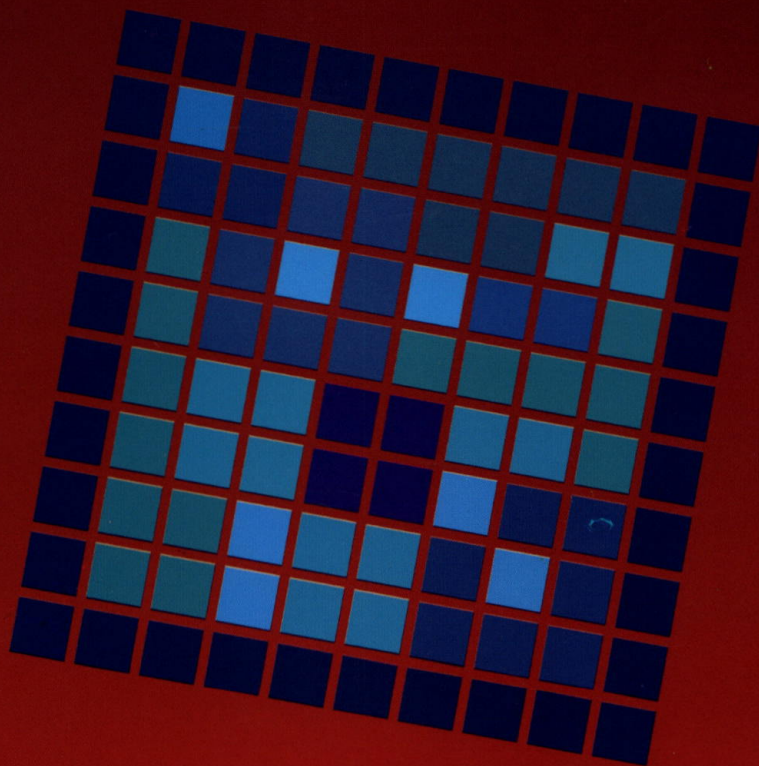


VOCABULARY

for the High School Student



HAROLD LEVINE ■ NORMAN LEVINE ■ ROBERT T. LEVINE

AN AMSCO PUBLICATION

VOCABULARY

for the High School Student

FOURTH EDITION

HAROLD LEVINE

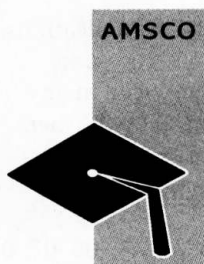
*Chairman Emeritus of English,
Benjamin Cardozo High School, New York*

NORMAN LEVINE

*Associate Professor of English,
City College of the City University of New York*

ROBERT T. LEVINE

*Professor of English,
North Carolina A & T State University*



Amsco School Publications, Inc.
315 Hudson Street, New York, N.Y. 10013

برای دانلود نسخه کامل کلیک کنید

Text and Cover Design: One Dot Inc.

Composition: Brad Walrod/High Text Graphics, Inc.

Please visit our Web site at: www.amscopub.com

When ordering this book, please specify:

*Either **R 788 P** or*

VOCABULARY FOR THE HIGH SCHOOL STUDENT

ISBN: 1-56765-127-5

NYC Item 56765-127-4

Copyright © 2005 by Amsco School Publications, Inc.

No part of this book may be reproduced in any form
without written permission from the publisher.

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10 11 10 09 08 07 06 05



Preface

The principal aim of this updated and enlarged edition is to help high school students build a superior vocabulary and learn the skills of critical thinking, close reading, and concise writing. The exercises in this edition have been written expressly to teach these and other desirable skills at the same time as vocabulary.

Like its predecessors, this edition involves students in a variety of vocabulary-enriching activities in chapter after chapter.

Learning New Words From the Context (Chapter 1) presents one hundred sixty short passages in which unfamiliar words can be defined with the help of clues in the context. By teaching students how to interpret such clues, this chapter provides them with an indispensable tool for vocabulary growth and, at the same time, *makes them better readers*.

Enlarging Vocabulary Through Central Ideas (Chapter 2) teaches twenty groups of related words. In the EATING group, students learn *condiment, glutton, palatable, succulent, voracious*, and other *eating* words. Each word studied in such a group helps students learn other words in the group.

Enlarging Vocabulary Through Anglo-Saxon Prefixes (Chapter 3) teaches words beginning with eight Anglo-Saxon prefixes, like FORE-, meaning "before," "beforehand," or "front." Knowing FORE-, students can more readily understand *forearm, forebear, foreboding, foreshadow, foreword*, etc.

Enlarging Vocabulary Through Latin Prefixes (Chapter 4) does the same with twenty-four Latin prefixes. It is easier for students to understand *discontent*, *discredit*, *disintegrate*, *dispassionate*, and *disrepair* when they know that the prefix DIS- means "opposite of."

Enlarging Vocabulary Through Latin Roots (Chapter 5) teaches words derived from twenty Latin roots. If students, for example, know that the root HERE- means "stick," they can better understand *adhere* ("stick to"), *cohere* ("stick together"), *incoherent* ("not sticking together"; "disconnected"), etc.

Enlarging Vocabulary Through Greek Word Elements (Chapter 6) teaches derivatives from twenty Greek elements, like AUTO-, meaning "self." Among the ten AUTO- words taught in this chapter are *autocrat* (ruler exercising self-derived power), *automation* (technique for making a process self-operating), and *autonomy* (self-government).

Expanding Vocabulary Through Derivatives (Chapter 7) teaches students how to convert one newly learned word into several—for example, *literate* into *illiterate*, *semiliterate*, *literacy*, *illiteracy*, etc. The chapter also provides an incidental review of some basic spelling rules.

Understanding Word Relationships and Word Analogies (Chapter 8) supplements the numerous explanations and hints given throughout the book on dealing with analogy questions. This chapter is principally for students who are unfamiliar with analogy questions, or are having difficulty with them.

Dictionary of Words Taught in This Text is intended as a tool of reference and review.

Whenever something is learned, it is likely soon to be forgotten unless it is used. Therefore, students must be encouraged to use—in their writing and class discussions—the words and skills they are learning in this book. If a wordy paragraph can be made more concise or if undesirable repetition can be avoided by use of a synonym—they should be expected to do so because they have been using these very same skills hundreds of times in the exercises of this book. When a strange word can be understood from a knowledge of its root or prefix—or from clues in the context—they should be challenged to define it and to verify their definition in the dictionary. Above all, they should be encouraged to own a good dictionary and to develop the dictionary habit.

—The Authors



Contents

Chapter 1 Learning New Words Form the Context 1

- What is the context?* 1
- Why is the context important?* 1
- In what ways will this chapter benefit you?* 2

Part 1. Contexts With Contrasting Words 2

- Pretest 1 2
- Study Your Lesson Words, Group 1 4
- Apply What You Have Learned 7 (Ex. 1.1–1.7)
- Pretest 2 12
- Study Your Lesson Words, Group 2 13
- Apply What You Have Learned 16 (Ex. 1.8–1.14)

Part 2. Contexts With Similar Words 21

- Pretest 3 22
- Study Your Lesson Words, Group 3 23
- Apply What You Have Learned 26 (Ex. 1.15–1.21)

Pretest 4	31
Study Your Lesson Words, Group 4	32
Apply What You Have Learned	35 (Ex. 1.22–1.28)
Part 3. Commonsense Contexts	41
Pretest 5	41
Study Your Lesson Words, Group 5	43
Apply What You Have Learned	45 (Ex. 1.29–1.35)
Pretest 6	51
Study Your Lesson Words, Group 6	52
Apply What You Have Learned	55 (Ex. 1.36–1.42)
Part 4. Mixed Contexts	60
Pretest 7	60
Study Your Lesson Words, Group 7	61
Apply What You Have Learned	64 (Ex. 1.43–1.49)
Pretest 8	69
Study Your Lesson Words, Group 8	71
Apply What You Have Learned	73 (Ex. 1.50–1.56)

Chapter 2 Enlarging Vocabulary Through Central Ideas 79

<i>What is a central idea?</i>	79
<i>Why study words through central ideas?</i>	79
<i>How to use this vocabulary chapter</i>	80

Central Ideas 1–5 80

Pretest 1	80
-----------	----

Central Ideas

1. **Skill** adroit, dexterity, etc. 81
2. **Poverty** destitute, impoverish, etc. 83
3. **Wealth** affluent, opulence, etc. 83

Chapter 7 Expanding Vocabulary Through Derivatives 322

What is a derivative? 322

Terms used in this chapter 323

Forming Derivatives by Attaching Prefixes and Suffixes 324

1. Attaching Prefixes 324
2. Attaching the Prefix IN 325
3. Attaching Suffixes 327
4. Attaching Suffixes to Words Ending in Y 328
5. Attaching Suffixes to Words Ending in Silent E 330
6. Attaching the Suffix LY 332
7. Doubling Final Consonants Before Suffixes 334
8. Troublesome Suffixes 338

Review Exercises 341 (Rev. 1–3)

Chapter 8 Understanding Word Relationships and Word Analogies 344

Word Relationships 344

Word Analogy Questions 346

Working Backwards in Completing Analogies 348

Alternate-Type Analogy Questions 352

Dictionary of Words Taught in This Text 355

Chapter

1

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 *concurs* 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

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

civilian (n.)
sə-'vil-yən

MEANING AND TYPICAL USE

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.)
'kām-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-'kər

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-'fərm

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-'gres

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.

fragile (*adj.*)
'fra-jəl

easily broken; breakable; weak; frail

The handle is *fragile*; it will easily break if you use too much pressure.

galore (*adj.*)
gə-'lôr

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 *galore*.

genuine (*adj.*)
'jen-yə-wən

actually being what it is claimed or seems to be; true; real; authentic

The oil painting looked *genuine*, but it proved to be a copy of the original.

hostile (*adj.*)
'häs-təl

of or relating to an enemy or enemies; unfriendly; inimical

In the heat of battle, allies are sometimes mistaken for *hostile* forces.

impatient (*adj.*)
im-'pā-shənt

not patient; not willing to bear delay; fretful; anxious

Five minutes can seem like five hours when you are *impatient*.

inter (*v.*)
in-'tər

put into the earth; bury; entomb

Many American heroes are *interred* in Arlington National Cemetery.

interment (*n.*)

burial; entombment; sepulture

mitigate (*v.*)
'mi-tə-,gāt

make less severe; lessen; alleviate; soften; relieve

With the help of novocaine, your dentist can greatly *mitigate* the pain of drilling.

novice (*n.*)
'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 *novices*.

original (*n.*)
ə-'rij-ə-n'l

work created firsthand from which copies are made; prototype; archetype

This is a copy of THANKSGIVING TURKEY by Grandma Moses. The *original* is in the Metropolitan Museum of Art.

2. At its maximum ?, the new high-speed train can ? the distance in less than two hours.
3. Though she has a strong voice, her words were almost ?d by the ? of the chanting crowd.
4. While Sal ?d the attic, I ? searched the basement, but we failed to find the old comic books.
5. After the boat ?d, we had to ? with the strong current as we swam shoreward.
6. The ? employees were ?d when the mayor refused to raise their salaries.
7. The doctor's ? put the health of the community in ? because no other physician was willing to practice in that remote area.
8. I know the Bakers well, but in their Halloween costumes I could not ? them from the other guests.
9. Driving is difficult on a moonless night when there are no street lights to ? the road.
10. The candidate attempted to ? his achievements, but his exaggerations were ?d by the reporter's sharp questioning.



EXERCISE 1.30: SYNONYMS

Eliminate repetition by replacing the boldfaced word or words with a **synonym** from your lesson words.

1. Tanks can pass over terrain that civilian vehicles cannot **pass through**.
2. When he is in a rage, do not say anything that will **enrage** him further.
3. The forests are especially dry because we have had a **long period of dry weather**.
4. Those who drive today are putting their lives in **danger** because the roads are icy and dangerous.
5. If you lean over the side of the boat, you may **turn it over**.
6. Steve maintains that you started the fight, and you **maintain** that he did.
7. Even with flood control, the Mississippi will occasionally **flood** millions of acres.
8. The speeding vehicle was clocked at a **speed** of 90 miles an hour.

9. Many who had outlived previous earthquakes did not **outlive** this one.
10. The findings have not been disclosed; the committee will **disclose** them at the proper time.



EXERCISE 1.31: ANTONYMS

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

1. People whose main concern is for the **safety** of their money may not want to put their savings in ? by investing in the stock market.
2. In the flood, eighty-four people **perished**, nine are missing, and eleven ?d.
3. Let us neither ? our accomplishments nor **minimize** our failures.
4. The brightly ?d business district was momentarily **darkened** by a sudden power outage.
5. Skills **previously** acquired may ? serve us in good stead.
6. I often **confuse** one twin with the other. How are you able to ? them?
7. Admirers of the late leader faithfully observe the anniversaries of his **birth** and ?.
8. The **stillness** of the early morning was abruptly broken by the ? of wailing sirens.
9. Angela was so ?d that she could not be **placated**.
10. The two letters were mailed **at different times**, but they arrived ?.



EXERCISE 1.32: CONCISE WRITING

Express the thought of each sentence in **no more than four words**.

1. The long period of dry weather has come to an end.
2. Burglars searched through the cabinets, turning over all the contents.
3. The charges that they were making made her extremely angry.

4. Someone made a hole in that tank with a pointed instrument.
5. Light from the moon lit up the path that we were following.



EXERCISE 1.33: 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 *search*, *ransack*, and *rummage*.

- | | | |
|----------------------|---------------|-----------------|
| 1. s (2) rch | (3) sack | rum (4) |
| 2. per (1) l | dan (3) | (3) pardy |
| 3. sp (2) d | (2) lerity | (4) city |
| 4. (2) set | (4) turn | caps (3) |
| 5. quarrel (4) | bel (4) rent | conten (2) ous |
| 6. d (2) th | (2) mise | (2) cease |
| 7. (2) rage | in (3) se | (2) furi (3) |
| 8. p (2) rce | per (6) | punc (4) |
| 9. clam (1) r | (2) roar | (1) i (1) |
| 10. bri (2) ten | (2) ghten | (2) lumin (3) |
| 11. arg (2) | (3) tend | (2) sert |
| 12. (2) gether | (3) currently | simul (4) ously |
| 13. sw (1) mp | delu (2) | in (2) date |
| 14. different (2) te | rec (2) nize | disting (2) sh |
| 15. (3) live | out (2) st | surv (3) |
| 16. di (3) ge | (3) close | rev (2) l |
| 17. (2) terward | lat (2) | (3) sequently |
| 18. (2) large | ampl (1) fy | magn (3) |
| 19. (2) danger | imp (4) | j (2) pard (3) |
| 20. t (2) n | (1) ity | muni (2) pal |



EXERCISE 1.34: ANALOGIES

Which lettered pair of words—*a, b, c, d, or e*—most nearly expresses the same relationship as the capitalized pair?

1. AMPLIFY : ENLARGE

- | | |
|-----------------------------|--------------------------------|
| <i>a. ban : allow</i> | <i>b. survive : perish</i> |
| <i>c. censure : commend</i> | <i>d. imperil : jeopardize</i> |
| <i>e. specify : incense</i> | |

2. DROUGHT : RAIN

- | | |
|--------------------------------|----------------------------------|
| <i>a. curiosity : interest</i> | <i>b. famine : hunger</i> |
| <i>c. aloofness : privacy</i> | <i>d. indifference : concern</i> |
| <i>e. frankness : honesty</i> | |

3. HARE : CELERITY

- | | |
|---------------------------------|-----------------------------|
| <i>a. lion : timidity</i> | <i>b. chicken : courage</i> |
| <i>c. ant : industriousness</i> | <i>d. bat : vision</i> |
| <i>e. spider : impatience</i> | |

4. DECEASE : INTERMENT

- | | |
|-----------------------------------|-------------------------------|
| <i>a. cloudburst : inundation</i> | <i>b. index : preface</i> |
| <i>c. inauguration : election</i> | <i>d. evening : afternoon</i> |
| <i>e. childhood : infancy</i> | |

Hint: Decease is followed by interment.

5. CAPSIZE : RIGHT

- | | |
|--------------------------------|----------------------------|
| <i>a. raze : demolish</i> | <i>b. suffice : do</i> |
| <i>c. perforate : puncture</i> | <i>d. madden : incense</i> |
| <i>e. damage : repair</i> | |

Hint: To capsize is the opposite of to right.

6. TRESPASSER : TRAVERSE

- | | |
|-------------------------------|------------------------------|
| <i>a. builder : construct</i> | <i>b. vendor : sell</i> |
| <i>c. pedestrian : walk</i> | <i>d. transient : travel</i> |
| <i>e. thief : take</i> | |

Hint: A trespasser traverses another's property illegally.

7. RUMMAGE : SEARCH

- | | |
|----------------------|-------------------|
| a. vanquish : defeat | b. scorch : burn |
| c. simmer : boil | d. chill : freeze |
| e. whisper : shout | |

8. CONTENDER : VIE

- | | |
|-----------------------|---------------------|
| a. emissary : send | b. aggressor : fear |
| c. outcast : reject | d. victim : assault |
| e. dissenter : object | |

9. SECRET : DIVULGE

- | | |
|---------------------|---------------------|
| a. promise : keep | b. thorn : remove |
| c. warning : ignore | d. defect : correct |
| e. debt : pay | |

10. DIN : NOISE

- | | |
|--------------------|---------------------|
| a. garment : shirt | b. vanilla : flavor |
| c. coin : dime | d. color : purple |
| e. tool : saw | |

Hint: A din is a kind of noise.



EXERCISE 1.35: COMPOSITION

Answer in a sentence or two.

1. Why might people in an agricultural country be famished after a long drought?
2. What information, divulged in a newspaper, could jeopardize a politician's career?
3. Is a din ever inaudible? Explain
4. What might help you survive a capsizing craft?
5. Describe a situation in which a citizen and a municipal employee might become contentious.

Pretest 6

By using the commonsense method, determine the meaning of the italicized words below.

21. "Now, the point of the story is this: Did the tiger come out of that door, or did the lady? The more we *reflect* upon this question, the harder it is to answer."—FRANK R. STOCKTON
22. According to the rules, as soon as you lose a match, you are *eliminated* from the tournament.
23. In the midst of waxing the car, I became so *fatigued* that I had to stop for a rest.
24. Realizing that I was going the wrong way on a one-way street, I quickly *reversed* direction.
25. "And he took care of me and loved me from the first, and I'll *cleave* to him as long as he lives, and nobody shall ever come between him and me."—GEORGE ELIOT
26. My father is a sales agent, but I plan to go into some other *vocation*.
27. Tenants usually do not stop complaining about the lack of heat until they are *content* with the temperature.
28. The speaker kept the audience laughing with one *facetious* remark after another.
29. Ms. Muldoon thought I was to blame for the whispering, unaware that the girl behind me was the true *culprit*.
30. "We set out with a fresh wind . . . never dreaming of danger, for indeed we saw not the slightest reason to *apprehend* it."
—EDGAR ALLAN POE
31. In your sentence, "She refused to accept my invitation to the party," omit the words "to accept"; they are *superfluous*.
32. In New York City, Philadelphia, Chicago, Los Angeles, and most other large *urban* centers, traffic is a serious problem.
33. Room 109 is too small for our club; it can *accommodate* only 35, and we have 48 members.
34. Everyone makes a mistake once in a while; no one is *infallible*.
35. "Now, in the whale-ship, it is not every one that goes in the boats. Some few hands are reserved, called ship-keepers, whose *province* it is to work the vessel while the boats are pursuing the whale."
—HERMAN MELVILLE

36. Don't dive there! The water is too *shallow*! Do you want to fracture your skull?
37. The detectives continued their search of the apartment, believing that the missing letter was *concealed* somewhere in it.
38. There are no clothing shops in the *vicinity* of the school; the nearest one is about a mile away.
39. To halt the *pilfering* of construction materials, the builder has decided to hire security guards.
40. "Then he advanced to the stockade, threw over his crutch, got a leg up, and with great vigor and skill succeeded in *surmounting* the fence and dropping safely to the other side."
—ROBERT LOUIS STEVENSON

Study Your Lesson Words, Group 6

WORD

MEANING AND TYPICAL USE

accommodate (v.)
ə-'kă-mə-,dāt

1. hold or contain without crowding or inconvenience; have room for

The new restaurant will *accommodate* 128 persons.

2. oblige; do a favor for; furnish with something desired

I'm sorry I have no pen to lend you. Ask Norman. Perhaps he can *accommodate* you.

apprehend (v.)
,a-'pri-'hend

1. anticipate (foresee) with fear; dread

Now I see how foolish I was to *apprehend* the outcome of the test. I passed easily.

2. arrest

The escaped prisoners were *apprehended* as they tried to cross the border.

apprehension (n.)

alarm; uneasiness

apprehensive (adj.)

fearful; afraid

cleave (v.)
'klēv

stick; adhere; cling; be faithful

Some of the residents are hostile to new ways; they *cleave* to the customs and traditions of the past.

conceal (v.) kən-'sēl	keep secret; withdraw from observation; hide; secrete I answered all questions truthfully, for I had nothing to <i>conceal</i> .
content (adj.) kän-'tent	satisfied; pleased If you are not <i>content</i> with the merchandise, you may return it for an exchange or a refund.
culprit (n.) 'kəl-prət	one guilty of a fault or crime; offender; wrongdoer The last time we were late for the party, I was the <i>culprit</i> . I wasn't ready when you called for me.
eliminate (v.) i-'li-mə-,nāt	drop; exclude; remove; get rid of; rule out The new director hopes to reduce expenses by <i>eliminating</i> unnecessary jobs.
facetious (adj.) fə-'sē-shəs	given to joking; not to be taken seriously; witty; funny Bea meant it when she said she was quitting the team. She was not being <i>facetious</i> .
fatigue (v.) fə-'tēg	tire; exhaust; weary Why not take the elevator? Climbing the stairs will <i>fatigue</i> you.
fatigue (n.)	exhaustion; weariness
infallible (adj.) ,in-'fa-lə-bəl	incapable of being in error; sure; certain; absolutely reliable When Phil disputes my answer or I question his, we take it to our math teacher. We consider her judgment <i>infallible</i> .
pilfer (v.) 'pil-fər	steal (in small amounts); purloin The shoplifter was apprehended after <i>pilfering</i> several small articles.
province (n.) 'prä-vən(t)s	1. proper business or duty; sphere; jurisdiction If your brother misbehaves, you have no right to punish him; that is not your <i>province</i> . 2. territory; region; domain

reflect (v.)
ri-'fлект

think carefully; meditate; contemplate
I could have given a much better answer if I had had the time to *reflect*.

reverse (v.)
ri-'vərs

turn completely about; change to the opposite position; revoke; annul
If found guilty, a person may appeal to a higher court in the hope that it will *reverse* the verdict.

reverse (n.)

setback; defeat; reversal
In 1805, Napoleon's fleet met with a serious *reverse* at the Battle of Trafalgar.

reversible (adj.)

able to be worn with either side out

shallow (adj.)
'sha-,lō

1. not deep
Nonswimmers must use the *shallow* part of the pool.
2. lacking intellectual depth; superficial; uncritical

superfluous (adj.)
sü-'pär-flü-əs

beyond what is necessary or desirable; surplus; needless
We already have enough volunteers; additional help would be *superfluous*.

surmount (v.)
sər-'maünt

conquer; overcome; climb over
At the end of the third quarter, the visitors were ahead by 18 points, a lead that our team was unable to *surmount*.

urban (adj.)
'ər-bən

having to do with cities or towns
In the United States today, the *urban* population far outnumbers the farm population.

vicinity (n.)
və-'si-nə-tē

neighborhood; locality; region about or near a place
Katerina lost her keys in the *vicinity* of Pine Street and Wyoming Avenue.

vocation (n.)
vō-'kā-shən

occupation; calling; business; trade; profession
Ruth will be studying to be an engineer. Bob plans to enter teaching. I, however, have not yet chosen a *vocation*.

Apply What You Have Learned



EXERCISE 1.36: SENTENCE COMPLETION

Write the lesson word that best fits the meaning of the sentence.

1. Most ? residents are ? to live in the city, despite its many problems.
2. The warden's staff carefully searched the ? of the zoo, hoping to ? the escaped tiger.
3. Only after practicing law for three years did Deirdre realize that medicine was her true ?.
4. If you want your writing to be concise, you must ? all ? words.
5. The new auditorium can ? three thousand people.
6. The police are empowered to arrest, but not to punish, an alleged ? because punishment is the ? of the courts.
7. The weary runner ?ed her exhaustion with a final burst of speed to win the six-mile race.
8. If building supplies are left unattended at the construction site, someone may ? them.
9. After pausing to ?, the speaker ?d his position because he realized he had been completely wrong.
10. You shouldn't have taken me seriously when I boasted that my judgment is ?, for I was only being ?.



EXERCISE 1.37: SYNONYMS

Eliminate repetition by replacing the boldfaced word or words with a **synonym** from your lesson words.

1. Teaching children is not solely the **duty** of the schools; it is also a parental duty.
2. The new buses are roomier; they **have room for** thirty-six passengers.
3. There are no food shops in this neighborhood, but there are several in the **neighborhood** of the railroad station.

4. Even the experts are sometimes in error; no one is **absolutely incapable of error**.
5. A century ago, children generally followed the occupation of their elders, instead of choosing an **occupation** of their own.
6. It is not enough to get rid of spelling errors in your writing; you must also **get rid of** unnecessary words.
7. Prior to today's **defeat**, we were the only undefeated team in the league.
8. Physical exercise makes us very tired, though it does not seem to **tire** our gym instructor.
9. Progress is slow on the section of the highway near the city because of heavy **city** traffic.
10. The person initially blamed for the offense was not the real **offender**.



EXERCISE 1.38: ANTONYMS

On your answer paper, enter the lesson word that is most nearly the **opposite** of the boldfaced word.

1. Here, the water is ? , but a few feet out it is quite **deep**.
2. Weather forecasters are sometimes **wrong**; they are not ? .
3. Are more helpers **necessary**, or would they just be ? ?
4. I felt **refreshed** by our stroll along the beach, but my companion was ? d.
5. Some are ? with the outcome; others are **dissatisfied**.
6. The lawmakers decided to ? some of the jobs they had just voted to **create**.
7. If you say you are famished after that filling seven-course dinner, you cannot be **serious**; you are being ? .
8. Let us ? to the principles of law and justice; we cannot **abandon** them.
9. Facts that for years were ? ed from the public are now being **revealed**.
10. When the suspect was ? ed, her attorneys petitioned a judge to **release** her.