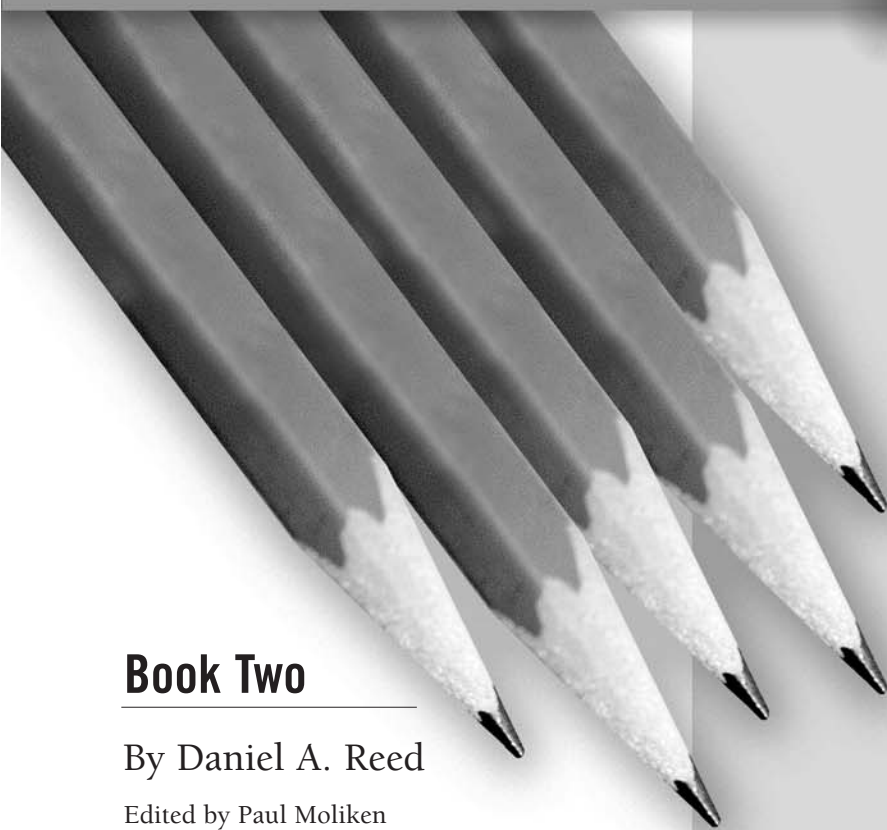


Vocabulary Power Plus for the New SAT:

Vocabulary, Reading, and Writing Exercises for High Scores



Book Two

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Table of Contents

| | |
|--|-----|
| Introduction | 5 |
| Strategies for Completing Activities | 6 |
| Pronunciation Guide | 9 |
| Word List | 10 |
| Lesson One | 13 |
| Lesson Two | 21 |
| Lesson Three | 29 |
| Lesson Four | 37 |
| Lesson Five | 45 |
| Lesson Six | 53 |
| Lesson Seven | 61 |
| Review Lessons 1-7 | 69 |
| Lesson Eight | 73 |
| Lesson Nine | 81 |
| Lesson Ten | 89 |
| Lesson Eleven | 97 |
| Lesson Twelve | 107 |
| Lesson Thirteen | 117 |
| Lesson Fourteen | 127 |

| | |
|--------------------------------|-----|
| Review Lessons 8-14 | 137 |
| Lesson Fifteen | 141 |
| Lesson Sixteen | 149 |
| Lesson Seventeen | 157 |
| Lesson Eighteen | 167 |
| Lesson Nineteen | 177 |
| Lesson Twenty | 185 |
| Lesson Twenty-One | 195 |
| Review Lessons 15-21 | 203 |
| Scoring Guides | 206 |

INTRODUCTION

Vocabulary *Power Plus for the New SAT* combines classroom-tested vocabulary drills with reading and writing exercises designed to prepare students for the revised Scholastic Assessment Test; however, *Vocabulary Power Plus for the New SAT* is a resource for all students—not just those who are college bound or preparing for the SAT I. This series is intended to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Critical Reading exercises include lengthy passages and detailed questions. We use SAT-style grammar and writing exercises and have placed the vocabulary words in a non-alphabetical sequence.

To reflect the changes to the Writing and Critical Reading portions of the SAT I, Prestwick House includes inferential exercises instead of the analogical reasoning sections. Coupled with words-in-context activities, inferences cultivate comprehensive word discernment by prompting students to create contexts for words instead of simply memorizing definitions.

The writing exercises in *Vocabulary Power Plus for the New SAT* are process-oriented, but they bring students a step closer to SAT success by exposing them to rubrics that simulate those of the SAT essay-writing component. This exposure to an objective scoring process helps students to develop a concrete understanding of writing fundamentals.

We hope that you find the *Vocabulary Power Plus for the New SAT* series to be an effective tool for teaching new words and an exceptional tool for preparing for the new SAT.

Strategies for Completing Activities

Roots, Prefixes, and Suffixes

A knowledge of roots, prefixes, and suffixes can give readers the ability to view unfamiliar words as puzzles that require only a few simple steps to solve. For the person interested in the history of words, this knowledge provides the ability to track word origin and evolution. For those who seek to improve vocabulary, this knowledge creates a sure and lifelong method; however, there are two points to remember:

1. Some words have evolved through usage, so present definitions might differ from what you infer through an examination of the roots and prefixes. The word *abstruse*, for example, contains the prefix *ab* (away) and the root *trudere* (to thrust), and literally means *to thrust away*. Today, *abstruse* is used to describe something that is hard to understand.
2. Certain roots do not apply to all words that use the same form. If you know that the root *vin* means “to conquer,” then you would be correct in concluding that the word *invincible* means “incapable of being conquered”; however, if you tried to apply the same root meaning to *vindicate* or *vindictive*, you would be incorrect. When analyzing unfamiliar words, check for other possible roots if your inferred meaning does not fit the context.

Despite these considerations, a knowledge of roots and prefixes is one of the best ways to build a powerful vocabulary.

Critical Reading

Reading questions generally fall into several categories.

1. *Identifying the main idea or the author’s purpose.* Generally, the question will ask, “What is this selection about?”

In some passages, the author’s purpose will be easy to identify because the one or two ideas leap from the text; however, other passages might not be so easily analyzed, especially if they include convoluted sentences. Inverted sentences (subject at the end of the sentence) and elliptical sentences (words missing) will also increase the difficulty of the passages, but all of these obstacles can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:

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

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

These writers either jot down their thoughts bit by bit, in short,
sentences, which apparently mean
much more than they say
or they
hold a deluge of words
as though necessary to make the
reader understand the deep meaning of their sentences

Some sentences need only a few deletions for clarification, but others require major recasting and additions; they must be read carefully and put into the reader's own words.

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

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

In conversation, some people desire praise for their abilities to maintain the conversation rather than their abilities to identify what is true or false, as though it were better to sound good than to know what is truth or fiction.

2. Identifying the stated or implied meaning. *What is the author stating or suggesting?*

The literal meaning of a text does not always correspond with the intended meaning. To understand a passage fully, readers must determine which meaning—if there is more than one—is the intended meaning of the passage.

Consider the following sentence:

If his notice was sought, an expression of courtesy and interest gleamed out upon his features; proving that there was light within him and that it was only the outward medium of the intellectual lamp that obstructed the rays in their passage.

Interpreted literally, this Nathaniel Hawthorne metaphor suggests that a light-generating lamp exists inside of the human body. Since this is impossible, the reader must look to the metaphoric meaning of the passage to properly understand it. In the metaphor, Hawthorne refers to the human mind—consciousness—as a lamp that emits light, and other people cannot always see the lamp because the outside “medium”—the human body—sometimes blocks it.

3. Identifying the tone or mood of the selection. *What feeling does the text evoke?*

To answer these types of questions, readers must look closely at individual words and their connotations; for example, the words *stubborn* and *firm* have almost the same definition, but a writer who describes a character as *stubborn* rather than *firm* is probably suggesting something negative about the character.

Writing

The new SAT allocates only twenty-five minutes to the composition of a well-organized, fully developed essay. Writing a satisfactory essay in this limited time requires the ability to quickly determine a thesis, organize ideas, and produce adequate examples to support the ideas.

An essay written in twenty minutes might not represent the best process writing—an SAT essay might lack the perfection and depth that weeks of proofreading and editing give to research papers. Process is undoubtedly important, but students must consider the time constraints of the SAT. Completion of the essay is just as important as organization, development, and language use.

The thesis, the organization of ideas, and the support make the framework of a good essay. Before the actual writing begins, writers must create a mental outline by establishing a thesis, or main idea, and one or more specific supporting ideas (the number of ideas will depend on the length and content of the essay). Supporting ideas should not be overcomplicated; they are simply ideas that justify or explain the thesis. The writer must introduce and explain each

supporting idea, and the resultant supporting paragraph should answer the *why?* or *who cares?* questions that the thesis may evoke.

Once the thesis and supporting ideas are identified, writers must determine the order in which the ideas will appear in the essay. A good introduction usually explains the thesis and briefly introduces the supporting ideas. Explanation of the supporting ideas should follow, with each idea in its own paragraph. The final paragraph, the conclusion, usually restates the thesis or summarizes the main ideas of the essay.

Adhering to the mental outline when the writing begins will help the writer organize and develop the essay. Using the Organization and Development scoring guides to evaluate practice essays will help to reinforce the process skills. The Word Choice and Sentence Formation scoring guides will help to strengthen language skills—the vital counterpart to essay organization and development.

Pronunciation Guide

| | |
|----|---------------------------------|
| a | — track |
| ā | — mate |
| ä | — father |
| â | — care |
| e | — pet |
| ē | — be |
| i | — bit |
| ī | — bite |
| o | — job |
| ō | — wrote |
| ô | — port, horse, fought |
| ōō | — proof |
| öö | — book |
| u | — pun |
| ū | — you |
| û | — purr |
| ə | — about, system, supper, circus |
| îr | — steer |
| ë | — Fr. coeur |
| oi | — toy |

Word List

Lesson 1

abet
coerce
divulge
dogmatic
extraneous
gregarious
insipid
jaundiced
meticulous
temerity

Lesson 2

anathema
banter
castigate
docile
emaciated
gauche
heresy
ignominy
libation
motley

Lesson 3

avarice
bacchanalian
bastion
copious
extradite
furtive
irascible
jettison
mercenary
ostracize

Lesson 4

appease
argot
augment
bigot
candid
chaos
expunge
jingoism
negligence
strident

Lesson 5

adamant
clement
cliché
diffident
disparity
extol
inexorable
opus
ostensible
rancor

Lesson 6

apathy
condone
connoisseur
credence
cult
dilettante
enigma
jaunty
nuance
officious

Lesson 7

ambivalent
concur
culmination
cynical
demagogue
demure
destitute
dilemma
erudite
intrepid

Lesson 8

abate
abhor
austere
decorum
dole
droll
duplicity
effigy
extrovert
gamut

Lesson 9

collaborate
contrite
emulate
enhance
enunciate
evoke
expatriate
frowzy
heinous
impeccable
impound
inane
magnanimous
sere
unctuous

Lesson 10

acrimony
balk
cajole
dour
expound
exult
feasible
fiasco
fluctuate
harry
incognito
inscrutable
lethargy
métier
omniscient

Lesson 11

affable
agrarian
arduous
avid
dolorous
epistle
explicit
formidable
gadfly
gargantuan
grandiloquent
grimace
harangue
humility
sycophant

Lesson 12

altercation
audacity
evince
exhort
expedient
galvanize
hue
hyperbole
implacable
incarcerate
incisive
lexicon
ominous
pertinent
sanction

Lesson 13

acquit
adulation
barrister
bawdy
chastise
circumvent
clandestine
culinary
deprecate
frugal
inert
jocose
latent
myriad
pernicious

Lesson 14

amicable
bask
charlatan
enraptured
fickle
genial
hoax
juggernaut
levity
marital
mundane
naive
nocturnal
novice
obstreperous

Lesson 15

befuddle
chutzpah
complacent
connive
crass
fallacy
hypercritical
indiscreet
laudable
liege
noxious
odium
pandemonium
parsimonious
verbose

Lesson 16

linguistics
pique
plebeian
precocious
predatory
prowess
pugnacious
purloin
pusillanimous
quell
quixotic
rabble
rabid
raconteur
vindictive

Lesson 17

agnostic
caustic
circumspect
exodus
hurtle
penitent
raillery
renegade
retribution
scourge
taciturn
terse
uncanny
vindicate
zephyr

Lesson 18

discordant
expedite
filibuster
impregnable
inherent
invective
irreverent
pithy
pliable
pristine
prodigal
subjugate
tenuous
torpid
xenophobia

Lesson 19

approbation
arbiter
archetype
attrition
burgeon
commensurate
confluence
coup
epicurean
mellifluous
oeuvre
secular
vacuous
vagary
verdant

Lesson 20

accolade
demur
derivative
dissident
insouciant
invidious
limpid
petulant
proliferate
ruminate
static
stipulate
tenet
vigilant
zeitgeist

Lesson 21

albeit
ancillary
asinine
august
autodidact
behest
conduit
dossier
indefatigable
indiscretion
martyr
osmosis
philatelist
picayune
semblance

Lesson One

1. **divulge** (di vulj') *v.* to tell; to reveal (as a secret)
The reporter was fired when she *divulged* information from a classified document.
syn: unveil; disclose *ant: conceal*
2. **abet** (ə bet') *v.* to assist or encourage, especially in wrongdoing
Jim refused to *abet* the criminal by hiding him in the basement.
syn: promote; incite *ant: impede; dissuade*
3. **dogmatic** (dôg mat' ik) *adj.* arrogant and stubborn about one's (often unproven) beliefs
Because of the professor's *dogmatic* approach, the students were afraid to ask questions.
syn: dictatorial *ant: open-minded*
4. **insipid** (in sip' id) *adj.* lacking flavor; dull; not at all stimulating
My mom wanted me to be an accountant, but I found the classes boring and *insipid*.
syn: flat; lifeless *ant: challenging*
5. **extraneous** (ik strā' nē əs) *adj.* inessential; not constituting a vital part
The professor felt that the *extraneous* paragraph in the essay detracted from the more important information.
syn: irrelevant *ant: essential*
6. **coerce** (kō ūrs') *v.* to force by using pressure, intimidation, or threats
Jerry preferred basketball, but his father *coerced* him into playing football.
syn: compel
7. **jaundiced** (jôn' dist) *adj.* prejudiced; hostile
Gabe had a *jaundiced* view of Iraq after losing his wife in the Gulf War.
syn: skeptical; cynical *ant: believing; trusting*
8. **meticulous** (mi tik' yə ləs) *adj.* extremely, sometimes excessively, careful about small details; precise
With *meticulous* care, he crafted a miniature dollhouse for his daughter.
syn: fastidious *ant: sloppy*

9. **temerity** (tə mer' i tē) *n.* recklessness; a foolish disregard of danger
I couldn't believe that Bret had the *temerity* to bungee jump over a lake full of alligators.
syn: audacity *ant:* prudence
10. **gregarious** (gri gâr' ē əs) *adj.* sociable; fond of the company of others
Just before he was diagnosed with clinical depression, Raji went from being *gregarious* to being antisocial.
syn: genial; friendly *ant:* reclusive

EXERCISE I—Words in Context

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

divulge abet temerity insipid gregarious coerce jaundiced

- A. Jasmine had thought that her irresponsible days of _____ were far behind her until Kayla showed up at her door. After only three days of freedom from the county correctional facility, Kayla had begun her old scheming again. She went to the house to _____ Jasmine into helping her move a truckload of stolen goods to another state—an easy job, she claimed, and virtually no risk. It would even be fun, she claimed.

“Let me get this straight. You’ve been out of jail for three days, and you already want me to _____ you in a crime? Are you crazy?”

Jasmine was still _____ toward her sister because Kayla, prior to her first sentence, “borrowed” Jasmine’s car for a robbery and nearly got Jasmine arrested as a result.

“Sorry, Kayla, but I’m quite happy with my _____, uneventful life. Please leave, and don’t come back.”

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

dogmatic abet gregarious divulge extraneous coerce meticulous

- B. Mr. Knight learned the _____ art of watchmaking during a three-year stay in Switzerland more than forty years ago. Since that time, he has spent countless evenings in his basement workshop assembling the tiny, complex machines. As a[n] _____ grandfather, Mr. Knight often invites his grandchildren to his shop, where they watch with amazement through a large magnifying glass and see a newly assembled pocket watch tick for the first time.

“Watches are such perfect machines; there’s no room for _____ parts or over-engineering. And then, to see such a tiny machine operate under its own power—it amazes me every time.”

When asked about his thoughts on the mass production techniques of modern watches, Knight revealed his _____ belief that Old World skills made watches much more valuable.

“Oh, yes, the new watches are inexpensive and readily available, which fills the practical need, but they lack the sentiment and the many hours of craftsmanship that should go into a fine piece of jewelry.”

“These watches,” he says as he points to a sparkling display cabinet, “have character.”

Mr. Knight hopes someday to _____ the many secrets of his trade to his youngest grandson, who can then carry on the family tradition for years to come.

EXERCISE II—Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. Rhea lacks *temerity*, so she definitely would not...
2. I've never been *gregarious*, so at parties I tend to...
3. Mel thinks musicals are *insipid*, so when I asked her to see *Miss Saigon* with me, she...
4. Hikers should avoid packing *extraneous* gear because...
5. A *jaundiced* judge might not be able to...
6. Lisa decided to *abet* the bank robber by...
7. Anna's *meticulous* cleaning habits ensure that her room is always...
8. I made my psychiatrist promise not to *divulge* any...
9. My *dogmatic* English teacher refused to...
10. My boss tried to *coerce* me into attending the company picnic by...

EXERCISE III—Roots, Prefixes, and Suffixes

Study the entries and answer the questions below.

The prefix *mal* means “bad” or “evil.”

The root *bene* means “good.”

The root *dict* means “to speak.”

The root *vol* means “to wish.”

The root *fact* means “making, doing”; *factor* means “one who does.”

- A. Using literal translations as guidance, define the following words without using a dictionary.

- | | |
|----------------|----------------|
| 1. malevolent | 4. benevolent |
| 2. malediction | 5. benediction |
| 3. malefactor | 6. benefactor |

- B. After a biopsy, tumors are generally labeled _____ or _____.

- C. List as many other related words as you can that begin with either *mal* or *bene*.

EXERCISE IV—Inference

Complete the sentences by inferring information about the italicized word from its context.

- A. If students complain about a teacher’s *insipid* lectures, the teacher should...
- B. Since dad had a handful of *extraneous* parts after assembling Kyle’s bicycle, Kyle might...
- C. Martin’s refusal to *divulge* the location of the military base probably means that the base is...

EXERCISE V—Writing

Here is a writing prompt similar to the one you will find on the writing portion of the SAT.

Plan and write an essay based on the following statement:

Happiness is an imaginary condition, formerly often attributed by the living to the dead, now usually attributed by adults to children and by children to adults.

– Thomas Szasz

From: *The Columbia World of Quotations*.

New York: Columbia University Press, 1996.

Assignment: Do you agree or disagree with Szasz's view that happiness is merely imaginary? Write an essay in which you support or refute Szasz's position. Be certain to support your point with evidence from your own reading, classroom studies, and experience.

Thesis: Write a *one-sentence* response to the above assignment. Make certain this single sentence offers a clear statement of your position.

Example: Happiness is not imaginary, but it is an elusive condition because unhappy people see only the happiness of others.

Organizational Plan: If your thesis is the point on which you want to end, where does your essay need to begin? List the points of development that are inevitable in leading your reader from your beginning point to your end point. This list is your outline.

Draft: Use your thesis as both your beginning and your end. Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Organization on page 206, score your partner's essay (while he or she scores yours). Focus on the organizational plan and use of language conventions. If necessary, rewrite your essay to improve the organizational plan and the use of language.

Identifying Sentence Errors

Identify the errors in the following sentences. If the sentence contains no error, select answer E.

1. If the alarm had gone off earlier, more people could of escaped before the
building collapsed.
(A) (B) (C)
(D) (E) No error.
2. The principals of good sportsmanship demand that we cheer the
achievements of both teams.
(A) (B) (C) (D) (E) No error.
3. Neither Kelley nor Larry are planning to attend the conference in
November.
(A) (B) (C) (D) (E) No error.
4. The boat sailed under the bridge and was rocking from the waves.
(A) (B) (C) (D)
(E) No error.
5. There were less people on that cruise than usual because of the weather.
(A) (B) (C) (D)
(E) No error.

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer that best corrects the flaw.

6. Lori said to her mother that she needed to buy some new clothes.
 - A. Lori said to her mother that Lori needed
 - B. Lori said to her mother that her mother needed
 - C. Lori's mom wanted to buy herself some new clothes
 - D. Lori said that her mother needed to buy
 - E. Lori said to her mother that, "She needs to buy some new clothes."
7. Softened by the boiling water, Ramona mashed the potatoes.
 - A. Ramona, softened by the boiling water, mashed the potatoes.
 - B. Ramona mashed the potatoes that were softened by the boiling water.
 - C. Ramona mashed the softened potatoes by the boiling water.
 - D. The potatoes softened by the boiling water Ramona mashed.
 - E. The potatoes softened by the boiling water mashed Ramona.
8. The founders of the United States selected the colors of the flag for their symbolism: white for the purity of the new nation's aspirations, red to stand for the blood shed gaining and keeping freedom, and blue for loyalty.
 - A. red, which stands for the blood,
 - B. red that stands for the blood
 - C. red for the blood
 - D. red, the color of blood
 - E. red like the blood
9. After several attempts to call, Doug still couldn't get through the line was always busy.
 - A. get through, the line was
 - B. get through – the line was
 - C. get through although the line was
 - D. get through, and the line was
 - E. get through because the line was
10. Because she was on a diet, Naomi only ate three light meals a day.
 - A. only Naomi ate three light meals
 - B. Naomi ate only three light meals
 - C. Naomi ate three light meals a day only
 - D. Naomi easily ate three light meals
 - E. only three light meals a day were eaten by Naomi

Lesson Two

1. **heresy** (her' i sē) *n.* the crime of holding a belief that goes against established doctrine
During the Inquisition, those found guilty of *heresy* were sometimes burned at the stake.
ant: orthodoxy
2. **docile** (dos' əl) *adj.* easy to teach or manage
The poodle, usually *docile*, went mad and attacked its owner.
syn: submissive; compliant *ant: unmanageable; willful*
3. **libation** (lī bā' shən) *n.* a drink, especially an alcoholic one
When we visited the vineyard, we were offered a small *libation* at the end of our tour.
syn: intoxicant
4. **anathema** (ə nath' ə mə) *n.* 1. a hated, repellant person or thing
2. a formal curse
1. Cannibalism is *anathema* to almost every society on the planet.
2. The prisoner spouted anathemas at the guards as they dragged him to the gallows.
1. *syn: abhorration; detestation* *ant: beloved*
2. *syn: condemnation* *ant: blessing; praise*
5. **banter** (ban' tər) *n.* teasing; playful conversation
At the reunion, Ruth enjoyed listening to the *banter* of her husband and his old college roommate.
syn: joshing; badinage; raillery *ant: vituperation*
6. **castigate** (kas' ti gāt) *v.* to criticize or punish severely
The parson *castigated* the boy for noisily chewing gum in church.
syn: reprimand; chastise; scold *ant: praise*
7. **gauche** (gōsh) *adj.* lacking social graces; tactless
Some people use a fork to eat pizza because they think it is *gauche* to use their fingers.
syn: awkward *ant: graceful*
8. **ignominy** (ig' nə min ē) *n.* public shame, disgrace, or dishonor
The mayor fell from acclaim to *ignominy* in a week when her cocaine habit was discovered.
syn: disgrace; infamy *ant: renown; eminence; repute*

9. **motley** (mot' lē) *adj.* made up of dissimilar parts; being of many colors
The international clown convention was a *motley* sight in the otherwise dull exhibition center.
syn: varied *ant: uniform; homogeneous; similar*
10. **emaciated** (i mā' shē āt ed) *adj.* extremely thin; wasted away
Dead from starvation, the *emaciated* prisoner was buried in the camp cemetery.
syn: withered *ant: plump; fattened*

EXERCISE I—Words in Context

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

gauche **castigate** **heresy** **banter** **anathema** **ignominy** **emaciated**

- A. After five years of starvation and torture, the _____ Kwame prayed for death. Hope was a foreign concept to him now; he no longer remembered what it was like to live in the sunlight. When he tried to remember, all he could visualize were the three years of humiliating _____ that preceded his incarceration. He couldn't even remember the faces of his wife and children anymore.

The whole thing began when Kwame's brother, a schoolteacher, wrote a letter to a nonprofit agency in the United States to appeal for educational funds. The letter was intercepted, and Sirajul's ethics agents brought the letter to Sirajul himself. The mad dictator declared that any letter that portrayed his reign in a bad light was total _____. Kwame's brother was executed, and then, to make a point, Sirajul _____ the entire family. While dictators like Sirajul were a[n] _____ to virtually anyone in the civilized world, few people had the means to stop them.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

gauche motley emaciated libation banter docile heresy

- B. The actors gathered in the banquet room after the closing night of the hit play. Sounds of lighthearted _____ filled the room, and some of the more _____ performers thought nothing of picking two or more cold _____ at a time from the trays of the servers. The players were still in costumes depicting various cultures and historic eras, and arriving guests paused at the door to take in the _____ sight. The company had just completed its twentieth and final show of a successful run, and the performers were happy to relax. The spirited staff, laughing and carousing, became _____ only when the director raised her hands to quiet the room. Anticipating her words of encouragement, none of the actors suspected that she was about to announce her retirement.

EXERCISE II—Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. If Sarita tells me that her new dress is *motley*, I can assume that it is...
2. The *emaciated* girl looked as if she had not...
3. The Spanish Inquisition charged don Torino with *heresy* for allegedly...
4. A traditional *libation* at weddings and New Year's Eve parties is...
5. A supervisor might *castigate* an employee if...
6. When the teacher returned to find a *docile* class, he knew that...
7. At a wedding, it might be considered *gauche* if you...
8. One thing that is *anathema* to our society is...
9. The television evangelist faced *ignominy* when the public...
10. If someone you have a crush on engages in extended *banter* with you, you might conclude...

EXERCISE III—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *anthro* means “man.”

The suffix *ology* means “study of.”

The root *theo* means “god” or “religion.”

The suffix *oid* means “having the shape of.”

The root *morph* means “shape.”

The prefix *a* means “not.”

The suffix *cracy* means “government by.”

- A. Using literal translations as guidance, define the following words without using a dictionary.
- | | |
|-----------------|--------------------|
| 1. anthropology | 4. anthropomorphic |
| 2. theology | 5. atheism |
| 3. anthropoid | 6. theocracy |
- B. What is studied in the science of sociology?
- C. List as many words as you can think of that begin with either *anthro* or *theo* or end in *ology*.

EXERCISE IV—Inference

Complete the sentences by inferring information about the italicized word from its context.

- A. When offered food for the first time in weeks, the *emaciated* castaway probably...
- B. If Grace complained that Jeremy was *gauche* on the dance floor, you might assume that Jeremy was...
- C. A *docile* dog is probably easier to train than an aggressive dog because...

EXERCISE V—Critical Reading

Below is a reading passage followed by several multiple-choice questions similar to the ones you will encounter on the SAT. Carefully read the passage and choose the best answer to each of the questions.

H. G. Wells, author of *The Invisible Man* and *The Time Machine*, was also very interested in history. The following passage, “Primitive Thought,” is adapted from Wells’s *A Short History of the World*. In it, Wells speculates on the origins of human thought and religion.

- 1 How did it feel to be alive in the early days of the human adventure? How did men and women think and what did they think in those remote days four hundred centuries ago? Those were days long before the written record of any human impressions, and we are left almost entirely to inference and guesswork in our answers to these questions.
- 2 Primitive humans probably thought very much as a child thinks. They conjured up images or images presented themselves to their minds, and they acted in accordance with the emotions these pictures aroused. So a child or an uneducated person does today. Systematic thinking is apparently a comparatively late development in human experience; it has not played any great part in human life until within the last three thousand years. And even today those who really control and order their thoughts are a small minority of humankind. Most of the world still lives by imagination and passion.
- 3 Probably the earliest human societies were small family groups. Just as the flocks and herds of the earlier mammals arose out of families which remained together and multiplied, so probably did the earliest human tribes. But before this could happen, a certain restraint upon the primitive egotisms of the individual had to be established. The fear of the father and respect for the mother had to be extended into adult life, and the natural jealousy of the old man of the group for the younger males as they grew up had to be mitigated. Human social life grew up out of the reaction between the instinct of the young to go off by themselves as they grew up, on the one hand, and the dangers and disadvantages of separation on the other.
- 4 Some writers would have us believe that respect and fear of the Old Man and the emotional reaction of the primitive to older protective women, exaggerated in dreams and enriched by imagination, played a large part in the beginnings of primitive religion and in the conception of gods and goddesses. Associated with this respect for powerful or helpful personalities was a dread and exaltation of such personages after their deaths, due to their reappearance in dreams. It was easy to believe they were not truly dead but only fantastically transferred to a remoteness of greater power.
- 5 The dreams, imaginations, and fears of a child are far more vivid and real than those of a modern adult, and primitive humans were always somewhat like children. They were nearer to the animals also, and could suppose these animals to have motives and reactions like their own. They could imagine animal helpers, animal enemies, animal gods. One needs only to have been an imaginative child one-

self to realize again how important, significant, portentous or kind strangely shaped rocks, lumps of wood, exceptional trees, or the like may have appeared to the men of the Old Stone Age; and how dream and fancy would create stories and legends about such things that would become credible as they were told. Some of these stories would be good enough to remember and tell again. The women would tell them to the children and so establish a tradition. To this day most imaginative children invent stories in which some favourite doll or animal or some fantastic being figures as the hero, and primitive storytellers probably did the same—with a much stronger disposition to believe his hero real.

6 At the same time, primitive humans were not very critical in their associations of cause with effect; they very easily connected an effect with something quite wrong as its cause. “You do so and so,” they said, “and so and so happens.” You give a child a poisonous berry and it dies. You eat the heart of a valiant enemy and you become strong. There we have two bits of cause and effect association, one true one false. We call the system of cause and effect in the mind of a primitive, Fetish; but Fetish is simply primitive science. It differs from modern science in that it is totally unsystematic and uncritical and so more frequently wrong.

7 In many cases other erroneous ideas were soon corrected by experience; but there was a large series of issues of very great importance to primitive humans, where they sought persistently for causes and found explanations that were wrong but not sufficiently wrong nor so obviously wrong as to be detected. It was a matter of great importance to them that game should be abundant or fish plentiful and easily caught, and no doubt they tried and believed in a thousand charms, incantations and omens to determine these desirable results. Another great concern of his was illness and death. Occasionally infections crept through the land and people died of them. Occasionally people were stricken by illness and died or were enfeebled without any manifest cause. This too must have given the hasty, emotional primitive mind much feverish exercise. Dreams and fantastic guesses made primitive people blame this, or appeal for help to that person, or beast, or thing.

8 Quite early in the little human tribe, older, steadier minds who shared the fears and the imaginations, but who were a little more forceful than the others must have asserted themselves, to advise, to prescribe, to command. This they declared unlucky and that imperative; this an omen of good and that an omen of evil. The expert in Fetish, the Medicine Man, was the first priest. He exhorted, he interpreted dreams, he warned, he performed the complicated hocus pocus that brought luck or averted calamity. Primitive religion was not so much what we now call religion as practice and observance, and the early priest dictated what was indeed an arbitrary primitive practical science.

1. According to paragraph 2, people who think systematically
 - A. determine the course of human progression.
 - B. think with childlike minds.
 - C. are outnumbered by people driven by emotion.
 - D. composed a large portion of early civilization.
 - E. are the modern equivalent of medicine men.
2. The overall tone of this passage is
 - A. simplistic and speculative.
 - B. scholarly and authoritative.
 - C. facetious and entertaining.
 - D. esoteric and thoughtful.
 - E. strident and conciliatory.
3. As used in the passage, the word *egotism* (paragraph 3) most nearly means
 - A. self-importance.
 - B. vanity.
 - C. self-consciousness.
 - D. conceit.
 - E. self-centeredness.
4. Which choice best states the psychological conflict that guided human social interaction?
 - A. fear of father versus respect for mother
 - B. dangers of separation versus desire to be independent
 - C. jealousy of elders versus fear of separation
 - D. instinct to be independent versus jealousy of larger families
 - E. desires to remain together versus respect for father
5. As used in paragraph 5, the word *fancy* most nearly means
 - A. embellished.
 - B. elegant.
 - C. imagination.
 - D. fond.
 - E. anxious.

6. Which of the following is the best paraphrase of the sentence “Fetish is simply primitive science” (paragraph 6)?
 - A. Science is not based on superstition.
 - B. The science of fetishism is simple and, therefore, primitive.
 - C. The original word for science was fetish.
 - D. The roots of modern science lie in superstition.
 - E. Fetish and superstition are primitive.
7. According to paragraph 8, how did primitive Medicine Men attain their status?
 - A. They demonstrated more knowledge and power than others in their tribe.
 - B. They rose in status by asserting their charismatic personalities.
 - C. The oldest man in the tribe was chosen as Medicine Man.
 - D. The strongest warrior in the tribe was chosen as Medicine Man.
 - E. The Medicine Man was revealed in a tribal dream.
8. According to the passage, which of the following is *not* a step in the development of primitive science and religion?
 - A. Primitive people observed events and their apparent causes.
 - B. Primitive people attempted to find the means to control the forces that affected their lives.
 - C. Primitive people attributed power to other people, animals, and objects.
 - D. Primitive people elected a priest from among their tribal members.
 - E. Primitive people developed ritual from behavior they thought would protect them from harm.
9. According to this passage, primitive religion was the precursor to
 - A. tribal belief systems.
 - B. superstition.
 - C. practical science.
 - D. respect for elders.
 - E. a rapid increase in population.
10. This passage would most likely be found in
 - A. a popular science magazine.
 - B. an introductory history book.
 - C. an encyclopedia of world religion.
 - D. a book of ancient mythology.
 - E. a doctoral dissertation.

Lesson Three

1. **avarice** (av' ə ris) *n.* greed; desire for wealth
He became a doctor, not to save lives but to appease his *avarice*.
syn: acquisitiveness *ant:* largesse
2. **furtive** (fūr' tiv) *adj.* stealthy; secretive
Not wanting to be rude, Jean cast a *furtive* glance at the man's prominent scar.
syn: surreptitious; sneaky *ant:* overt
3. **bacchanalian** (bak ə nāl' yən) *adj.* wild and drunken
Adam paid for his *bacchanalian* weekend when he flunked the exam on Monday.
ant: restrained
4. **extradite** (ek' strə dīt) *v.* to turn over or deliver to the legal jurisdiction of another government or authority
After two months of incarceration in Sacramento, the suspect was *extradited* to Florida.
syn: deport
5. **copious** (kō' pē əs) *adj.* numerous; large in quantity
It is good to drink a *copious* amount of water before and after working out.
syn: profuse *ant:* sparse
6. **irascible** (i ras' ə bəl) *adj.* easily angered
We walk on eggshells around Marty because he is so *irascible*.
syn: irritable; ill-tempered *ant:* easygoing
7. **mercenary** (mūr' sə ner ē) *n.* a professional soldier hired by a foreign army
Though American by birth, the *mercenary* fought for France.
ant: volunteer
8. **bastion** (bas' chən) *n.* a strong defense or fort (or one likened to it)
The United States has been called the *bastion* of democracy.
syn: stronghold
9. **jettison** (jet' i sən) *v.* to cast overboard; to discard
The passengers quickly *jettisoned* the heavy cargo from the damaged plane.
syn: deploy; throw away *ant:* retain

10. **ostracize** (os' trə sīz) *v.* to banish; to shut out from a group or society by common consent
The strict religious community *ostracized* Eli when he married a woman of another faith.
syn: exile *ant:* accept

EXERCISE I—Words in Context

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

| | | | |
|-----------|--------------|---------|---------|
| extradite | ostracize | furtive | avarice |
| mercenary | bacchanalian | bastion | copious |

- A. Hired to combat an increase in drug trafficking, the _____ silently crawled through the fence line of the kingpin's plantation and found a good hiding place. For two days, Manco sat in the patch and observed the mansion—supposedly an impenetrable _____ in which the kingpin operated his international cartel. Manco was relieved to see that the rumors were false; the kingpin's _____ lifestyle of nightly parties would make Manco's job simple because of the excessive noise and inadequate light beyond the cocktail area. After a[n] _____ infiltration of the mansion, Manco would have an easy time arresting the kingpin, handcuffing him, sneaking him out, and then _____ him to the States, where he would face trial for a[n] _____ number of charges. The kingpin was a victim of his own _____—had he kept his illegal business small and untraceable, no one would have hired Manco to deal with him.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

bastion jettison irascible avarice ostracize

- B. Isabel's _____ personality had gotten her into trouble before, but never as it did now. In reaction to her outburst during the assembly, Isabel's class _____ her. Classmates would not even sit next to Isabel, let alone speak to her. If her disruption had happened on a ship, Isabel thought, the passengers might have _____ her over the side.

EXERCISE II—Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. A criminal might be *extradited* to her home state for...
2. After a *bacchanalian* weekend, Ethan felt...
3. It is a burden to have an *irascible* supervisor because...
4. The *mercenary* received no payment and thus refused to...
5. Airplane passengers may have to *jettison* their luggage if...
6. The cliquish teens *ostracized* Raymond from their group because...
7. If I allow *avarice* to guide my career, I might choose to...
8. It doesn't take a *copious* rainfall in the desert to...
9. A church might be called a *bastion* of...
10. One might want to be especially *furtive* when...

EXERCISE III—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *aud* means “hear.”

The root *herb* means “grass, weed.”

The roots *cis* and *cide* mean “cut” or “kill.”

The roots *vis* and *vid* mean “see.”

The suffixes *ible* and *able* mean “able.”

The prefix *in* means “into.”

A. Using literal translations as guidance, define the following words without using a dictionary:

- | | |
|--------------|-------------|
| 1. audible | 4. vista |
| 2. visionary | 5. auditory |
| 3. herbicide | 6. incision |

B. The root *sui* in the word “suicide” probably means _____.

C. List as many words as you can that have the roots *aud* and *vid* in them.

D. Write one example of an *incisive* comment.

E. List as many words as you can that end in *cide*.

EXERCISE IV—Inferences

Complete the sentences by inferring information about the italicized word from its context.

A. If the king’s *avarice* gets out of control, he might decide to...

B. Even a little good-humored teasing might cause the *irascible* Cary to...

C. If his promised wages do not arrive before the battle, the *mercenary* will probably...

EXERCISE V—Writing

Here is a writing prompt similar to the one you will find on the writing portion of the SAT.

Plan and write an essay based on the following statement:

One indication of good literature is that it “rings true”—that it touches upon a topic or issue that the reader can identify in his or her own life or experience. One literary selection that “rings true” for me is

Assignment: Write an essay in which you discuss the “truth” of the literature you have noted above. Be certain to support any generalities you make with specific references to the literature you are discussing and to your experience and observation.

Thesis: Write a *one-sentence* response to the above assignment. Make certain this single sentence offers a clear statement of your position.

Example: Because it shows the influence of world events on individuals, and depicts an authentic portrait of sacrificial love, Charles Dickens’s A Tale of Two Cities reveals the truth about life, even though it is fiction.

Development of Ideas: If your thesis is the point on which you want to end, what facts or examples can you offer your reader to help him or her see your point? Make a *thorough* list of *specific* facts and examples. Number them in the order in which you think they should best be discussed. This list is your outline.

Draft: Use your thesis as both your beginning and your end. Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Development of Ideas on page 207, score your partner’s essay (while he or she scores yours). Focus on the development of ideas and use of language conventions. If necessary, rewrite your essay to incorporate more (or more relevant) support, and to improve your use of language.

Improving Paragraphs

Read the following passage and then answer the multiple-choice questions that follow. Note that the questions will require you to make decisions regarding the revision of the reading selection.

- 1 A book is now a common object, yet there was a time when the book was a rare and precious possession—a religious relic not available to the common person.
- 2 The earliest collections that we would recognize as “books” were elaborate manuscripts produced in European monasteries. To ensure that ancient knowledge would not be lost, monks made copies of the books they protected.
- 3 The books produced during this period were exquisitely and elaborately illuminated with beautiful lettering called calligraphy, and fantastic images of snakes, demons, and mythological creatures.
- 4 The most important thing about these manuscripts is that they were considered sacred objects. The monks who sat for years working on single chapters of the Bible were not reproducing books. They were making the word of God available to the world.
- 5 Eventually, the production of books moved from the Church to the University, and books began to lose some of their religious emphasis. University students did not have access to the books locked away in monasteries. Also, they needed access to new kinds of non-religious books that were not easily available even in the libraries of monasteries.
- 6 Two new kinds of institutions grew up around the universities to fulfill the demand: stationers and book copiers. These people provided paper and libraries of text books. When a student needed a text for a class, he would go to the stationers and copy it—by hand. The student could also pay a book copier to copy the book for him.
- 7 Then, the whole book-producing industry began to change with the arrival of the printing press. The printing press was not a single invention. It was the clever combination of many technologies that had been known for centuries.
- 8 The other inventions brought together to create a printing press were the machines used for hundreds of years in Europe and Asia to press oil from olives and wine from grapes; block printing that had been known in Europe since the return of Marco Polo from Asia.
- 9 The development of print technology created a need for other developments. Medieval manuscripts had been copied on vellum pages—a material made largely from linen. It was beautiful and durable, but far too expensive for the mass production of books. Likewise, the ink that had been used by the monks and later by university students and book copiers was expensive. Oil-based ink needed to be developed as well as a paper that could be mass-produced inexpensively, yet still be durable enough to print a book that would last.
- 10 Ironically, the first books printed were Bibles and religious texts; so, while the printing press may have made books more available, it did not necessarily affect the subject matter of books.
- 11 However, by the 16th and 17th Centuries, the Roman Catholic Church was losing much of its influence. Latin had been the primary language for the worship of

God and for the exchange of intellectual ideas, but this was changing with the Protestant Reformation. More people were learning to read, and they wanted to read things in their own language.

12 In addition, world exploration and the European colonization of Africa and the New World made people curious about faraway places. Writers and printers were only too happy to fill this demand for reading material for the curious middle classes. The modern book was born.

13 So the book on the shelf of a typical city library has a long and interesting ancestry that goes at least as far back as the monks in their medieval monasteries. Were it not for such different endeavors as wine-making and world travel, the book as we know it might never have been developed.

1. Which of the following revisions best clarifies the intent of paragraph 4?
 - A. ...sacred objects because the monks...
 - B. ...sacred objects, and the monks...
 - C. ...sacred objects the monks...
 - D. ...sacred objects, the monks...
 - E. ...sacred objects; the monks...
2. Which of the following suggestions best corrects the awkward paragraph structure at the beginning of this selection?
 - A. Add more material about the European monasteries.
 - B. Delete paragraphs 2 and 3.
 - C. Delete paragraphs 2 and 4.
 - D. Combine paragraphs 2 and 3.
 - E. Combine paragraphs 2 and 4.
3. What two paragraphs could be combined to make the passage easier to read?
 - A. Paragraphs 5 and 6
 - B. Paragraphs 7 and 8
 - C. Paragraphs 10 and 11
 - D. Paragraphs 10 and 12
 - E. Paragraphs 11 and 13