparing to attend college.

8. What topic do you have a genuine interest in? Why?

9. What are two ways you could jeopardize your doing well in a class?

10. What event would you like to read the chronicles of?

Crossword Puzzle



Use the following words to complete the crossword puzzle. Use each word once.

VOCABULARY LIST

blurb	dilate
elaborate	empathize
exude	generate
impress	malicious
manipulative	manuscript
networking	pheromone
preclude	predicament
preliminary	retrospect
synchronize	tangible

Across

2. a document, generally handwritten
4. a difficult situation
5. sharing information
8. Let's set our watches to the same time.
11. to create
14. I'll give you more information.
16. hateful or mean
17. to enlarge
18. a chemical

Down

1. controlling
3. The plan is in the early stages.
6. to prevent
7. "Fantastic writing ... Great characters"
9. to interest or to influence
10. Looking back on it ...
12. I understand how you feel.
13. ex. a rock, a chair
15. to give off

HINT

Meeting with a Study Group

For an efficient study group, keep these points in mind when you get together:

- Pick a place to meet that is conducive to studying. See whether the library has study group rooms. You want a place where you can talk freely and where you won't be interrupted by telephones, children, or other disturbances.
- Bring the necessary books, notes, and other materials to each session.
- Ask various group members to be "the expert" on different chapters or areas of study—have them share their in-depth study with the other group members.
- Give everyone a chance to participate, respect each person's views, and discover each person's strengths.
- Assign someone to keep the group on track and to be aware of time limits. Gently remind people who get off topic that you are all there to study. Ask anyone to leave who does not really want to study.
- Evaluate how useful the session was and decide what changes may be needed for the next time. Try to make the study sessions fun and productive.

Mix It Up

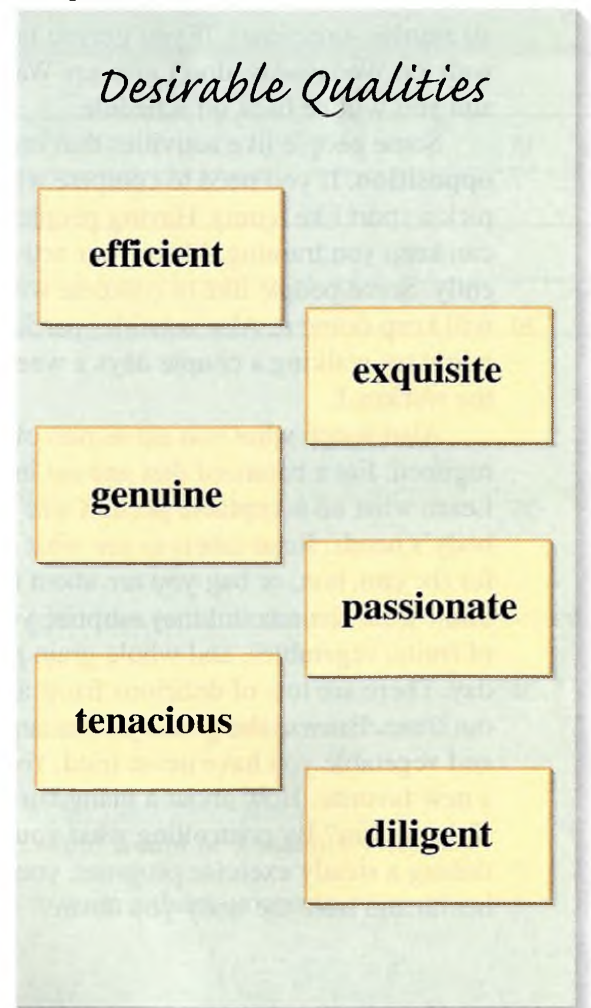
Category Race

Get together with a dozen classmates or so and form three to four teams. Each team needs a set of flash cards for the words to be studied and a blank sheet of paper. Each team thinks of a category, writes it on the top of the sheet of paper, and places flash cards that fit in that category underneath the heading. Alternatively, you can write the words on the paper. After ten minutes, call time. Each group reads its category and words. There may be some disagreement on whether a word fits the category; discuss the word and its meanings to decide those issues. The team that supplies the most words wins. Another way to play is to give each team the same category and seven minutes to record its words. You can also do this activity with each person making his or her own category list. If you do it individually, you can compete with just three or four people.

Possible categories:

1. travel words
2. words that show trouble
3. health-related words
4. history words
5. love-life words
6. school-related words
7. business-related words
8. undesirable qualities

Sample sheet:



A Healthy Body

The Fit You

A healthy body isn't impossible to achieve. First you have to **confront** what is keeping you from being as healthy as you should be. Today many people lead **sedentary** lives whether from having a job that keeps them seated all day or spending free time in front of a computer or watching television.

Look closely at your life. Are you exercising too little or eating too much? Or some of both?

Getting in shape isn't a **fluke**; it takes hard work and **dedication**. But your workouts do not have to be grueling either. Find an activity you like to do, and set up a workout **regimen**. Put your workouts on your calendar: walk Monday, Wednesday, and Friday from 9 a.m. to 10 a.m. Don't let a setback bother you. We are all **remiss** sometimes. If you get too busy or forget to walk on Wednesday, don't give up. Walk on Friday, and you will be back on schedule.

Some people like activities that involve **opposition**. If you need to compete with someone, pick a sport like tennis. Having people to play against can keep you training. Make your activity as **intense** as you can handle. People handle stress differently. Some people like to compete with others, and some don't. Do what makes you happy, so you will keep doing it. Also consider participating in several activities. Most people like variety, so you might try walking a couple days a week, doing yoga two to three times, and throwing in a bike ride on the weekend.

Also watch what you eat as part of your health regimen. Eat a balanced diet and eat in **moderation**. Learn what an acceptable portion size is for your body's needs. Read labels to see what a portion size is for the can, box, or bag you are about to open.

Sometimes the amount may surprise you. Get plenty of fruits, vegetables, and whole grain products each day. There are lots of delicious fruits and vegetables out there. Browse the grocery store, and find a fruit and vegetable you have never tried. You may discover a new favorite. How about a mango or blueberries? Kale or okra? By controlling what you eat and main-

taining a steady exercise program, you can **revive** your health and have the body you desire.



Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 98, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 103. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

requiring a lot of sitting

a lucky chance

to face head on

a plan

the state of being devoted to a cause

- 1. **confront** (line 1) _____
- 2. **sedentary** (line 2) _____
- 3. **fluke** (line 6) _____
- 4. **dedication** (line 7) _____
- 5. **regimen** (line 9) _____

Set Two

to regain health

avoidance of extremes

to an extreme degree

careless in meeting one's responsibilities

conflict

- 6. **remiss** (line 12) _____
- 7. **opposition** (line 16) _____
- 8. **intense** (line 18) _____
- 9. **moderation** (line 24) _____
- 10. **revive** (line 35) _____

Self-Tests

1 Put a T for true or F for false next to each sentence.

- _____ 1. When confronted with a problem, it can be a good idea to think about it for a while before making a decision.
- _____ 2. Dedications in books are often addressed to parents or other family members.
- _____ 3. Winning the lottery is a fluke.
- _____ 4. Climbing one of the highest mountains in the world would be a sedentary activity.
- _____ 5. You would be remiss if it took you two years to write a thank you note.

- _____ 6. Writing a thousand-page book is an intense experience.
- _____ 7. A parent and teenager agreeing on the time to come home from a date shows opposition.
- _____ 8. Eating anything you want shows a strict dietary regimen.
- _____ 9. Buying ten new outfits every day shows moderation in spending habits.
- _____ 10. Decorators say that one can revive an old chair with a new coat of paint and a pretty cushion.

2 Finish these imaginary headlines using the vocabulary words. Use each word once.

VOCABULARY LIST

- | | | | | |
|-----------|------------|---------|------------|-----------|
| confronts | dedicates | fluke | remiss | revives |
| intense | opposition | regimen | moderation | sedentary |

1. **Huge Sports _____: Worst Soccer Team in the League Beats Last Year's Champs!**
2. *Top Golfer _____ in Giving Caddy Recognition for Years of Support*
3. **Tour De France Stage 10 Update: Frenchman in the Winner's Jersey _____ Hopes for a French Victory**
4. **The _____ that Wins—Top Basketball Star Reveals Training Secrets**
5. _____ Is the Key to Avoiding Burnout When Training for a Marathon
6. **Wimbledon Veteran Faces Tough _____ From Newcomer**
7. **New Information on Steroid Use _____ the NFL**
8. **Pitcher _____ His Talents to Youth Camp**
9. **Gymnast Goes From _____ Life to Gold Medal in Two Years**
10. _____ Wind Delays Skiing Events



3 In each group, circle the word that does not have a connection to the other three words.

- | | | | |
|---------------|--------------|-------------|------------|
| 1. renew | revive | restore | destroy |
| 2. discipline | uncontrolled | plan | regimen |
| 3. intense | strong | extreme | weak |
| 4. lucky | fluke | misfortune | accident |
| 5. lively | sitting | sedentary | inactive |
| 6. opposition | cooperation | competition | resistance |
| 7. commit | dedicate | devote | avoid |
| 8. mild | limit | extreme | moderation |
| 9. retreat | face | confront | brave |
| 10. remiss | diligent | careless | slow |

4 For each set, replace the underlined synonym or definition with the correct vocabulary word. Use each word once.

Set One

VOCABULARY LIST

revive dedication fluke sedentary regimen

1. "I write down what I eat every day, and I go to the gym four days a week. I really feel healthier now that I am following this plan." _____
2. "In the winter I am so inactive that I put on weight." _____
3. "Welcome to the opening of Lewiston Hall, which honors one of the first graduates of this university." _____
4. "What a lucky chance. You didn't study for the test, and Professor Winston was absent. I heard that he hasn't missed a day in the last seven years." _____
5. "We were able to bring the man back to life by administering CPR." _____

Set Two

VOCABULARY LIST

moderation remiss intense opposition confront

6. "The other challengers should be here soon, but I understand they won't be hard to beat." _____
7. "Don't force the stretch; control is the key to yoga. Try to avoid extremes." _____
8. "I need to face my problem: I am a chocoholic." _____
9. "Because Patty was careless in getting the copies made, we didn't have any fliers to hand out to announce next week's big rummage sale." _____
10. "I don't like to play against him. His desire to win is too extreme; I just want to have fun." _____

Interactive Exercise

Answer the following questions as they apply to your life:

1. What have you shown dedication toward? _____

2. What have you been remiss in doing lately? _____

3. When are you most sedentary? _____

4. What is the toughest opposition you've faced? _____

5. What is something you need to do in moderation? _____

6. What is the toughest problem you have confronted? _____

7. What has been the biggest fluke in your life? _____

8. What is the most intense experience you've had? _____

9. What is the hardest regimen you've had to follow? _____

10. What is something in your life that you would like to revive (an activity, a possession)? _____

HINT

Learn From Your Mistakes

You will be taking quizzes and tests throughout this course, as well as in other classes. Remember that taking a test is simply another way to learn. You learn what you know and what you don't know. When you get a test back, you should always look at your errors, especially if you receive a low grade. It is normal to feel disappointed, but ask yourself first if you really spent enough time with the words before you took the test. If you didn't, then you know what you need to do next time. Then, *look at every error*. If you don't understand why something is wrong, ask the instructor. Go back to the chapter, and study all of the exercises where the word was used.

If you follow these procedures, you will learn from the error and will probably not make the same mistake again. Keep in mind that *the grade is always less important than what you learn*. If you really learn how to use the words, you'll get good grades.

Word List

confront [kən frunt']	v. to face head on	moderation [mod' ə r ā' shən]	n. avoidance of extremes; control
dedication [ded' ə k ā' shən]	n. 1. the state of being devoted to a cause 2. a message attached to a book or other artistic work to show thanks or respect 3. a ceremony to open a building	opposition [əp' ə zish' ən]	n. 1. conflict; resistance 2. a competitor, enemy, or challenger
dedicate [ded' ə k āt']	v. to devote	regimen [rej' ə mən, -men']	n. a plan; discipline
fluke [flōok]	n. a lucky chance; accidental good luck	remiss [ri mis']	adj. careless or slow in meeting one's responsibilities; inattentive
intense [in tens']	adj. to an extreme degree; deep	revive [ri vīv']	v. 1. to regain health 2. to restore to use; to renew 3. to bring back to life
		sedentary [sed'n ter'e]	adj. requiring a lot of sitting; getting little exercise; inactive

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

A Healthy Wallet

They're out there! About 80% of the households in the United States have at least one credit card, and several Americans say they have close to eight cards. That is a lot of credit available, and it has led to a

5 **precarious** situation for many Americans. Too many people have **overextended** themselves. The average credit card **debt** for Americans in 2004 was near \$2,000, and some people have more than \$10,000 in debt. Don't be a victim of credit card debt.



Staying Out of Debt

- 10 It all begins with **attitude**. You have to believe that living debt free is a beneficial way to manage your life. You have to want to keep more of your money instead of paying it to credit card companies. First, figure out how much money you bring home each month after taxes. Then add up your expenses, such as rent or mortgage, car payments, gas, insurance, utility bills, food, and clothing. How much money is left is what you have to spend. Next consider the benefits of **investing** some of your money in savings accounts, retirement accounts, or the stock market. Then use the rest for fun. If you don't create a budget,
- 15 you could end up spending a lot more for an item than you might expect. For example, if you buy a \$2,000 big screen television with your credit card and you pay the minimum each month (about 2% of the outstanding balance, or, in this case, \$40 to start) and your interest rate is 14% (the average credit card interest rate for 2008 was about 14%), it would take you 242 months (20 years and 2 months) to pay off
- 20 your debt (and that's if you bought nothing else with that card). You would have paid an additional \$2,354.76 to the credit card company for that television. Here is where attitude pays off. Think about whether you really need a big screen television or if you need it right now or whether you can make more than the minimum payment each month. Because the future can be **uncertain** (layoffs and injuries are two potential problems), it is reassuring not having to worry about finding the money to put toward credit
- 25 card debt every month.

Getting Out of Debt

- If you already have money you owe on your cards, the first recommendation most credit counselors will
- prescribe** is to stop using your cards. You need to get a handle on your spending, and you can't do so if you keep adding to your debt. Next, talk to a **reputable** credit counselor if you have serious debt. Find someone you can trust. Look at all your **options** before you decide what to do. You will have some
- 30 choices to make. You will likely need to dispose of a few of your cards. If you have eight cards or more, get rid of some of them. You only realistically need two. Next you may want to transfer any balances on high interest rate cards (more than 20%) to lower interest rate cards (less than 12%). Most importantly, you need to look at your budget and carefully think about the things you really need.

- Everyone can **acquire** better spending habits. Credit cards have their benefits: they are convenient to
- 35 use, they give you a borrowing history useful for bigger purchases (a car or a house) later on, and you can even get rewards like airline miles, merchandise, or cash. Don't give up on credit cards, but learn to use them wisely. Then you will have money to invest in savings and build toward a healthy financial future.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 104, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 109. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

using something for profit insecure a way of thinking or behaving
something owed promised more than can be delivered

- 1. **precarious** (line 5) _____
- 2. **overextended** (line 6) _____
- 3. **debt** (line 7) _____
- 4. **attitude** (line 10) _____
- 5. **investing** (line 14) _____

Set Two

trustworthy to obtain choices not known
to give as a rule or guide

- 6. **uncertain** (line 23) _____
- 7. **prescribe** (line 27) _____
- 8. **reputable** (line 28) _____
- 9. **options** (line 29) _____
- 10. **acquire** (line 34) _____

Self-Tests

1 In each group, circle the word that does not have a connection to the other three words.

- | | | | |
|----------------|-------------|------------|--------------|
| 1. advise | recommend | oppose | prescribe |
| 2. option | limitation | choice | alternative |
| 3. respectable | trustworthy | reputable | dishonorable |
| 4. sure | uncertain | hesitant | undecided |
| 5. insecure | precarious | stable | shaky |
| 6. remove | supply | empower | invest |
| 7. get | acquire | give | obtain |
| 8. exceed | limit | overextend | strain |
| 9. outlook | attitude | thoughts | unconscious |
| 10. possession | obligation | owe | debt |

2 For Set One, match each term with its synonym. For Set Two, match each term with its antonym.

Synonyms

Set One

- | | |
|--------------------|--------------|
| _____ 1. attitude | a. honorable |
| _____ 2. option | b. doubtful |
| _____ 3. reputable | c. view |
| _____ 4. prescribe | d. choice |
| _____ 5. uncertain | e. suggest |

Antonyms

Set Two

- | | |
|---------------------|-------------|
| _____ 6. overextend | f. safe |
| _____ 7. acquire | g. conserve |
| _____ 8. debt | h. misuse |
| _____ 9. precarious | i. give |
| _____ 10. invest | j. savings |

3 Finish the analogies. See Completing Analogies on page 5 for instructions and practice. Use each word once.

VOCABULARY LIST

prescribes	debt	acquire	attitude	overextend
precarious	uncertain	option	invest	reputable

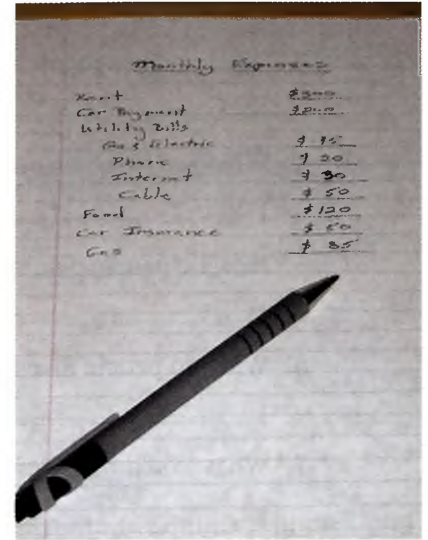
1. hungry : full :: sure : _____
2. eat : a meal :: _____ : knowledge
3. deadline : work late :: _____ : frustration
4. math : subject :: the blue or the red : _____
5. red : rose :: positive : _____
6. chef : cooks :: doctor : _____
7. tall : big :: obligation : _____
8. devote : energy :: _____ : time
9. simple : elaborate :: dishonest : _____
10. stealing a purse : villainous :: standing on the edge of a cliff : _____

4 Finish the reading using the vocabulary words. Use each word once.

VOCABULARY LIST

acquiring reputable overextend uncertain debt
options prescribed investing precarious attitude

My financial situation is (1) _____ right now because I'm almost broke. I spent more in the past six months than I made. I was (2) _____ about what I should do until last week. On Saturday I attended a financial planning seminar. The instructors seemed quite (3) _____; I felt I could trust them as they both had more than ten years experience in financial planning. They suggested I write down every penny I spend, and then evaluate my spending habits. I started by listing my monthly expenses for rent, my car payment, and utility bills. Then I looked at other things I have recently bought like a \$1,000 ring for my girlfriend for Valentine's Day. I did not need to get her such an expensive gift.



My (4) _____ concerning money has changed. I used to enjoy it, and now I fear going into (5) _____. I actually used to think about (6) _____ in stocks; now I worry about how I'm ever going to get caught up with my payments. I have been worried about (7) _____ more money, rather than considering how I actually spend the money I already make. The instructors pointed out that there are several (8) _____ when deciding what to do with one's money, but first a person needs to have money to invest. They (9) _____ practical solutions on how to use the money I already have to plan for my future. I am no longer going to (10) _____ myself financially. I see where I have gone too far in the past, and I am ready to work toward a healthy financial life.

Interactive Exercise

Write two responses for each of the following topics.

1. What are you uncertain about?
1. _____ 2. _____
2. What are you most interested in acquiring in life?
1. _____ 2. _____
3. What are some attitudes people have toward money?
1. _____ 2. _____
4. What activities would you prescribe for someone who is depressed?
1. _____ 2. _____
5. How do people overextend themselves?
1. _____ 2. _____
6. What do people invest in?
1. _____ 2. _____
7. What would a precarious situation be?
1. _____ 2. _____
8. What options have you been faced with recently?
1. _____ 2. _____
9. What can people do to stay out of debt?
1. _____ 2. _____
10. What qualities would a reputable person have?
1. _____ 2. _____

Word Part Reminder

Below are a few short exercises to help you review the word parts you have been learning. Fill in the missing word part from the list, and circle the meaning of the word part found in each sentence. Try to complete the questions without returning to the Word Parts chapter, but if you get stuck, look back at Chapter 14.

que re ize vis

1. I need to go over my notes again because it is helpful to ____view before a test.
2. I could see the castle in the distance, but, despite its being ____ible, I still had a long way to walk to reach it before nightfall.
3. I need to ask my boss something, but he looks busy, so I will save my ____stion for later.
4. To make my audition stand out, I need to memor____ my lines.

Word List

acquire [ə kwīr']	v. to get possession of; to obtain	precarious [pri kâr' ē əs]	adj. 1. insecure; dangerously lacking security 2. subject to change
attitude [at' ə tōōd']	n. a way of thinking or behaving; outlook	prescribe [pri skrīb']	v. to give as a rule or guide; to recommend the use of
debt [det]	n. something owed; an obligation	reputable [rep' yə tə bəl]	adj. respectable; honorable; trustworthy
invest [in vest']	v. to use something for profit (for example, money, time)	uncertain [un' sūrt' n]	adj. not known; doubtful; undecided
option [op' shən]	n. choosing; choice; alternative; the thing chosen		
overextend [ō' vûr ik stend']	v. to promise more (money, time, etc.) than one can deliver; to try to do too much		

Words to Watch

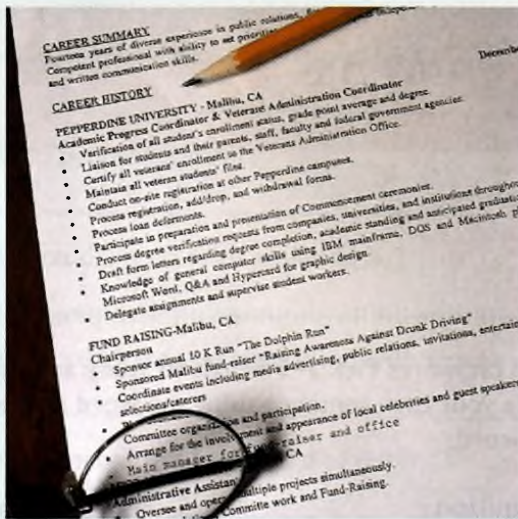
Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

A Healthy Resume

20

Finding a Job



Finding a Job

A **resume** can help you get that important first interview. It should show that you are **compatible** with a company's **philosophy** and that you have the skills to be a good **colleague**.

5 Employers want to hire people who will fit in with their company's values and who get along well with others. The following is an overview of the resume writing process. Even if you are not planning on looking for a job right away, it is a good idea to know the parts of a resume so you will have the necessary information available when you are ready to job hunt. Later chapters will go into more detail on each part of the resume.

15 First, decide whether you are going to write a **chronological** resume or a resume that focuses on your skills. Most people list their work and education history by time, but when you don't have much work history, it can be better to emphasize the skills you have that fit the job. **Consolidate** your information into four basic groups: contact information, job objective, work history, and education.

In your contact information, include your name, address, phone number, and e-mail address. In an optional section, you may want to add personal information such as professional organizations you belong to that relate to the job and skills that show your aptitude for the position such as foreign languages you speak.

If you make **judicious** use of your time, you can draft a resume in little more than an hour. To start, list your previous jobs. Write the name of the company and city and state where it is located, the dates you started and ended working there, your job title, the duties you performed including equipment or technology you used, and skills the job required. Also list promotions, awards, or other positive experiences involved with the job. Do the same for each of your past jobs. List volunteer work if it is **pertinent** to the job you are seeking. You usually don't need to go back more than ten years, but if you have significant information, go back further.

Next list your education from high school on. Write the name of the school, the city and state where it is located, what degree or certificate you earned, courses that relate to your job objective, and awards or other pertinent activities (such as being in student government or an officer in a club). Don't forget **seminars**, workshops, or other types of meetings as learning experiences.

Congratulations! You have just finished a basic resume in a short time. Now use a computer to organize the information. Make your resume easy to read, professional looking, and not more than two pages. We won't **belabor** this point, but it is essential that you carefully proofread all of the information to make sure that it is correct and that you haven't misspelled anything. Make copies of your resume on quality paper. Finally, send your resume out and be prepared for those phone calls!

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 110, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 115. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

co-worker a brief document of skills and experiences well-matched
arranged in order of time values

- 1. **resume** (line 1) _____
- 2. **compatible** (line 3) _____
- 3. **philosophy** (line 3) _____
- 4. **colleague** (line 4) _____
- 5. **chronological** (line 16) _____

Set Two

combine related overstress wise a meeting

- 6. **consolidate** (line 21) _____
- 7. **judicious** (line 32) _____
- 8. **pertinent** (line 43) _____
- 9. **seminar** (line 53) _____
- 10. **belabor** (line 60) _____

Self-Tests

1 Complete the sentences below using the vocabulary words. Use each word once.

VOCABULARY LIST

philosophy compatible colleague resume consolidate
pertinent seminar belabor judicious chronological

1. The _____ on financial planning helped me decide what to do with the money I inherited from my aunt.
2. The lecture last week proved to be quite _____ to today's test. Half of the questions on the test were from the information in that lecture.
3. My _____ and I had a productive meeting. We settled several issues that had been hurting the work environment.
4. My friend and I are _____ travelers; we both love to sleep in late.

VOCABULARY LIST

philosophy	compatible	colleague	resume	consolidate
pertinent	seminar	belabor	judicious	chronological

- I made a _____ list of my plans for tomorrow: first I will go to class, followed by my dentist appointment, and finally grocery shopping.
- My _____ is to do my assignments as soon as I get home, so I can have free time on the weekend.
- I tried not to _____ the point, but I wanted to stress that 10:00 p.m. was the latest my son could stay out.
- The hiring committee was impressed with his _____. He had every skill needed for the job.
- To make the company run better, we are going to _____ three departments.
- Thanks to the _____ use of club funds throughout the year, we have enough money left for a New Year's party.

2 In each group, circle the word that does not have a connection to the other three words.

- compatible friendly different well-matched
- class seminar meeting book
- in order random sequential chronological
- resume summary poem work history
- wise stupid judicious thoughtful
- belabor overstress beat ignore
- pertinent related unimportant significant
- associate colleague stranger partner
- chaos attitude belief philosophy
- strengthen consolidate divide unite

3 Put a T for true or F for false next to each statement.

- _____ 1. A judge likes to hear information that isn't pertinent to a case.
- _____ 2. One can learn a lot by falling asleep at a seminar.
- _____ 3. One should try to get along with one's colleagues.
- _____ 4. Short stories are rarely written in chronological order.
- _____ 5. It is a good idea to check whether a product is compatible with your television before buying it.
- _____ 6. A resume should be at least eight pages long.
- _____ 7. Parents often belabor a point if it deals with their child's safety.

- _____ 8. When traveling, it helps to consolidate items to fit them into a suitcase.
- _____ 9. Most people would consider playing basketball all afternoon a judicious way to spend their time if they were having a dinner party that night.
- _____ 10. Having a philosophy on how to act can help one make important decisions.

4 Complete the resumes below by using the vocabulary words. Use each word once.

RESUME ONE

VOCABULARY LIST

compatible (3)

pertinent (1)

consolidated (2)

colleague (5)

seminars (4)

June 2002–March 2008 Office Manager

Technology Central, San Jose, California

Duties: Oversaw 30 employees, gathered (1) _____ information to write annual personnel reviews, (2) _____ reports from five departments into monthly summary, made sure all new equipment was (3) _____ with existing equipment, and organized company (4) _____ on efficiency and working with others. In 2003 and 2007 received Best (5) _____ award for my diligent work.

RESUME TWO

VOCABULARY LIST

chronological (8)

philosophy

belabor

judicious (9)

resumes (2)

2008 Bachelor's Degree in History, Minor in Business

Superior College, Pear Valley, Texas

Pertinent courses: Business History in America, gave a (6) _____ history of American companies from the early colonists to the computer giants; Money and Power, looked at the (7) _____ of business practices throughout history. My senior seminar paper "A Point to (8) _____: A Historical Look at How to Solve Conflicts between Management and Workers" was awarded Best History Composition for the year. Through (9) _____ use of my time, I earned a 3.7 grade point average, worked 20 hours a week in the Career Center tutoring students on how to write (10) _____, and was in the marching band.

Interactive Exercise

Answer the following questions:

1. What kind of seminar would you be interested in attending? _____
2. Use three words to describe yourself as a colleague.

3. What are two schools you would list on your resume?

4. What is a point you would belabor about yourself during an interview? _____
5. If you were applying for a job overseas, what is one pertinent piece of information you would want to include in your resume? _____
6. With what kind of people are you most compatible? _____
7. What job would you list first if you were writing a chronological resume with your most recent job experience first? _____
8. Do you make more judicious use of your time or your money? Explain your choice. _____
9. What is your philosophy toward work? _____
10. What could you consolidate to make your life easier? _____

HINT

Study Often

Don't try to fit all of your studying into one session before a test. Look at your notes for a class often. Review them the day you write them while the information is fresh in your mind in case you want to add material. Do a weekly review of material so that, as you learn new material, you can build on the old information. These same ideas apply to learning vocabulary. Look often at the flash cards you make. Even taking ten minutes a day to go over the words for that week will help you remember the meanings. While you are waiting for another class to start, for a friend who is late, or for the bus to come, take some of that time to review the words.

Word List

belabor [bi lā' bər]	v. to overstress; to explain or work at excessively; to beat	judicious [jūō dish' əs]	adj. wise; having good judgment; careful
chronological [kron' ə lo' ji kəl]	adj. arranged in order of time; sequential	pertinent [pūr' tin ənt]	adj. related; important; to the point
colleague [käl' ēg]	n. co-worker; associate; partner	philosophy [fi los' ə fē]	n. 1. values; beliefs one lives by 2. the study or love of knowledge 3. a calm attitude
compatible [kəm pat' ə bəl]	adj. 1. capable of being in an agreeable situation with others; well-matched 2. capable of efficient operation with other elements	resume, résumé, or resumé [rez' oo mā', rez' oo mā']	n. a brief document of skills and experiences prepared by a job applicant; a summary
consolidate [kən sol' i dāt']	v. 1. to combine; to unite; to make more compact 2. to make secure or firm; strengthen	seminar [sem' ə nār']	n. a meeting or class for discussion of a specific subject

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

A Healthy Environment

June 25

It is the second night of my environmental awareness retreat. We have been camped out in the forest to learn how the world is changing. I didn't know what to **anticipate** when I signed up. I hoped it wasn't going to be a **dismal** weekend of complaining about how badly humans are treating the planet. And it hasn't been. There is hope for the Earth! The instructors have been great in showing us what we can do from following **trends** such as recycling to writing key officials in Washington to **stimulate** their interest in environmental legislation. If we want to save the planet, we must not be **impassive**. Some of the damage isn't **irrevocable**.

10 Today we paddled on the river and were shown how cleanup efforts rescued this river from the damages of pollution and illegal dumping. With the right efforts, we can clean up contaminated streams and save endangered animals. I can't wait for tomorrow's activities.

June 26

15 Today the instructors focused on how environmental issues are **global** concerns. For example, the **depletion** of the ozone layer is a worldwide problem, and the loss of protection that layer provides may lead to health difficulties everywhere. I am an **avid** fan of nature, and I want to help keep the planet beautiful. It has been so peaceful here in the forest; I don't want places like this to disappear. What I learned most is that, if we all **cooperate**, we can have a

25 healthy environment! All we need to do is work together.



Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 116 and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 121. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

miserable to excite to look forward to having a lack of interest
leanings

- 1. **anticipate** (line 4) _____
- 2. **dismal** (line 4) _____
- 3. **trends** (line 7) _____
- 4. **stimulate** (line 8) _____
- 5. **impassive** (line 9) _____

Set Two

enthusiastic unchangeable to work together reduction
international

- 6. **irrevocable** (line 9) _____
- 7. **global** (line 16) _____
- 8. **depletion** (line 17) _____
- 9. **avid** (line 20) _____
- 10. **cooperate** (line 24) _____

Self-Tests

1 Finish the sentences using the vocabulary words below. Use each word once.

VOCABULARY LIST

anticipating avid trends impassive stimulate
global cooperation dismal irrevocable depletion

1. I don't like to follow the latest fashion _____, but my sister does. She reads several fashion magazines.
2. My dad is a(n) _____ reader of mysteries; he has more than two thousand mystery books.
3. My brother's day was _____ after he got two flat tires on his bike.
4. Taking a trip around the world would be a(n) _____ experience.

VOCABULARY LIST

anticipating

avid

trends

impassive

stimulate

global

cooperation

dismal

irrevocable

depletion

5. There has been a rapid _____ of snacks in the kitchen since Anthony got home from college.
6. Cheering someone on in a race can _____ the person to do better.
7. My nephew is eagerly _____ his birthday; he can't wait to see if he will get the race car set he asked for.
8. My neighbor is _____; he never joins in any of the activities we have on the block.
9. Cleaning the house together shows _____.
10. My instructor said my grade was _____; there was nothing I could do to change it.

2 Put a T for true or F for false next to each statement.

- _____ 1. A lot of people are avid about sports.
- _____ 2. A politician tries to stimulate interest in his or her campaign.
- _____ 3. Cell phones are a fast-growing trend.
- _____ 4. Most people consider a sunny day dismal.
- _____ 5. People can make comments during a fight that can cause irrevocable damage to a relationship.
- _____ 6. There has been a depletion of the Earth's overall population in the past two hundred years.
- _____ 7. At the airport, most people anticipate some sort of delay.
- _____ 8. If a child refuses to help pick up his toys, he shows he knows how to cooperate.
- _____ 9. Walking to my neighborhood park is an example of a global activity.
- _____ 10. Shouting for one's favorite team to win and crying when they lose would be the actions of an impassive person.

3 Circle the word that best completes the sentence.

1. I am disappointed in the (global, dismal) turnout for the meeting; I guess the bad weather scared people away.
2. To (stimulate, cooperate) interest in the upcoming concert, the band marched around campus during the lunch hour for a week.
3. I am an (irrevocable, avid) bicyclist; I ride at least thirty miles every day.
4. The (global, avid) meeting on how to achieve worldwide peace will be held in Berlin this May with more than one hundred countries represented.
5. There has been a (depletion, trend) in our water supply because we had so little rain this year.
6. We (cooperate, anticipate) a full house at the meeting; the water conservation issue has upset a lot of people.

7. The committee assignments are (impassive, irrevocable). We can't have people constantly moving from one place to another; you must stay on your committee until the job is done.
8. I wonder what the latest fashion (trend, depletion) will be; I hope it isn't silly like platform shoes.
9. Because everyone was able to (anticipate, cooperate), the project was completed a month ahead of schedule.
10. The public has become so (impassive, avid) that almost no one votes anymore.

4 Finish the story by using the vocabulary words. Use each word once.

VOCABULARY LIST

dismal	avid	irrevocable	depletion	impassive
trends	cooperate	stimulate	globally	anticipated

Keri wanted to stop being ⁽¹⁾_____ and start helping the environment. She decided to begin with her neighborhood. She didn't want people to see the situation as being ⁽²⁾_____. She wanted to show that environmental problems are not ⁽³⁾_____; she wanted to show her neighbors that people can change the world. Keri decided that, to ⁽⁴⁾_____ an interest in environmental issues, she would have an Environmental Fair with food, games, and information booths at the neighborhood park. She knew there were some ⁽⁵⁾_____ environmentalists in her neighborhood, like Dan. Dan recycled everything, drove an electric car, and joined protests to save endangered animals. Keri went to Dan's house to discuss the fair.

"Keri, have you ⁽⁶⁾_____ all the problems you will have putting on this event?"

"I know it won't be easy, but since it will benefit the Earth, I am willing to work hard. I also know there are people who will ⁽⁷⁾_____ with me in organizing this event—like you."

"Okay, Keri, you have my participation. Let's think ⁽⁸⁾_____ and then narrow down our ideas to the neighborhood. We can have a display on the ⁽⁹⁾_____ of resources worldwide and then show our neighbors how they can help to save those resources."

"One of the ⁽¹⁰⁾_____ that I want to support is recycling, with bins for paper, plastic, and cans all over the park. Maybe the bins can even stay after the fair."

"That's a great idea. I have some thoughts on the food we can offer and fun environmental games. Let's sit down and start planning. I am proud of you, Keri, for taking this on!"

Interactive Exercise

Below is a section from an imaginary textbook about the environment. Complete the exercises to gain practice in using the vocabulary words.

The Environment and You: Lesson I

What do you know about the environment? Test your environmental awareness by answering the following questions. These matters will be discussed in the rest of the text.

Exercise I. List two global environmental problems. Example: depletion of forests worldwide

1. _____
2. _____

Exercise II. What do you consider the most dismal situation involving the environment? Do you think it is irrevocable?

Exercise III. List two ways you can stimulate people to become avid environmentalists. Think about current trends, such as recycling, to develop your list.

1. _____
2. _____

Exercise IV. People are often impassive, and it can be hard to get them to cooperate. List two problems you would anticipate in getting people involved.

1. _____
2. _____



Conversation Starters

Gather three to five friends or classmates and use one or more of the conversation starters below. Before you begin talking, have each person write down six of the vocabulary words he or she will use during the conversation. Share your lists with each other to check that you did not all pick the same six words. Try to cover all of the words you want to study, whether you are reviewing one, two, or more chapters.

1. What are you doing to improve your health?
2. If you had to cut back your spending, what could you do without or have less of?
3. What are two careers you think you would enjoy having?
4. How can your community help to make the planet healthier?

Word List

anticipate [an tis' ə pāt']	<i>v.</i> to look forward to; to expect	impassive [im pas' iv]	<i>adj.</i> having a lack of interest; not showing emotion; expressionless
avid [av' id]	<i>adj.</i> eager; enthusiastic	irrevocable [i rev' ə kə bəl]	<i>adj.</i> unchangeable; final; permanent
cooperate [kō āp' ə r āt]	<i>v.</i> to work together; to agree	stimulate [stim' yə lāt']	<i>v.</i> to excite; to inspire; to cause to do
depletion [di plē' shən]	<i>n.</i> the act of decreasing something; reduction	trend [trend]	<i>n.</i> a general direction in which something tends to move; a leaning
dismal [diz' məl]	<i>adj.</i> miserable; depressing; dull		
global [glō' bəl]	<i>adj.</i> involving the entire Earth; international		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Focus on Chapters 16–19

The following activities give you a chance to interact some more with the vocabulary words you've been learning. By looking at art, taking tests, answering questions, doing a crossword puzzle, and working with others, you will see which words you know well and which you still need to work with.

Art

Match each picture below to one of the following vocabulary words. Use each word once.

VOCABULARY LIST

depletion

compatible

consolidate

opposition

precarious

options



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Self-Tests

1 Pick the word that best completes each sentence.

- I didn't _____ my homework taking so long. Now I don't know if I will finish.
a. dedicate b. anticipate c. consolidate d. cooperate
- My _____ have grown so big, I'm not sure I can ever pay them off.
a. options b. seminars c. debts d. dedications
- Lisa found skydiving to be a(n) _____ experience; it was extremely exciting.
a. uncertain b. intense c. avid d. global
- I considered all my _____ before I bought my car. I am happy with my choice.
a. oppositions b. attitudes c. trends d. options
- It was easy to write a _____ once I got started, and organizing the information about my past jobs and education helped me think about what I want to do with my future.
a. resume b. moderation c. dedication d. depletion

2 Complete the following sentences using the vocabulary words. Use each word once.

a. attitude b. moderation c. seminar d. depletion e. philosophy

- I found the _____ on creating better eating habits to be quite rewarding.
- My _____ toward Maryann has changed since I have spent more time with her. She is much smarter than I thought she was.
- My husband says he believes in _____ when he exercises, but I don't think walking from the couch to the refrigerator counts as exercise.
- My _____ is that life is too short to spend much time on housework. The dust will come back tomorrow.
- There has been a(n) _____ in the town's water supply since the new housing project was completed. We need to look closely at how to bring in more water as the town continues to grow.

3 Finish the reading using the vocabulary words below. Use each word once.

VOCABULARY LIST

pertinent

cooperate

dedication

confronted

dismal

acquire

invest

impassive

belabor

precarious

Big Plans

The meeting on what to do for the (1) _____ of the college's new Inspiration Garden really got crazy. The garden was designed as a place where students could come to think about life and nature in peaceful surroundings. The plans for the opening started to get elaborate. Some people said they didn't want a(n) (2) _____ ceremony with lots of boring speeches. They wanted to bring in dancers and rock bands and offer food from local restaurants. Someone said that we didn't have the funds to put on such a complicated event. Someone then suggested we could (3) _____ the money through donations. Someone else mentioned that no one had the time to (4) _____ in getting the money. I couldn't remain (5) _____ any longer. I said I didn't want to (6) _____ the point, but such a gathering didn't fit in with the quiet atmosphere of the garden. The possibility of our finding a way to (7) _____ on this project was beginning to look (8) _____. Then someone else agreed that what we did at the ceremony should be (9) _____ to the purpose of the garden. Finally, we decided to prioritize the ideas we thought were important and focus on those items. By the end of the meeting, we had planned a simple, but meaningful, event. I was proud that we had (10) _____ a tough problem and developed a workable solution.



Interactive Exercise

Answer the following questions to further test your understanding of the vocabulary words.

1. What are two trends that you think have been silly?

2. What is something that uses chronological order?

3. What is something one would not want to be remiss in doing?

4. When does a person need to make judicious use of his or her time?

5. What is something you are uncertain about?

6. What are two items you would especially want to buy from a reputable dealer?

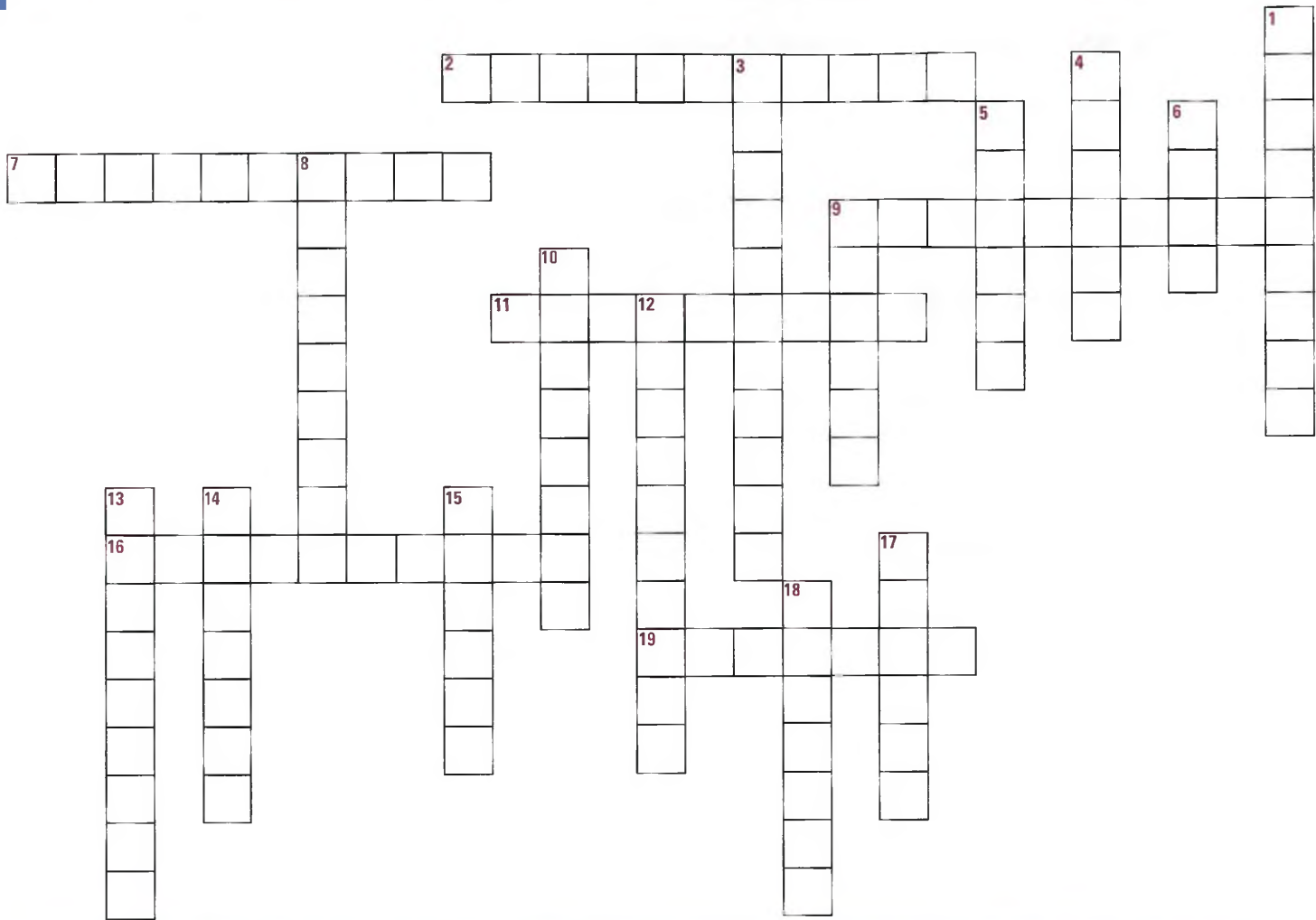
7. What could you do to revive the look of your bedroom?

8. What sport are you avid about? Or whom do you know who is an avid sports fan?

9. List an event or activity that you would consider a fluke.

10. What would you prescribe someone do to relieve stress?

Crossword Puzzle



Use the following words to complete the crossword puzzle. Use each word once.

VOCABULARY LIST

attitude	avid	belabor	colleague	compatible
consolidate	dismal	global	impassive	intense
irrevocable	moderation	opposition	option	overextend
regimen	resume	revive	sedentary	stimulate

Across

2. unchangeable or final
7. well-matched
9. conflict or competitor
11. to excite
16. to try to do too much
19. to an extreme degree

Down

1. sitting at a desk all day
3. We are combining three teams.
4. The doctors brought him back to life.

5. We have offices in India, Demark, the U.S., and Peru.
6. eager or enthusiastic
8. I don't care.
9. alternative
10. outlook, ex. negative or positive
12. avoidance of extremes
13. co-worker
14. to overstress
15. I'm sending out my sixth one this week.
17. thirty cloudy days in a row
18. a plan

HINT

Marking Words When Reading

When you read for fun, it can be counterproductive to stop and look up every word you don't know—you will become frustrated with reading instead of enjoying it. As this book advocates, looking for context clues is the best way to find the meaning of an unknown word, but sometimes this method doesn't work. There are various ways of keeping track of unfamiliar words; try these methods to see which fits your style.

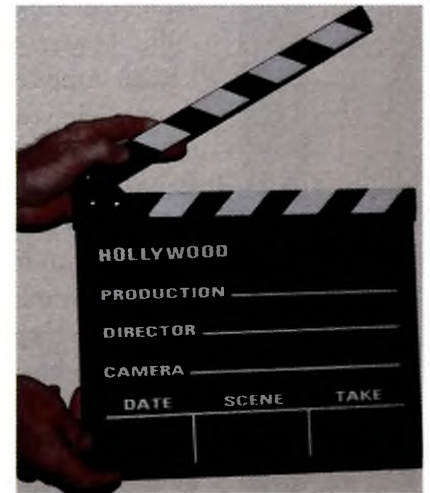
- Keep a piece of paper and a pen next to you, and write down the word and page number.
- Keep a piece of paper next to you, and rip it into small pieces or use sticky notes. Put a piece between the pages where the word you don't know is located. For added help, write the word on the paper.
- If the book belongs to you, circle the words you don't know, and flip through the book later to find them.
- If the book belongs to you, dog-ear the page (turn the corner down) where the word you don't know is located. This method is useful when you don't have a pen or paper.
- Repeat the word and page number to yourself a few times. Try to connect the page number to a date to help you remember it.

When you are done reading for the day, get your dictionary and look up the words you marked. The last two methods work best if you don't read many pages before you look up the words or if there are only a few words you don't know. Using these methods will help you learn new words without damaging the fun of reading. Note: If you come across a word you don't know several times and not knowing its meaning keeps you from understanding what is going on, then it's a good idea to stop and look up the word.

Mix It Up

Making A Scene

Get together with six to nine classmates, and divide into two to three groups. Each group creates a situation or uses one of the suggestions below to write a short scene using at least six of the vocabulary words to be studied. If you want to study several words, make sure each group doesn't pick the same six words. Each group acts out the scene with the rest noting how the words are used. You may choose to emphasize the vocabulary word by your actions or tone of voice when you are doing the scene to help you and your classmates remember the word. Discuss how the words fit in after the scene is completed. The scenes can also be done as role-playing with pairs creating the scenes instead of small groups. The scenes might be from the readings, such as two opponents meeting on the tennis court from Chapter 16. Creating scenes is an especially fun and useful activity if you like to act or enjoy movement.



The following are possible scenes related to specific chapters: friends talking about their exercise and eating regimens while working out at the gym from Chapter 16, two clients talking with a financial advisor from Chapter 17, job candidates chatting with each other while they wait for the interviewer to call them from Chapter 18, and a group on the retreat talking while on a hike from Chapter 19. You can also use the overall section theme of health to create your own ideas using words from all four chapters.

If you enjoy this collaborative activity, remember to use it again when you are reviewing later chapters in this book. Have fun making the scenes, and you will enjoy the review process.

21

Cleopatra (69–30 B.C.)

For Love and Power*

Questions & Answers

Dear Cassandra,

I have heard **vague** rumors that the Egyptian queen Cleopatra VII is dead. Can that be possible? Please give me some details.

5

Aurora

Dear Reader,

10

The short answer to your **query** is “yes.” But further information is surely necessary after all the space that has been **devoted** to Cleopatra’s life in this column over the years. Cleopatra’s life has been **hectic** beginning with a dispute with her brother Ptolemy that led to her exile in Syria. Julius Caesar, who was then the ruler of the Roman Empire, fell in love with the young (twenty-one-year-old) Cleopatra while in Egypt following his defeat of Pompey. Caesar spent almost a year in Egypt helping Cleopatra regain her title. Their **bliss** was short lived as Cleopatra was forced to marry her eleven-year-old brother as Egyptian tradition demands; Caesar also had much to accomplish back in Rome. Caesar, as we know, was murdered on his return, ending the couple’s short romance.

15

20

25

30

Mark Antony, ruler of the Eastern Roman Empire, met Cleopatra a few years after Caesar’s death. Cleopatra’s **ample** charms—beauty, **shrewdness**, and wit—captured his heart also. Cleopatra certainly had to be one of the smartest women around in order to inspire such intense feelings from two such strong-willed men. Antony enjoyed a **lavish** lifestyle in Egypt. Egyptian rulers are regarded as divine and are well taken care of. Antony reportedly carried a golden scepter and wore a crown.



“When she heard that he was going to take her back to Rome as a slave, she killed herself.”

Now for the big problem—Antony was 35 married to Octavian’s sister. Octavian, ruler of the Western Roman Empire, became **livid** over Antony’s betrayal of his sister. He persuaded the Roman Senate to declare war on Antony and Cleopatra. Antony’s and Cleopatra’s ships were 40 defeated at the Battle of Actium. In the retreat, Antony was told that Cleopatra had been killed in the fray, and he killed himself rather than live without her. (A reminder, readers, that true love can exist!) The news, however, was **inaccurate**. 45 Cleopatra was very much alive and supposedly trying to get Octavian to fall in love with her. She failed. When she heard that he was going to take her back to Rome as a slave, she killed herself. I have heard contradictory stories. She 50 may have either taken poison or allowed an asp to bite her. Either way, the life of one of the most fascinating women of our era has come to a sad end. This writer surely laments her passing.

*Note: The letters are fictitious.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 128, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 133. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

a question

gave time or attention to

uncertain

chaotic

absolute joy

- 1. **vague** (line 2) _____
- 2. **query** (line 7) _____
- 3. **devoted** (line 9) _____
- 4. **hectic** (line 11) _____
- 5. **bliss** (line 18) _____

Set Two

mistaken

plentiful

intelligence

furious

extravagant

- 6. **ample** (line 26) _____
- 7. **shrewdness** (line 27) _____
- 8. **lavish** (line 31) _____
- 9. **livid** (line 37) _____
- 10. **inaccurate** (line 45) _____

Self-Tests

1 In Set One, match each term with its synonym. In Set Two, match each term with its antonym.

Synonyms

Set One

- | | |
|---------------------|--------------|
| _____ 1. lavish | a. incorrect |
| _____ 2. inaccurate | b. ask |
| _____ 3. devote | c. abundant |
| _____ 4. livid | d. promise |
| _____ 5. query | e. furious |

Antonyms

Set Two

- | | |
|----------------------|-----------------|
| _____ 6. ample | f. stupidity |
| _____ 7. hectic | g. sorrow |
| _____ 8. bliss | h. insufficient |
| _____ 9. vague | i. relaxed |
| _____ 10. shrewdness | j. sure |

2 Answer each question with the appropriate vocabulary word. Use each word once.

Set One

VOCABULARY LIST

ample bliss vague query hectic

1. What is "Do you like chocolate?" an example of? _____
2. What would directions that don't say whether to turn left or right at a T-intersection probably be called? _____
3. What would a person feel sipping an ice-cold drink on a hot day? _____
4. What would most people consider twelve pizzas for two people? _____
5. How would people likely describe an airport during the Thanksgiving holiday?

Set Two

VOCABULARY LIST

lavish devoting inaccurate shrewdness livid

6. What would you be doing with your time if you volunteered three hours a week at a community center? _____
7. What would a check written yesterday but dated 1995 be called? _____
8. What would your reaction likely be if you found your car bumper smashed? _____
9. What would Fern be showing if she turned a \$50 investment into \$5,000 in a month?

10. What would most people call a sports car as a present? _____

3 Circle the word that correctly completes each sentence.

1. My mother was (hectic, livid) when I came home four hours late.
2. I wanted to (devote, query) more of my time to my schooling, so I am working six hours less a week this semester.
3. My (bliss, shrewdness) was destroyed when a water pipe broke, and I had to spend the day fixing it instead of relaxing on the porch with a good book.

4. My professor said there had been (vague, ample) time to get the project done, so he would not take late work.
5. I didn't understand why the hotel sent me its summer rates when my (query, bliss) had been about availability in the winter.
6. Because the weather reports had been (lavish, inaccurate) all week, I was uncertain about having my party outside on Saturday.
7. I had a (vague, hectic) feeling that I had forgotten something. When I got home to a wet floor, I realized I hadn't turned the bathtub faucet off.
8. For my birthday, my husband (lavished, devoted) gifts on me from opera tickets to a diamond necklace.
9. With two children under five, my sister finds most of her days to be (ample, hectic).
10. The student showed her (shrewdness, bliss) when she took the time to study instead of going to the party.

4 The following are lines from fictitious letters between Cleopatra, Julius Caesar, and Mark Antony. Match each sentence to the word it best fits. Context clues are underlined to help you. Use each word once.

VOCABULARY LIST

ample	bliss	shrewdness	query	hectic
livid	lavish	inaccurate	devote	vague

1. You've had plenty of time in Rome, Julius Caesar. Come back to Egypt now if you love me. _____
2. I am sorry, Cleopatra, but life is busy in Rome. There are several political problems brewing that I must work to stop. _____
3. Julius Caesar, I am furious with you! Return now or we are through! _____
4. Cleopatra, I will return as soon as I can, and I promise to give you all my time. _____
5. Cleopatra, your generous hospitality has made me feel so welcome. I know I belong in Egypt. _____
6. Mark Antony, when I am with you, my days are filled with joy. _____
7. Cleopatra, please use your intelligence to find a way to keep us together forever. _____
8. Mark Antony, your feelings seem uncertain. Why have you married Octavius' sister when you say you love me? _____
9. Cleopatra, I have one question: Do you really love me? _____
10. Mark Antony, don't listen to stories that I am dead. They are a mistake. I am alive, and I miss you. _____



Interactive Exercise

List two examples for each question.

When might someone want to be vague?

1. _____

2. _____

When would one make a query?

1. _____

2. _____

When is it important to use shrewdness?

1. _____

2. _____

What is it easy to be inaccurate about?

1. _____

2. _____

What would you find at a lavish party?

1. _____

2. _____

What makes life hectic?

1. _____

2. _____

What brings bliss to your life?

1. _____

2. _____

What do you have ample of?

1. _____

2. _____

What makes you livid?

1. _____

2. _____

What activities are you devoted to?

1. _____

2. _____

HINT

Play with Words

To make reading and vocabulary fun, learn to enjoy using words in recreational contexts.

- Pick up the newspaper and do the crossword puzzle.
- Buy popular board games that are based on using words—for example, Scrabble, Boggle, or Scattergories. Invite your friends over to play.
- Play simple word games when traveling—for example, the first person says a word with at least five letters, and the next person must say a word that begins with the last letter of the previous word: *silent, temperature, easier, random*.
- Write cards, letters, or e-mail messages that play with language—for example, write a thank-you note that uses several synonyms to express what a “fun” time you had at a friend’s house or party: *delightful, entertaining, amusing, pleasurable*. Your friends will enjoy getting your letters or e-mail.

Word List

ample *adj.* plentiful; more than enough
[am' pəl]
bliss *n.* absolute joy; great happiness
[blis]
devote *v.* to promise; to give one's time or attention to
[di vōt']
hectic *adj.* busy and confused; chaotic; feverish
[hek' tik]
inaccurate *adj.* mistaken; incorrect
[in ak' yər it]
lavish *adj.* extravagant; abundant; generous
[lav' ish] *v.* to give or spend in large amounts

livid *adj.* 1. extremely angry; furious
2. of an abnormal color due to anger or illness
[liv' id]
query *n.* a question
v. to question; to ask
[kwēr' ē]
shrewdness *n.* intelligence; common sense
[shrōōd' nis]
vague *adj.* uncertain; not clearly expressed
[vāg]

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Simon Bolivar

(1783–1830)

From the Liberator's Journal*

November 1815

I am not **invincible**. I have had to flee here to Jamaica since my countrymen who are still loyal to Spain have taken back Caracas. The losses of the last five years have been an **affront** to my pride, but I have the **resolve** to continue. I will face all opposition and work to **secure** the freedom of South America. I want to establish a balance of powers based on the British model of government. My voice will be heard!

July 1825

My efforts have been rewarded. I have helped to free the upper section of Peru, and it has been renamed Bolivia in my honor. The wars are coming to an end. I can now devote my time to being the president of Colombia. For the last six years, the vice president has had to keep the country in order. During the **interim**, I have been busy as commander-in-chief of the military, but now I am ready to take on my political responsibilities. Some people have called me a **visionary**! I do see a wonderful future for South America. Now if only there is time to shape my ideas. My dear wife, Maria Teresa, I could cope better with the difficulties if you were here now. Why did you have to die so young? I will never marry again. What would you think of the name the people have given me, El Libertador?



May 1830

The last years have been dismal. I failed to create a union among the countries formerly controlled by Spain, and I could not satisfy the different groups in Colombia. Unfortunately, I had to become a dictator. The assassination attempt in 1828 terrified me! Finally, resignation was my only choice, and tomorrow I head into exile again. The doctors have finally identified my **malady**—I am sick with tuberculosis. I feel that my **demise** is close, but I do not want to be **morose**. I know that I helped to free my homeland, and after I die, if a monument is created to honor me, I hope the people will **inscribe** on it, "A man who fought for freedom, a man who wanted peace."

*Note: The journal entries are fictitious.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 134, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 139. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

to succeed in getting insult undefeatable time in between determination

- 1. **invincible** (line 2) _____
- 2. **affront** (line 3) _____
- 3. **resolve** (line 4) _____
- 4. **secure** (line 4) _____
- 5. **interim** (line 14) _____

Set Two

an illness miserable one with an unusual ability to look ahead death to write on

- 6. **visionary** (line 18) _____
- 7. **malady** (line 30) _____
- 8. **demise** (line 30) _____
- 9. **morose** (line 31) _____
- 10. **inscribe** (line 32) _____

Self-Tests

1 Put a T for true or F for false next to each statement.

- _____ 1. Waving at someone and saying "Hi" is usually considered an affront.
- _____ 2. Serving as president of an organization until a permanent president can be found is an example of an interim position.
- _____ 3. One might inscribe a message on an engagement ring.
- _____ 4. Locking your house can help to make it secure.
- _____ 5. A week of rain can make some people morose.
- _____ 6. The demise of a popular comedy club would make people happy.
- _____ 7. Being unsure about what color to paint a room shows resolve.
- _____ 8. Knowing what happened yesterday would show that you are a visionary.
- _____ 9. Cancer is a malady that attacks thousands of people.
- _____ 10. Losing ten games in a row would be the record of an invincible team.

2 Complete the sentences by using the vocabulary list below. Use each word once.

VOCABULARY LIST

inscribed	visionary	secure	invincible	resolved
malady	affront	interim	morose	demise

1. Mark Twain's _____ was mistakenly printed in a newspaper, causing him to respond, "The report of my death was an exaggeration."
2. While you look at shoes, I will spend the _____ trying on clothes.
3. If I were Superman, I would be _____ (except around Kryptonite).
4. Chester seems _____; he is always wearing a frown.
5. I was able to _____ tickets to the sold-out concert.
6. I can't believe the _____. That man just walked up to me and called me ugly.
7. I _____ a note in the book I gave my mother.
8. Malaria is a(n) _____ that is often found in jungle areas.
9. I consider Willa a(n) _____; things always turn out as she predicts.
10. The parties _____ the contract dispute after three months of arguing.

3 In Set One, match each term with its synonym. In Set Two, match each term with its antonym.

Synonyms

Set One

- | | |
|--------------------|------------|
| _____ 1. malady | a. safe |
| _____ 2. demise | b. disease |
| _____ 3. inscribe | c. death |
| _____ 4. secure | d. dreamer |
| _____ 5. visionary | e. carve |

Antonyms

Set Two

- | | |
|---------------------|---------------|
| _____ 6. interim | f. cheerful |
| _____ 7. invincible | g. compliment |
| _____ 8. resolve | h. permanent |
| _____ 9. morose | i. hesitate |
| _____ 10. affront | j. weak |

4 Finish the reading using the vocabulary words. Use each word once.

VOCABULARY LIST

malady	interim	visionary	inscribed	morose
demise	secure	affront	resolve	invincible

When I was a child, an old man told me a story about his fighting with Simon Bolivar. He said that one time Bolivar had to leave his troops for a month to take care of business in Colombia. During the (1) _____ the men got restless. When he returned he found them (2) _____: they had lost heart in their campaign. Bolivar had to restore their (3) _____. He addressed the troops: “The Spaniards’ actions are a(n) (4) _____ to our pride. All men have a right to freedom. Spain’s control is a(n) (5) _____ that has been eating at our land for too long. Do you still look to me as a(n) (6) _____ who foresees a better future for us? The Spaniards would be thrilled at the (7) _____ of our mission. Do you want that? Are you ready to (8) _____ your freedom?” The men yelled “Si!” They now felt (9) _____. Before they left the next morning, the old man (10) _____ the words, “Gracias, Simon” on a rock nearby. I always wanted to find that rock.



Interactive Exercise

Write two journal entries about an experience or event that was important to you. Use at least six of the vocabulary words in your entries.

Date:

Date:

Word Part Reminder

Below are a few short exercises to help you review the word parts you have been learning. Fill in the missing word part from the list, and circle the meaning of the word part found in each sentence. Try to complete the questions without returning to the Word Parts chapter. This reminder focuses on roots from all three Word Parts chapters. Refer to the Word Parts list on the inside back cover to find the page number if you need to look back at any of the chapters.

spect

path

lab

chron

1. To make sure we meet at the same time, let's syn_____ize our watches.
2. I knew Jenny wasn't feeling well after breaking up with her boyfriend, so I invited her over for ice cream and sym_____y.
3. My neighbor is a scientist, and he gets to work in a _____oratory, which sounds exciting to me.
4. Danny didn't see us sneak in the piñata or gifts; he doesn't su_____ a thing about his surprise party.

Word List

affront [ə frunt']	<i>n.</i> an insult <i>v.</i> to insult; to confront	resolve [ri zolv']	<i>n.</i> determination; a firm decision or plan <i>v.</i> 1. to make up one's mind; to decide firmly 2. to solve or settle, such as an argument
demise [di mīz']	<i>n.</i> death, the end of an activity	secure [si kyoor']	<i>v.</i> 1. to succeed in getting 2. to make safe <i>adj.</i> safe; reliable
inscribe [in skrīb']	<i>v.</i> to write or carve on a surface or page	visionary [vīzh' ən er' ē]	<i>n.</i> 1. one with an unusual ability to look ahead; a prophet 2. a dreamer; one given to impractical ideas
interim [in' tər əm]	<i>n.</i> time in between <i>adj.</i> temporary		
invincible [in vin' sə bəl]	<i>adj.</i> unconquerable; undefeatable; powerful		
malady [mal' ə də]	<i>n.</i> 1. an illness; a disease 2. a disagreeable condition		
morose [mə rōs']	<i>adj.</i> gloomy; miserable; depressed		

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

The First Female Candidate for President*

LETTERS TO THE EDITOR

November 1872

Dear Editor,

I was sorry to read your article that trumpeted the failure of Victoria Woodhull's presidential run. That



Woodhull had to end her **historic** bid for president by spending election night in jail is a crime. Woodhull was the first female candidate for president of the United States, and I hope not the last.

The **circumstances** surrounding her campaign were filled with unusual troubles. The **genesis** of Mrs. Woodhull's running for the highest office in this country may have come from her attendance at the 1869 National Female Suffrage Convention, which I also attended. Woodhull has been a strong promoter of equality for women. Some of Woodhull's ideas have been **offensive** to people, such as her support of free love. Her **claim** that the popular Reverend Beecher was unfaithful to his wife has also made several members of the public **irate**. The statements that have appeared in her paper, *Woodhull and Claflin's Weekly*, on Beecher's affair with his best friend's wife

are in part what led to her being arrested for sending obscene literature through the mail. A ridiculous charge! The Beecher family has been against Woodhull's campaign from the beginning.

I know Mrs. Woodhull realized that running for president was a difficult task, and she understood that to win she needed money and public support, both of which she had at one time. As the first female stockbroker, Woodhull was not **naïve** about financial matters. However, I am sure she did not sense how cruel some people would be and how they would set out to ruin her campaign and her life.

I hope Woodhull's disaster is not the **harbinger** of more ill will for women trying to enter politics. Women will no longer remain **spectators** in politics; we are ready to be participants. The public needs to understand that women will not **waver**. We are moving forward. Women will get the right to vote, and a woman will be president of the United States some day.

With hope for the future,

Elizabeth Cady Stanton

*Note: The letter is fictitious.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 140, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 145. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

insulting beginning famous in history statement
the conditions around an event

- 1. **historic** (line 9) _____
- 2. **circumstances** (line 14) _____
- 3. **genesis** (line 16) _____
- 4. **offensive** (line 22) _____
- 5. **claim** (line 24) _____

Set Two

people who watch angry to hesitate ignorant
a person or thing that announces the approach of another

- 6. **irate** (line 26) _____
- 7. **naive** (line 40) _____
- 8. **harbinger** (line 46) _____
- 9. **spectators** (line 48) _____
- 10. **waver** (line 50) _____

Self-Tests

1 Finish the sentences from a fictitious newspaper with the vocabulary words below. Use each word once.

VOCABULARY LIST

offensive genesis spectator naive harbinger
claims irate waver historic circumstances

- 1. The _____ Aspinaugh house is up for sale. The owner declares, "George Washington slept here!"
- 2. Family _____ have forced a candidate for mayor to withdraw from the race.
- 3. An investigation has revealed that the _____ of the city's financial problems stems from a decision made by the council five years ago.

VOCABULARY LIST

offensive	genesis	spectator	naive	harbinger
claims	irate	waver	historic	circumstances

- A new barbeque restaurant's odors have proven to be _____ to next door businesses. They report that the smell is unpleasant after several hours.
- A presidential candidate _____ there is a conspiracy against her campaign.
- Several townspeople in Majestic County are _____ over a proposal to increase taxes.
- Numcrous _____ people have recently been fooled by a phone-fraud scheme in the area.
- Forecasters predict that our early snowfall is a _____ of a long winter.
- A conservation group says they will not _____: the historic Warnken barn must be saved.
- A _____ fell from a tree while watching the Thanksgiving Day parade.

2 In each group, circle the word that does not have a connection to the other three words.

- | | | | |
|----------------|--------------|-----------|------------|
| 1. claim | declare | demand | deny |
| 2. harbinger | forerunner | harvest | approach |
| 3. irate | calm | angry | enraged |
| 4. simple | experienced | innocent | naive |
| 5. participant | viewer | spectator | observer |
| 6. condition | circumstance | fact | isolation |
| 7. offensive | pleasant | insulting | aggressive |
| 8. genesis | origin | result | start |
| 9. swing | waver | unsure | positive |
| 10. historic | notable | average | famous |

3 Match each sentence to the word it illustrates. Context clues are underlined to help you. Look for synonyms, antonyms, examples, or general meaning of a sentence. Use each word once.

Set One

VOCABULARY LIST

irate	offensive	historic	spectator	naive
-------	-----------	----------	-----------	-------

- "What an amazing throw! I'm so glad I came to see the game." _____
- "I thought he was polite, but he came up to me and said, "Your haircut is horrible." _____
- "I've never done this before." _____
- "I can't believe they made a mistake on my credit card bill again!" _____
- "This house was built in 1854. It is the oldest structure in town." _____

Set Two

VOCABULARY LIST

waver

claim

genesis

harbinger

circumstances

6. "Please take any items from the Lost and Found that belong to you by Friday; leftover items will be donated to a charity." _____
7. "The accident happened on a snowy morning on a deserted road." _____
8. "I hate to hesitate, but now that it is raining, I'm not sure I want to go." _____
9. "When the club began, it only had five people, and now it has two hundred." _____
10. "The birds are returning; spring can't be far behind." _____

4 For each set, complete the analogies. See Completing Analogies on page 5 for instructions and practice.

Set One

- | | |
|---------------------------------|---------------------------|
| 1. fear : fright :: _____ | a. unknown : historic |
| 2. cushion : chair :: _____ | b. being insulted : irate |
| 3. big date : dress up :: _____ | c. innocent : naive |
| 4. dirty : clean :: _____ | d. groundhog : harbinger |
| 5. oak : tree :: _____ | e. cash : circumstances |

Set Two

- | | |
|-------------------------------------|---------------------------------|
| 6. firm : solid :: _____ | f. sure : waver |
| 7. ate too much : full :: _____ | g. origin : genesis |
| 8. honey : sweet :: _____ | h. binoculars : spectator |
| 9. nervous : confident :: _____ | i. smell of a skunk : offensive |
| 10. racket : tennis player :: _____ | j. car accident : claim |

Interactive Exercise

Pretend you are a journalist covering Woodhull's presidential campaign. Using four of the vocabulary words, write questions you want to ask at her next press conference. Then pretend you are Woodhull and answer two of your questions using at least two of the vocabulary words in your responses.

Sample Questions: What would you do, Mrs. Woodhull, if you were president and an irate citizen started yelling at you while you were addressing a meeting?

Do you think the American people are naive about the problems facing the country?

Your Questions

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Woodhull's Responses

- 1. _____

- 2. _____

HINT

Tips for Enjoying Fiction

Readers enjoy a book more when they become involved with it. Try to put yourself in a novel or short story you are reading by imaging yourself in a character's situation. What would you do if you had to stop an alien invasion, cope with a broken heart, or solve a murder? Learn to appreciate the descriptions of the places in the story. Try to visualize yourself hiking through the jungle, cooking a big meal in the kitchen, or hiding under a bed. Look for the author's message as you read. Ask yourself what point the author is trying to get across. Do you agree or disagree with the author's point? By putting yourself in the story and thinking about the significance of events, you will want to keep reading to see what happens to the characters because now they and their world are a part of you.

Word List

<p>circumstance [sûr' kəm stans']</p>	<p><i>n.</i> 1. a fact or condition around an event (often plural) 2. (plural) one's financial condition</p>	<p>irate [ī rāt']</p>	<p><i>adj.</i> angry; enraged; furious</p>
<p>claim [klām]</p>	<p><i>n.</i> a statement, demand, or request <i>v.</i> 1. to declare, demand, or ask for 2. to obtain or take</p>	<p>naïve or naïve [nä ēv']</p>	<p><i>adj.</i> ignorant; innocent; simple</p>
<p>genesis [jen' ə sis]</p>	<p><i>n.</i> origin; beginning</p>	<p>offensive [ô fen' siv, ə-fen' siv]</p>	<p><i>adj.</i> 1. insulting; disgusting 2. aggressive; attacking <i>n.</i> aggressive action or attitude</p>
<p>harbinger [här' bin jər]</p>	<p><i>n.</i> a person or thing that announces the approach of another; forerunner</p>	<p>spectator [spek' tāt' ə]</p>	<p><i>n.</i> a person who watches</p>
<p>historic [his tōr' ik]</p>	<p><i>adj.</i> famous or important in history; notable</p>	<p>waver [wā' vər]</p>	<p><i>v.</i> 1. to be unsure; to hesitate 2. to swing or move back and forth 3. to shake, used of a sound</p>

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Star Athlete*

Yao Continues to Wow On and Off the Court

As the 2005 NBA season comes to a close, it's time to **reflect** on the remarkable career of Yao Ming, the 7 foot, 6 inch center for the Houston Rockets. He has had another successful year, finishing the regular season averaging 18.3 points and 8.4 rebounds.

Considering how much basketball has become a part of Yao's life, it is surprising that he was not ready to **immerse** himself in the game as a young child in Shanghai. Both his parents are over 6

feet and played basketball. His mother was captain of China's national women's team, and his father played with a local pro club in Shanghai. They both encouraged him to pursue basketball, but he wasn't interested until he was nine. He played in his first organized game when he was ten.

He joined the Shanghai Sharks in 1997 and played with them until he was drafted by Houston as a first-round draft pick in 2002. He has also played for the Chinese national team during the NBA offseason. In 2004 he helped China make it into the top eight teams at the Olympics in Athens. He had vowed not to shave for six months if his team did not make it into the final eight. With Yao's leadership, they succeeded by beating Serbia and Montenegro 67–66. But Yao's constant playing has made him **weary**. This spring he revealed that he was excited about having a summer free from playing and a chance to relax.

For professional athletes, it is **inevitable** that critics look at every **aspect** of their playing, and Yao gets no special treatment here. Stamina is **vital** to a top athlete, and Yao continues to tire too easily. As a child, running up and down the courts left him



winded, and critics note that endurance is still a problem. Yao's other main difficulty is his lack of aggressiveness. Yao needs to take a more dominant role on the court. On the other hand, Yao has worked on adding upper-body strength to match his lower-body muscle. And a summer off from playing could give Yao the time to work on conditioning.

Enthusiasm for Yao has been **unbridled** in China and in the U.S. Yao fan clubs are popular, and his fans have had

plenty of reasons to be **jubilant**. A few of Yao's many accomplishments include NBA All-Rookie First Team honors after averaging 13.5 points with 8.2 rebounds in the 2002–03 season, serving as the starting center for the Western Conference in the 2003 NBA All-Star game, and earning the Western Conference Player of the Week honors for March 8, 2004. Off the court, Yao is a Global Ambassador for the Special Olympics. Fan interest also spreads to wanting to know more personal information like his favorite color (blue), food (burgers and his mom's cooking), and hobbies (playing video games, music, and reading).

When Yao was picked to carry the flag for China at the 2004 Olympics, one Chinese official mentioned Yao's **integrity** and sense of humor as reasons he was chosen. His teammates also say he is a **congenial** fellow, and he even knows how to joke with the press. At one event, he told journalists that he would love to take each one of them to dinner—as long as their articles were complimentary. Yao's height and basketball skills put him in a different category from a lot of us, but he sounds like the kind of guy this journalist would love to share a burger with.

*Note: The article is fictitious.

Predicting

For each set, write the definition on the line next to the word to which it belongs. If you are unsure, return to the reading on page 146, and underline any context clues you find. After you've made your predictions, check your answers against the Word List on page 151. Place a checkmark in the box next to each word whose definition you missed. These are the words you'll want to study closely.

Set One

tired part to think seriously about unavoidable to surround

- 1. **reflect** (line 3) _____
- 2. **immerse** (line 14) _____
- 3. **weary** (line 33) _____
- 4. **inevitable** (line 36) _____
- 5. **aspect** (line 37) _____

Set Two

honesty friendly free important joyful

- 6. **vital** (line 38) _____
- 7. **unbridled** (line 54) _____
- 8. **jubilant** (line 57) _____
- 9. **integrity** (line 72) _____
- 10. **congenial** (line 73) _____

Self-Tests

1 Circle the correct meaning of each vocabulary word.

- | | | |
|-----------------------|--------------|-------------|
| 1. reflect: | to think | to act |
| 2. integrity: | truthfulness | dishonesty |
| 3. aspect: | phase | entire |
| 4. inevitable: | unavoidable | preventable |
| 5. vital: | unnecessary | essential |
| 6. weary: | tired | energetic |
| 7. immerse: | to absorb | to withdraw |
| 8. unbridled: | free | limited |
| 9. congenial: | pleasant | mean |
| 10. jubilant: | dejected | joyful |

2 Finish the sentences using the vocabulary words. Use each word once.

VOCABULARY LIST

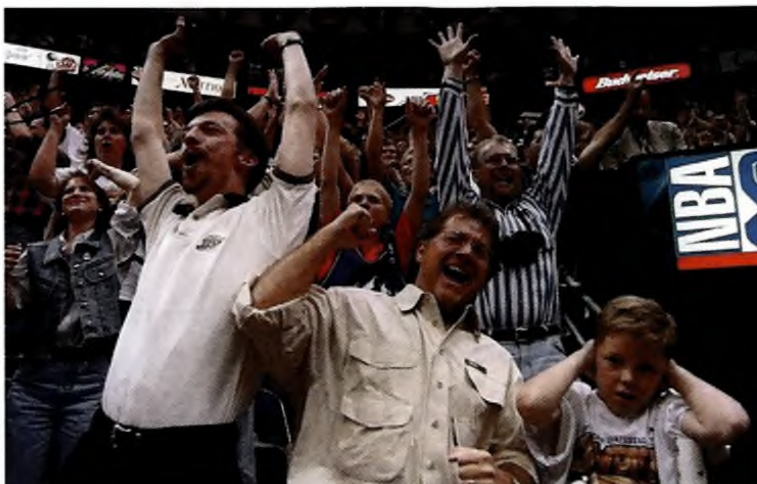
unbridled	weary	reflect	jubilant	inevitable
congenial	vital	integrity	aspect	immerse

1. It was _____ that we would have at least one argument on a six-week trip together.

2. This past weekend doesn't _____ my usual behavior; I rarely stay out until three in the morning.

3. His angry _____ warned me not to ask how his team did.

4. The athlete's _____ was refreshing; he had refused to use any kind of drugs his whole career.



5. I chose to live with a family because I wanted to _____ myself in the Spanish language while studying in Mexico.

6. Our hostess is so _____. She said we should help ourselves to anything we wanted to eat in her kitchen.

7. It is _____ that everyone stays with our group; it is easy to get lost in this huge stadium.

8. The crowd was _____ until the announcer said there might be a penalty, and the points wouldn't count.

9. The long speech was beginning to bore the _____ audience.

10. Get up, everyone! My excitement is _____. It's almost six, and we have so much to see!

3 Put a T for true or F for false next to each statement.

_____ 1. If you immerse yourself in your studies, you will usually do better in a class.

_____ 2. The way one dresses can reflect one's personality.

_____ 3. Being on time to pick someone up at the airport would show a person's integrity.

_____ 4. Fans would be jubilant about a season if their team lost all its games.

_____ 5. People's excitement can be unbridled when they win on a game show.

- _____ 6. Taking tests is an aspect of school that most students enjoy.
- _____ 7. Getting a good night's sleep usually makes people feel weary.
- _____ 8. It is inevitable that one will need to use a magnifying glass every day.
- _____ 9. It is vital to eat a big meal before going swimming.
- _____ 10. A congenial person is usually popular at parties.



4 Finish the analogies. See Completing Analogies on page 5 for instructions and practice. Use each word once.

VOCABULARY LIST

weary	reflect	vital	aspects	congenial
inevitable	jubilant	immerse	unbridled	integrity

1. laughter : contagious :: feelings : _____
2. doubt: believe :: _____ : avoidable
3. laugh : a joke :: _____ : a long drive
4. sense of humor : comedian :: _____ : teacher
5. a speeding ticket : mad :: an "A" on a paper : _____
6. sharpen a pencil : write :: turn up the music : _____
7. math or art : majors :: angry or friendly : _____
8. spend 12 hours a day at a job : overworked :: shaking hands : _____
9. query : to get an answer :: _____ : before buying a house
10. separate : unite :: unimportant : _____

Interactive Exercise

Answer the following questions.

1. How would a congenial person act?

2. What item in your bedroom reflects your interests or hobbies?

3. What issue do you feel it is vital all people be aware of?

4. What makes you weary?

5. What is an inevitable problem for most students?

6. What are two occupations that seem to lack integrity in recent years?

7. What activity do you have an unbridled enthusiasm for?

8. Where would you find jubilant people?

9. What aspect of college do you like most? Why?

10. What are two topics you would like to immerse yourself in?

Conversation Starters

Gather three to five friends or classmates, and use one or more of the conversation starters below. Before you begin talking, have each person write down six of the vocabulary words he or she will use during the conversation. Share your lists with each other to check that you did not all pick the same six words. Try to cover all of the words you want to study, whether you are reviewing one, two, or more chapters.

1. What other famous romantic couples can you think of besides Antony and Cleopatra?
2. What are some of the struggles a country must deal with when it is being liberated?
3. Do you think the United States will have a woman president in the next twelve years?
4. What athlete do you admire? Why?

Word List

<p>aspect [as'pekt]</p>	<p><i>n.</i> 1. a characteristic; a part; a phase 2. appearance to the eye or mind; look 3. an expression or attitude</p>	<p>jubilant [jʊb'ələnt]</p>	<p><i>adj.</i> joyful; thrilled</p>
<p>congenial [kən'jɛn'jəl]</p>	<p><i>adj.</i> friendly; pleasant; agreeable</p>	<p>reflect [ri'flekt']</p>	<p><i>v.</i> 1. to think seriously about 2. to mirror 3. to show as a result of what one does; to signal</p>
<p>immerse [i'mɜrs']</p>	<p><i>v.</i> to surround; to absorb</p>	<p>unbridled [unbrɪd'ɪd]</p>	<p><i>adj.</i> free; unrestricted; uncontrolled</p>
<p>inevitable [in'ev'ə'təbəl]</p>	<p><i>adj.</i> incapable of being prevented; unavoidable; certain <i>n.</i> something that is unavoidable</p>	<p>vital [vɪ'təl]</p>	<p><i>adj.</i> important; essential</p>
<p>integrity [in'teg'ri:tē]</p>	<p><i>n.</i> honesty; reliability; truthfulness; honor</p>	<p>weary [wɛr'ē]</p>	<p><i>adj.</i> tired; exhausted <i>v.</i> to tire; to grow tired</p>

Words to Watch

Which words would you like to practice with a bit more? Pick 3–5 words to study, and list them below. Write the word and its definition, and compose your own sentence using the word correctly. This extra practice could be the final touch to learning a word.

Word	Definition	Your Sentence
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Focus on Chapters 21–24

The following activities give you a chance to interact some more with the vocabulary words you've been learning. By looking at art, taking tests, answering questions, doing a crossword puzzle, and working with others, you will see which words you know well and which you still need to work with.

Art

Match each picture below with one of the following vocabulary words. Use each word once.

VOCABULARY LIST

spectator

livid

immerse

historic

weary

inscribe



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Self-Tests

1 Pick the word that best completes the sentence.

1. My brother is a _____; he is always dreaming up impractical inventions.
a. visionary b. spectator c. malady d. harbinger
2. Laurene _____ her free time to helping children learn to read.
a. lavishes b. immerses c. devotes d. resolves
3. Anthony showed his _____ when he bought low and sold high in the stock market.
a. demise b. shrewdness c. claim d. bliss
4. I took the time to _____ on how much I was studying and decided that I need to put more time into my school work if I want to learn anything.
a. waver b. affront c. immerse d. reflect
5. The candidate never _____, and after months of campaigning, she finally won the election.
a. secured b. immersed c. lavished d. wavered

2 Complete the following sentences using the vocabulary words. Use each word once.

a. vague

b. integrity

c. irate

d. secure

e. ample

1. I gave myself _____ time to drive to my grandmother's house, but I was still late because of a huge accident on the freeway that delayed me for three hours.
2. Karl was _____ that the store was closed—he really wanted a bag of chips.
3. Katy worked hard to _____ front row seats at the tennis tournament. They were not easy to get.
4. My professor thought my responses on the quiz were _____; she said I needed more details.
5. Sam's _____ was questioned when bags of the company's office supplies were found in the trunk of his car.

3 Finish the story using the vocabulary words below. Use each word once.

VOCABULARY LIST

affronted

circumstance

inaccurate

invincible

jubilant

lavish

malady

resolved

unbridled

waver

THE PARTY

I thought that throwing a party to show my appreciation to my friends for their support when I was ill would be easy: I was wrong. My preliminary estimate that it would cost about \$100 was way too low. I spent \$105 on decorations, plates, and games alone. I wasn't even planning a(n) (1)



party. I then (2) to make a firm budget. For a successful party with the funds I had available, I would need to plan carefully.

After the rush of getting ready for the party, I was (3) about how nice my house looked and how beautifully the food had turned out. I was encouraged that the party was going to be a(n) (4) success when the first guests complimented me on the food and decorations. Then something happened, and the mood of the party began to change as more people arrived. My awareness of the problem was slow, but I came to feel that there was tension in the room. I couldn't figure out what (5) was causing people to start whispering in small groups. To verify that something was going on, I asked my best friend for her opinion. Her voice began to (6) as she told me that someone had started a malicious story about me. I was (7) that someone would say mean things about me. How could one of my friends do that? I cautiously tried to find the identity of the person who was spreading the rumors. His or her cover, however, was (8).

Finally, I stood on a chair and said, "For the benefit of everyone here, I want to announce that the story circulating about me is (9). Someone has made a huge mistake about my (10). The support of my real friends during my illness has empowered me to speak out. I thought everyone here was a genuine friend, but obviously I was wrong. To those who really do care about me, thank you for coming to the party." As the clapping began, I heard the front door open and shut. I am still uncertain about who left, but I enjoyed the rest of the evening with great friends.

Interactive Exercise

Answer the following questions to further test your understanding of the vocabulary words.

1. What are two things that can make a day hectic?

2. What building or business would you hate to see the demise of in your community?

3. What is one of the most offensive smells to you?

4. What are two topics of conversation that would make you weary?

5. What is a sport where you would rather be a spectator than a participant? Why?

6. What activity fills you with bliss?

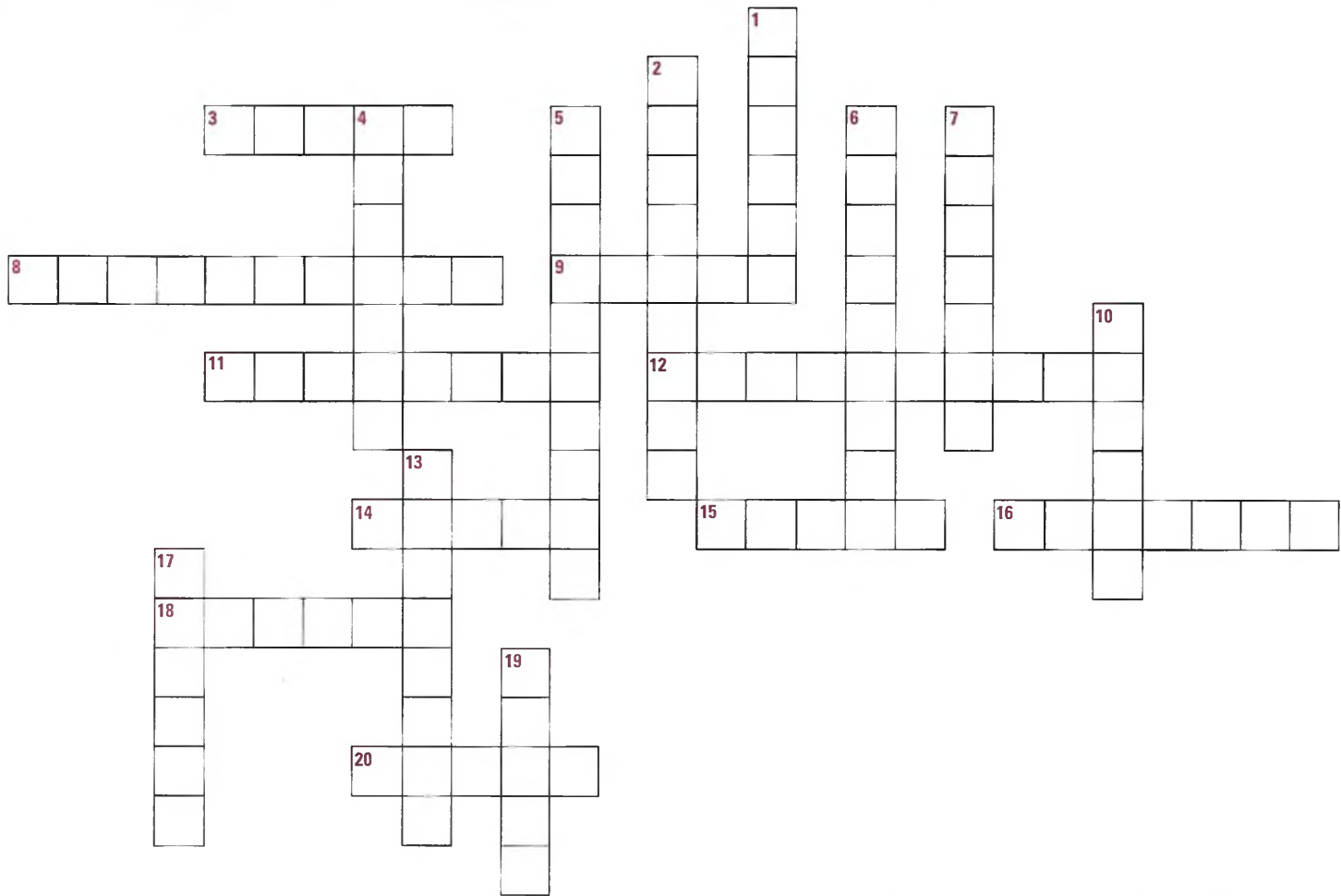
7. What are two activities you immersed yourself in when you were a child?

8. What activity or situation would make you morose?

9. What is a harbinger of spring in your area?

10. What are two situations where someone should try to be congenial?

Crossword Puzzle



Use the following words to complete the crossword puzzle. Use each word once.

VOCABULARY LIST

aspect	harbinger	interim	livid	resolve
claim	historic	invincible	morose	shrewdness
demise	inevitable	joyful	naïve	vague
genesis	integrity	lavish	query	vital

Across

3. a statement, demand, or request
8. intelligence
9. not clearly expressed
11. I'm thrilled you're coming to visit!
12. ex. Ironman, Wonder Woman
14. essential, such as breathing
15. to ask
16. I'm glad we got that argument settled.
18. a part or an attitude
20. extremely angry

Down

1. gloomy or miserable
2. reliability or truthfulness
4. temporary
5. unavoidable, like death and taxes
6. swimsuit sales: means summer's near
7. origin or beginning
10. death
13. notable, ex. Lewis and Clark's journey, the Great Wall of China
17. extravagant
19. innocent or simple

HINT

A World of Words

Keep your eyes open for new words. You will certainly encounter new words in the textbooks you read in college and in the lectures your professors give, but new words can be found everywhere. Don't turn off your learning when you leave the classroom. When you see a new word in the newspaper or on a poster downtown or even in a fortune cookie, use the strategies you have learned in this book: look for context clues around the new word, try to predict the meaning, and check the dictionary if you aren't sure of the meaning. No matter where you are or what age you may be, your vocabulary can continue to grow.

Mix It Up

Motivating with Music

If you enjoy music, select some of your favorite tunes and get together with four or five classmates to see how music can aid in learning. Besides the music, you will need something to play it on, paper, and pens.

Decide which words you want to study. If you are reviewing several chapters, each person should pick different vocabulary words to use so the group can cover more of the words. While the music plays, write a story that the music inspires using six or seven of the words to be studied (you may choose to write six or seven sentences each using a vocabulary word instead of writing a story). The ideas for the story or sentences may come from the tone of the music or the thoughts expressed in a song's lyrics. Share your stories or sentences with each other, and discuss the ideas the music brought out in relation to the vocabulary words. It is interesting to hear the similarities and differences the music inspires within the group. To review more words, pick another piece of music and do the activity again.

Classical music works well for this activity, but music related to a chapter may also serve as inspiration and possibly as a memory aid. For example, use love songs for Chapter 21, music from South America for Chapter 22, patriotic tunes or popular songs from the late 1800s for Chapter 23, and crowd-pumping music for Chapter 24. Have fun exploring how music, writing, and learning vocabulary can be creatively combined.



Glossary

A

- access** *n.* state of being able to approach or enter *v.* to get
- acquire** *v.* to get possession of; to obtain
- affront** *n.* an insult *v.* to insult; to confront
- allot** *v.* to give; to assign
- ample** *adj.* plentiful; more than enough
- analogy** *n.* a comparison; likeness
- anticipate** *v.* to look forward to; to expect
- antonym** *n.* word that means the opposite
- appease** *v.* 1. to calm, to soothe 2. to satisfy
- aptitude** *n.* 1. talent; ability 2. quickness in learning; intelligence
- aspect** *n.* 1. a characteristic; a part; a phase 2. appearance to the eye or mind; look 3. an expression or attitude
- assessment** *n.* testing; evaluation
- attitude** *n.* a way of thinking or behaving; outlook
- avid** *adj.* eager; enthusiastic
- awareness** *n.* alertness; consciousness; knowledge

B

- baffle** *v.* to confuse; to frustrate
- belabor** *v.* to overstress; to explain or work at excessively; to beat
- bliss** *n.* absolute joy; great happiness
- blurb** *n.* a short advertisement or notice, usually an admiring one

C

- chronicle** *v.* to record *n.* a chronological record of historical events
- chronological** *adj.* arranged in order of time; sequential
- circumstance** *n.* 1. a fact or condition around an event (often plural) 2. (plural) one's financial condition
- claim** *n.* a statement, demand, or request *v.* 1. to declare, demand, or ask for 2. to obtain or take

- clarify** *v.* to make clear; to explain
- clarity** *n.* clearness; brightness; easy to understand
- collaborative** *adj.* working together; working with other people
- colleague** *n.* co-worker; associate; partner
- compatible** *adj.* 1. capable of being in an agreeable situation with others; well-matched 2. capable of efficient operation with other elements
- confidential** *adj.* spoken or written for only a few people to know about; secret
- confront** *v.* to face head on
- congenial** *adj.* friendly; pleasant; agreeable
- consolidate** *v.* 1. to combine; to unite; to make more compact 2. to make secure or firm; strengthen
- constraint** *n.* limitation; restriction
- contention** *n.* 1. a determination to win in competition 2. an argument; an opinion
- context clues** *n.* words around another word that give hints about its meaning
- contradictory** *adj.* stating the opposite; conflicting; differing
- converge** *v.* to come together; to meet
- cooperate** *v.* to work together; to agree
- cope** *v.* to survive; to handle

D

- debt** *n.* something owed; an obligation
- declare** *v.* to announce formally; strongly assert
- dedicate** *v.* to devote
- dedication** *n.* 1. the state of being devoted to a cause 2. a message attached to a book or other artistic work to show thanks or respect 3. a ceremony to open a building
- delve** *v.* to investigate; to dig into
- demise** *n.* death; the end of an activity
- depletion** *n.* the act of decreasing something; reduction
- derive** *v.* 1. to obtain 2. to arrive at by reasoning 3. to come from a source; originate

devote *v.* to promise to give one's time or attention to
dilate *v.* to make larger or wider; to enlarge; to expand
diligent *adj.* steady and energetic; careful
disclose *v.* to make public
dismal *adj.* miserable; depressing; dull
disorganized *adj.* confused; messy; not having order

E

efficient *adj.* effective; well-organized
elaborate *v.* 1. to provide more information 2. to work out completely *adj.* planned with attention to details; complicated
elusive *adj.* tending to avoid or escape understanding or reach; hard to get hold of; mysterious
empathize *v.* to identify with another person's situation; to understand a person's feelings
empower *v.* to enable; to authorize; to permit
envision *v.* to picture mentally, especially future events; imagine; foresee
evident *adj.* easily seen; clear
exquisite *adj.* 1. beautiful; skillfully made; excellent 2. intense; sharp
exude *v.* to give off; to release; to project

F

factor *n.* a part that adds to an outcome or a situation; a cause; a component *v.* to consider as important when making a decision; a reason
faculty *n.* 1. teachers at a school, college, or university 2. the ability to do something
fluke *n.* a lucky chance; accidental good luck
fray *n.* 1. a fight or battle 2. a competition, especially in sports *v.* 1. to strain; to upset 2. to wear away by rubbing, such as the edges of cloth
frazzled *adj.* tired; exhausted

G

generate *v.* to start up; to develop; to create
genesis *n.* origin; beginning
genuine *adj.* real; true
global *adj.* involving the entire Earth; international
gullible *adj.* easily fooled; believing; trusting

H

harbinger *n.* a person or thing that announces the approach of another; forerunner
hectic *adj.* busy and confused; chaotic; feverish
historic *adj.* famous or important in history; notable

hone *v.* to sharpen; to work on *n.* a tool for sharpening cutting instruments

I

immerse *v.* to surround; to absorb
impartial *adj.* fair; unprejudiced
impassive *adj.* having a lack of interest; not showing emotion; expressionless
implausible *adj.* causing disbelief; unlikely; doubtful
impress *v.* to interest; to influence
inaccurate *adj.* mistaken; incorrect
incentive *n.* encouragement; something that motivates action or greater effort *adj.* motivating, as to action
inevitable *adj.* incapable of being prevented; unavoidable; certain
initiative *n.* the first step; the ability to start a plan
inquisitive *adj.* curious; eager for knowledge
inscribe *v.* to write or carve on a surface or page
integrity *n.* honesty; reliability; truthfulness; honor
intense *adj.* to an extreme degree; deep
intercede *v.* to request something for someone else; to intervene
interim *n.* time in between *adj.* temporary
intimidate *v.* to scare or frighten; to threaten
invest *v.* to use something for profit (for example, money or time)
invincible *adj.* unconquerable; undefeatable; powerful
irate *adj.* angry; enraged; furious
irrevocable *adj.* unchangeable; final; permanent

J

jeopardize *v.* to risk; to threaten
jubilant *adj.* joyful; thrilled
judicious *adj.* wise; having good judgment; careful

K

keen *adj.* 1. extremely alert or sensitive; sharp 2. eager; enthusiastic; intense 3. intelligent

L

laborious *adj.* 1. requiring hard work; difficult 2. hard-working; industrious
lament *v.* to express grief; to mourn
lavish *adj.* extravagant; abundant; generous *v.* to give or spend in large amounts
livid *adj.* 1. extremely angry; furious 2. of an abnormal color due to anger or illness

M

- malady** *n.* 1. an illness; a disease
2. a disagreeable condition
- malevolent** *adj.* wishing or producing evil or harm on others; mean
- malicious** *adj.* feeling or showing a desire to harm another; hateful; mean
- management** *n.* 1. the ability to control something 2. the people who direct a business
- maneuver** *v.* 1. to manage with skill 2. to steer in various directions as needed 3. to scheme
n. 1. an act of changing directions as needed
2. a skillful move, especially demonstrated by trickiness
- manipulative** *adj.* using for one's own purposes; controlling
- manuscript** *n.* a document, generally handwritten
- moderation** *n.* avoidance of extremes; control
- morose** *adj.* gloomy; miserable; depressed

N

- naive or naïve** *adj.* ignorant; innocent; simple
- networking** *n.* 1. a supportive method of sharing information among people with shared interests 2. the creation of a computer network
- nimble** *adj.* 1. quick and light in movement; lively 2. quick to think or comprehend

O

- offensive** *adj.* 1. insulting; disgusting 2. aggressive; attacking *n.* aggressive action or attitude
- opportune** *adj.* 1. favorable; appropriate
2. convenient; well-timed
- opposition** *n.* 1. conflict; resistance 2. a competitor, enemy, or challenger
- option** *n.* choosing; choice; alternative; the thing chosen
- orientation** *n.* program intended to help people adapt to a new environment
- overextend** *v.* to promise more (money, time, etc.) than one can deliver; to try to do too much

P

- passionate** *adj.* having strong emotions; enthusiastic; loving
- pertinent** *adj.* related; important; to the point
- pheromone** *n.* a chemical released by an animal that influences behavior or development in others of the same type
- philosophy** *n.* 1. values; beliefs one lives by
2. the study or love of knowledge 3. a calm attitude

- phonics** *n.* a reading method in which letters are associated with their sounds or pronunciation
- precarious** *adj.* 1. insecure; dangerously lacking security 2. subject to change
- preclude** *v.* to keep from happening; to prevent
- predicament** *n.* a difficult, embarrassing, or ridiculous situation
- preliminary** *adj.* beginning; introductory
- prescribe** *v.* to give as a rule or guide; to recommend the use of
- prioritize** *v.* to place in order of importance
- procrastinate** *v.* to postpone; to put off

Q

- quandary** *n.* a confused state; a difficulty
- query** *n.* a question *v.* to question; to ask

R

- rapproach** *n.* a relationship or connection, especially one involving trust
- reflect** *v.* 1. to think seriously about
2. to mirror 3. to show as a result of what one does; to signal
- regimen** *n.* a plan; discipline
- remiss** *adj.* careless or slow in meeting one's responsibilities; inattentive
- reputable** *adj.* respectable; honorable; trustworthy
- resolve** *n.* determination; a firm decision or plan
v. 1. to make up one's mind; to decide firmly
2. to solve or settle, such as an argument
- resume, résumé, resumé** *n.* a brief document of skills and experiences prepared by a job applicant; a summary
- retain** *v.* to hold; to keep; to remember
- retrospect** *n.* looking back at the past *v.* to look back on; to remember
- revive** *v.* 1. to regain health 2. to restore to use; to renew 3. to bring back to life

S

- secure** *v.* 1. to succeed in getting 2. to make safe
adj. safe; reliable
- sedentary** *adj.* requiring a lot of sitting; getting little exercise; inactive
- seminar** *n.* a meeting or class for discussion of a specific subject
- shrewdness** *n.* intelligence; common sense
- spectator** *n.* a person who watches
- speculate** *v.* to suppose; to wonder; to think curiously about

stimulate *v.* to excite; to inspire; to cause to do
surmise *v.* to guess; to suspect; to assume *n.* a suspicion; a theory
symbolize *v.* to represent; to mean
synchronize *v.* 1. to function together; to match
2. to happen at the same time; to cause to show the same time
synonym *n.* word with a similar meaning

T

tangible *adj.* 1. possible to understand or accomplish 2. possible to touch; real
tenacious *adj.* holding fast; stubborn; tough; firm
tenuous *adj.* slight; weak; thin
thwart *v.* 1. to prevent; to stop 2. to frustrate
trend *n.* a general direction in which something tends to move; a leaning

U

unbridled *adj.* free; unrestricted; uncontrolled
uncertain *adj.* not known; doubtful; undecided

V

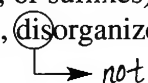
vague *adj.* uncertain; not clearly expressed
verify *v.* to prove the truth of; to confirm
vie *v.* to compete for something; to struggle
visionary *n.* 1. one with an unusual ability to look ahead; a prophet 2. one given to impractical ideas; a dreamer *adj.* not currently possible
vital *adj.* important; essential

W

waver *v.* to be unsure; to hesitate 2. to swing or move back and forth 3. to shake, used of a sound
weary *adj.* tired; exhausted *v.* to tire; to grow tired

Create Your Own Flash Cards

Using flash cards can be an immensely helpful way to study vocabulary words. The process of making the flash cards will aid you in remembering the meanings of the words. Index cards work well as flash cards, or use the following flash card templates to get you started. Put the word and the pronunciation on the front of the card. Elements you may want to include on the back of the cards will vary according to the word and your preferred learning style. Consider the ideas below, and find what works best for you.

1. **The part of speech:** Write an abbreviation for the part of speech, such as *n.* for noun or *v.* for verb. This addition will help when you are writing sentences.
2. **A simple definition:** Use the definitions in the book or modify them to something that has meaning for you. Use a definition you can remember.
3. **A sentence:** Make up your own sentence that correctly uses the word. Try to use a context clue to help you remember the word. It might help to put yourself or friends in the sentences to personalize your use of the word. If you really like a sentence from the book, you can use that too.
4. **A drawing:** If you are a visual learner, try drawing the word. Some words especially lend themselves to this method. Your drawing doesn't have to be fancy; it should just help you remember the meaning of the word.
5. **A mnemonic (ni mon' ik) device:** These are methods to help your memory. They can be rhymes, formulas, or clues. For example: Stationery with an *e* is the kind that goes in an envelope. Make up any connections you can between the word and its meaning.
6. **Highlight word parts:** Circle one or more word parts (prefixes, roots, or suffixes) that appear in the word, and write the meaning(s) next to the word part: for example, disorganized. See the Word Parts chapters in the text for more on word parts.


Whatever you do, make the cards personally meaningful. Find the techniques that work for you, and use them in creating your cards. Then make the time to study the cards. Carry them with you, and study any chance you get. Also, find someone who will be tough in quizzing you with the cards. Have the person hold up a card, and you give the meaning and use the word in a sentence. Don't quit until you are confident that you know what each word means.

Sample card

Front

audible

[ô də bəl]

Back

adj. loud enough to hear

*Even though she was whispering,
Liz's comments were audible
across the room.*



Word List

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