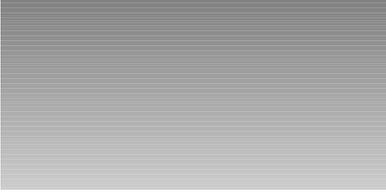


# VOCABULARY

*for the High School Student*

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FOURTH EDITION



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4. **Flu, Fluc, Flux** fluent, fluctuate, etc. 243
5. **Gen, Gener, Genit** engender, genre, etc. 244
6. **Greg** aggregate, congregation, etc. 244
7. **Here, Hes** adhere, coherence, etc. 245
8. **Lateral** multilateral, unilateral, etc. 246
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17. **Solv, Solu, Solut** resolve, soluble, etc. 264
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4. **Pan, Panto** panacea, pantomine, etc. 283
5. **Chron, Chrono** chronicle, chronology, etc. 284
6. **Mania** kleptomania, pyromania, etc. 285
7. **Ped** encyclopedia, pedagogue, etc. 286
8. **Ortho** orthodox, orthopedist, etc. 288
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# Learning New Words From the Context

## *What is the context?*

The context is the part of a passage in which a particular word is used and which helps to explain that word. Suppose you were asked for the meaning of *bear*. Could you give a definite answer? Obviously not, for *bear*, as presented to you, has no context.

But if you were asked to define *bear* in the phrase “polar bear,” you would immediately know it refers to an animal. Or, if someone were to say, “Please stop that whistling—I can’t bear it,” you would know that in this context *bear* means “endure” or “stand.”

## *Why is the context important?*

An important point for those of us who want to enlarge our vocabularies is this: the context can give us the meaning not only of familiar words like *bear*, but also of unfamiliar words.

Suppose, for example, you were asked for the meaning of *valiant*. You might not know it, unless, of course, you already had a fine vocabulary. But if you were to meet *valiant* in the following context, you would have a very good chance of discovering its meaning:

“Cowards die many times before their deaths; The valiant never taste of death but once.”

—WILLIAM SHAKESPEARE

From the above context, you can tell that the author is contrasting two ideas—“cowards” and “the valiant.” Therefore, “the valiant” means the opposite of “cowards,” namely “brave people.” *Valiant* means “brave.”

### ***In what ways will this chapter benefit you?***

This chapter will show you how to get the meaning of unfamiliar words from the context. Once you learn this skill, it will serve you for the rest of your life in two important ways: (1) it will keep enlarging your vocabulary, and (2) it will keep making you a better and better reader.



Part  
1

## Contexts With Contrasting Words

### *Pretest 1*

Each passage below contains a word in italics. If you read the passage carefully, you will find a clue to the meaning of this word in an opposite word (antonym) or a contrasting idea.

For each passage, write on your paper (a) the clue that led you to the meaning and (b) the meaning itself. The answers to the first two passages have been inserted as examples.

1. It is the responsibility of every driver to be entirely *sober* at all times. Drunk drivers pose a danger to themselves, to their passengers, and to everyone else on the road.
  - a. CLUE: *sober* is the opposite of “drunk”
  - a. MEANING: *sober* means “not drunk”

2. One sandwich for lunch usually *suffices* for you, but for me it is not enough.
  - a. CLUE: ***suffices* is in contrast with “is not enough”**
  - b. MEANING ***suffices* means “is enough”**
3. Plastic dishes last a long time because they are unbreakable. Ordinary china is very *fragile*.
4. Our tennis coach will neither *confirm* nor deny the rumor that she is going to be the basketball coach next year.
5. Don't *digress*. Stick to the topic.
6. Your account of the fight *concur*s with Joanne's but differs from the accounts given by the other witnesses.
7. “I greatly fear your presence would rather increase than *mitigate* his unhappy fortunes.”  
—JAMES FENIMORE COOPER
8. Roses in bloom are a common sight in summer, but a *rarity* in late November.
9. The tables in the restaurant were all occupied, and we waited more than ten minutes for one to become *vacant*.
10. There are few theaters here, but on Broadway there are theaters *galore*.
11. “I do not *shrink* from this responsibility; I welcome it.”  
—JOHN FITZGERALD KENNEDY
12. Ruth is an experienced driver, but Harry is a *novice*; he began taking lessons just last month.
13. A bank teller can usually tell the difference between genuine \$100 bills and *counterfeit* ones.
14. When I ask Theresa to help me with a *complicated* assignment, she makes it seem so easy.
15. On the wall of my room I have a copy of Rembrandt's “The Night Watch”; the *original* is in the Rijks Museum in Amsterdam.
16. “Friends, Romans, countrymen, lend me your ears;/I come to bury Caesar, not to praise him./The evil that men do lives after them;/The good is oft *interred* with their bones;/So let it be with Caesar.”—WILLIAM SHAKESPEARE

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17. In some offices, work comes to a halt at noon and does not *resume* until 1 P.M.
18. When we got to the beach, my sister and I were *impatient* to get into the water, but Dad was not in a hurry.
19. Off duty, a police officer may wear the same clothes as a *civilian*.
20. The candidate spoke for less than 20 minutes. At first, the audience appeared friendly and supportive, nodding and occasionally applauding. Before long, however, listeners turned *hostile*, voicing their disapproval with shouts and boos.

## Study Your Lesson Words, Group 1

### WORD

### MEANING AND TYPICAL USE

**civilian** (*n.*)  
sə-ˈvil-yən

person who is not a member of the military, or police, or firefighting forces  
Eight of the passengers were soldiers and one was a marine; the rest were *civilians*.

**complicated** (*adj.*)  
ˈkäm-plə-,kā-təd

hard to understand; elaborate; complex; intricate  
If some of the requirements for graduation seem *complicated*, ask your guidance counselor to explain them to you.

**concur** (*v.*)  
kən-ˈkər

agree; coincide; be of the same opinion  
The rules of the game require you to accept the umpire's decision, even if you do not *concur* with it.

**confirm** (*v.*)  
kən-ˈfərm

state or prove the truth of; substantiate; verify  
My physician thought I had broken my wrist, and an X-ray later *confirmed* his opinion.

**confirmation** (*n.*)

proof; evidence; verification

**digress** (*v.*)  
dī-ˈgres

turn aside; get off the main topic; deviate  
At one point, the speaker *digressed* to tell of an incident in her childhood, but then she got right back to the topic.

<b>fragile</b> ( <i>adj.</i> ) 'fra-jəl	easily broken; breakable; weak; frail The handle is <i>fragile</i> ; it will easily break if you use too much pressure.
<b>galore</b> ( <i>adj.</i> ) gə-'lɔr	aplenty; in abundance; plentiful; abundant (galore always follows the word it modifies) There were no cabs on the side streets, but on the main street there were cabs <i>galore</i> .
<b>genuine</b> ( <i>adj.</i> ) 'jen-yə-wən	actually being what it is claimed or seems to be; true; real; authentic The oil painting looked <i>genuine</i> , but it proved to be a copy of the original.
<b>hostile</b> ( <i>adj.</i> ) 'häs-təl	of or relating to an enemy or enemies; unfriendly; inimical In the heat of battle, allies are sometimes mistaken for <i>hostile</i> forces.
<b>impatient</b> ( <i>adj.</i> ) im-'pā-shənt	not patient; not willing to bear delay; fretful; anxious Five minutes can seem like five hours when you are <i>impatient</i> .
<b>inter</b> ( <i>v.</i> ) in-'tər	put into the earth; bury; entomb Many American heroes are <i>interred</i> in Arlington National Cemetery.
<b>interment</b> ( <i>n.</i> )	burial; entombment; sepulture
<b>mitigate</b> ( <i>v.</i> ) 'mi-tə-,gāt	make less severe; lessen; alleviate; soften; relieve With the help of novocaine, your dentist can greatly <i>mitigate</i> the pain of drilling.
<b>novice</b> ( <i>n.</i> ) 'nä-vəs	one who is new to a field or activity; beginner; apprentice; neophyte; tyro There are two slopes: one for experienced skiers and one for <i>novices</i> .
<b>original</b> ( <i>n.</i> ) ə-'rij-ə-nəl	work created firsthand from which copies are made; prototype; archetype This is a copy of THANKSGIVING TURKEY by Grandma Moses. The <i>original</i> is in the Metropolitan Museum of Art.

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<b>original</b> ( <i>adj.</i> )	1. belonging to the beginning; first; earliest; initial; primary Miles Standish was one of the <i>original</i> colonists of Massachusetts; he came over on the "Mayflower." 2. inventive; creative
<b>originality</b> ( <i>n.</i> )	freshness; novelty; inventiveness
<b>rarity</b> ( <i>n.</i> ) 'rar-ə-tē	something uncommon, infrequent, or rare Rain in the Sahara Desert is a <i>rarity</i> .
<b>resume</b> ( <i>v.</i> ) ri-'zūm	1. begin again School closes for the Christmas recess on December 24 and <i>resumes</i> on January 3. 2. retake; reoccupy Please <i>resume</i> your seats.
<b>shrink</b> ( <i>v.</i> ) 'shriŋk	1. draw back; recoil; wince Wendy <i>shrank</i> from the task of telling her parents about the car accident, but she finally got the courage and told them. 2. become smaller; contract Some garments <i>shrink</i> in washing.
<b>sober</b> ( <i>adj.</i> ) 'sō-bər	1. not drunk; not intoxicated Someone who has been drinking should not drive, even if he or she feels <i>sober</i> . 2. earnest; serious; free from excitement or exaggeration When he learned of his failure, George thought of quitting school. But after <i>sober</i> consideration, he realized that would be unwise.
<b>suffice</b> ( <i>v.</i> ) sə-'fīs	be enough, adequate, or sufficient; serve; do I had thought that \$60 would <i>suffice</i> for my school supplies. As it turned out, it was not enough.
<b>vacant</b> ( <i>adj.</i> ) 'vā-kənt	empty; unoccupied; tenantless; not being used I had to stand for the first half of the performance because I could not find a <i>vacant</i> seat.
<b>vacancy</b> ( <i>n.</i> )	unfilled position; unoccupied apartment or room

## Apply What You Have Learned



### EXERCISE 1.1: SENTENCE COMPLETION

Write the required lesson word on your answer paper. *Resume* is the answer to question 1.

1. The showers have just stopped, but they may soon ?.
2. Their directions were ?; yours were easy to follow.
3. Why are you ? to me? Aren't we friends?
4. We hope to move in as soon as there is a(n) ? apartment.
5. Experts can tell the difference between a copy and the ?.
6. How many more chairs do you need? Will five ??
7. Paul doesn't play tennis as well as Amy; he is a(n) ?.
8. If you ?, you will waste our time. Stick to the topic.
9. There is only one ? on the committee; the other members are all army officers.
10. It may be unpleasant, but we must not ? from doing our duty.
11. Jobs, then, were not plentiful; now, there are openings ?.
12. Is there a way to ? the pain? It is very severe.
13. What evidence do you have to ? your claim?
14. These cups are ?; handle them with care.
15. Cemetery workers were instructed to ? the deceased immediately after the service.



### EXERCISE 1.2: SYNONYMS

Eliminate repetition by replacing the boldfaced word or words with a **synonym** from your lesson words. The answers to the first two items are *original* and *sober*.

1. Who lived here first? Were you the **first** tenant?
2. He is not **drunk**; don't accuse him of drunkenness.
3. I wanted to wait a day, but they were **unwilling to wait**.
4. She has just begun to learn to swim, Are you a **beginner**, too?

5. Stick to the topic. Don't **get off the topic**.
6. A dozen is more than enough. Even six would **be enough**.
7. I tried to be friendly, though they seemed **unfriendly**.
8. You lack proof. There is no witness to **prove** your story.
9. All rooms are occupied; not a single one is **unoccupied**.
10. This is really a great buy. It's a **real** bargain.



### EXERCISE 1.3: ANTONYMS

On your answer paper, enter the lesson word most nearly the **opposite** of the boldfaced word or words. The first answer is *original*.

1. This **copy** is so good that it looks like the ?.
2. Trees were once a **common sight** here; now they are a(n) ?.
3. The carpenter is a **veteran**, but his helper is a(n) ?.
4. Her ? attitude shows she is not **sympathetic** to our cause.
5. Is the auditorium **being used**, or is it ?.
6. Our opinions now ?; we no longer **disagree**.
7. I can neither ? your statement nor **deny** it.
8. Say nothing to **intensify** his fears; try to ? them.
9. Out of uniform, a **soldier** looks like an ordinary ?.
10. When we are **excited**, we are not capable of ? judgment.



### EXERCISE 1.4: CONCISE WRITING

On your answer paper, express the thought of each sentence in **no more than four words**, as in 1, below.

1. The people living next door to us were unwilling to put up with delay.  
*Our neighbors were impatient.*
2. People who are new to a field or activity need a great deal of help.
3. Rita misplaced the document from which the copies were made.
4. Which is the apartment that no one is living in at the present time?
5. Jones is not a member of the military, or police, or firefighting forces.



## EXERCISE 1.5: SYNONYM SUMMARY

Each line, when completed, should have three words similar in meaning. The parentheses indicate the number of missing letters. On your answer paper, write the *complete* words. Answers to the first line are **empty, tenantless, and vacant**.

- |                    |                      |                    |
|--------------------|----------------------|--------------------|
| 1. em (1) ty       | ten (1) ntless       | v (1) cant         |
| 2. abund (1) nt    | pl (2) t (1) ful     | g (1) l (1) re     |
| 3. compl (1) x     | intr (1) cate        | com (2) ic (2) ed  |
| 4. pr (2) f        | ev (1) dence         | veri (2) at (1) on |
| 5. b (1) ry        | ent (2) b            | (3) er             |
| 6. neoph (1) te    | t (1) ro             | no (2) ce          |
| 7. nov (1) lty     | inv (1) ntiveness    | o (2) gin (2) ity  |
| 8. ser (1) ous     | (2) rnest            | sob (2)            |
| 9. an (1) ious     | fr (1) tful          | im (2) t (2) nt    |
| 10. br (2) kable   | fr (2) l             | frag (2) e         |
| 11. unfr (2) ndly  | inim (1) cal         | hos (2) le         |
| 12. all (1) viate  | rel (2) ve           | mit (1) iate       |
| 13. ver (1) fy     | substant (2) te      | con (2) rm         |
| 14. r (2) l        | (2) thentic          | gen (2) ne         |
| 15. rec (2) l      | w (1) nce            | sh (2) nk          |
| 16. proto (2) pe   | arch (1) type        | (1) riginal        |
| 17. agr (2)        | coin (1) ide         | con (2) r          |
| 18. anim (1) sity  | u (1) fr (3) dliness | hosti (2) ty       |
| 19. entom (1) ment | sep (1) lture        | int (2) ment       |
| 20. s (1) rve      | d (1)                | su (2) ice         |



## EXERCISE 1.6: ANALOGIES

Which lettered pair of words—*a*, *b*, *c*, *d*, or *e*—most nearly expresses the same relationship as the capitalized pair? Write the letter of your answer on separate paper. The first three analogy questions have been explained to guide you, and their answers are (b), (a), and (e).

### 1. CONFIRM : DENY

- |                           |                              |
|---------------------------|------------------------------|
| <i>a.</i> concur : agree  | <i>b.</i> succeed : fail     |
| <i>c.</i> greet : welcome | <i>d.</i> disinter : unearth |
| <i>e.</i> recoil : shrink |                              |

*Explanation:* To **confirm** is the opposite of to **deny**. To **succeed** is the opposite of to **fail**.

### 2. NEOPHYTE : EXPERIENCE

- |                                   |                              |
|-----------------------------------|------------------------------|
| <i>a.</i> fool : judgment         | <i>b.</i> pedestrian : foot  |
| <i>c.</i> superstar : recognition | <i>d.</i> motorist : license |
| <i>e.</i> expert : skill          |                              |

*Explanation:* A **neophyte** lacks **experience**. A **fool** lacks **judgment**.

### 3. COMPLEX : UNDERSTAND

- |                                |                              |
|--------------------------------|------------------------------|
| <i>a.</i> painless : endure    | <i>b.</i> tasty : consume    |
| <i>c.</i> inexpensive : afford | <i>d.</i> available : obtain |
| <i>e.</i> vivid : forget       |                              |

*Explanation:* Something that is **complex** is hard to **understand**. Something that is **vivid** is hard to **forget**.

### 4. SOBER : INTOXICATED

- |                           |                               |
|---------------------------|-------------------------------|
| <i>a.</i> weak : frail    | <i>b.</i> fretful : restless  |
| <i>c.</i> rude : impolite | <i>d.</i> inimical : friendly |
| <i>e.</i> weird : strange |                               |

### 5. IMPATIENT : WAIT

- |                                 |                              |
|---------------------------------|------------------------------|
| <i>a.</i> gossipy : talk        | <i>b.</i> undecided : do     |
| <i>c.</i> stubborn : compromise | <i>d.</i> industrious : work |
| <i>e.</i> obliging : assist     |                              |

## 6. INTENSIFY : MITIGATE

- |                                 |                             |
|---------------------------------|-----------------------------|
| <i>a.</i> prohibit : permit     | <i>b.</i> deviate : digress |
| <i>c.</i> verify : substantiate | <i>d.</i> deny : contradict |
| <i>e.</i> relieve : alleviate   |                             |

## 7. FRAGILE : BREAK

- |                              |                                 |
|------------------------------|---------------------------------|
| <i>a.</i> inflexible : bend  | <i>b.</i> rubbery : chew        |
| <i>c.</i> rare : find        | <i>d.</i> uncomplicated : grasp |
| <i>e.</i> cumbersome : carry |                                 |

## 8. CREATIVE : ORIGINALITY

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| <i>a.</i> hostile : rancor       | <i>b.</i> selfish : generosity       |
| <i>c.</i> sympathetic : ill will | <i>d.</i> unappreciative : gratitude |
| <i>e.</i> frail : stamina        |                                      |

## 9. INTRICATE : SIMPLE

- |                               |                                |
|-------------------------------|--------------------------------|
| <i>a.</i> vacant : unoccupied | <i>b.</i> abundant : scarce    |
| <i>c.</i> authentic : genuine | <i>d.</i> pleasant : agreeable |
| <i>e.</i> uncommon : rare     |                                |

## 10. CIVILIAN : COMBAT

- |                                  |                              |
|----------------------------------|------------------------------|
| <i>a.</i> runner : marathon      | <i>b.</i> accomplice : guilt |
| <i>c.</i> passenger : navigation | <i>d.</i> singer : chorus    |
| <i>e.</i> guest : celebration    |                              |

**EXERCISE 1.7: COMPOSITION**

Answer in a sentence or two.

1. Why should a person handling fragile objects always be sober?
2. When might you resume a friendship with someone who had been hostile to you?
3. How might the police confirm that someone had indeed been interred?
4. In what situation might you become impatient when someone begins to digress?
5. Would a novice mechanic suffice to work on a very complicated engine? Explain.